

PS 1

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	My senses help me to understand the world around me.		Through play we express our feelings and ideas and come to new understandings.	Materials have properties that can be manipulated, changed and used to create.	Animals and people interact in different ways in different contexts.	
Lines of inquiry	<ul style="list-style-type: none"> The importance of our senses How we take care of our senses How life is experienced without one or more of our senses 		<ul style="list-style-type: none"> Communicating through play Imaginative use of materials The ways we learn through play 	<ul style="list-style-type: none"> materials in our daily lives properties of materials ways materials can be manipulated and changed ways we can use materials to be creative 	<ul style="list-style-type: none"> the role animals play in people's lives suitability of particular animals for specific functions our responsibility for the well-being of animals settings where people and animals interact 	
Subject focus	Visual Arts		Language, Mathematics, Performing Arts, Physical Education	Language, Mathematics	Language, Mathematics	
Key concepts	Function, Connection		Function, Connection, Perspective	Form, Causation, Change	Connection, Responsibility	
Related						

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
concepts	well-being, systems, feelings		Imagination, Creativity, Communication	properties, prediction, innovation		characteristics, relationships, needs
Learning experiences	<p>Learner Profile Items: Thinkers, Balanced</p> <p>Attitudes: Empathy</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Comprehension, Analysis</p> <p>Social Skills: Accepting Responsibility</p>		<p>Learner Profile Items: Inquirers, Communicators, Risk-takers (Courageous)</p> <p>Research Skills: Observing, Planning</p> <p>Self-management Skills: Gross Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Synthesis</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Non-verbal</p>	<p>Learner Profile Items: Inquirers, Knowledgeable, Thinkers</p> <p>Attitudes: Creativity, Curiosity, Independence</p> <p>Self-management Skills: Fine Motor</p> <p>Thinking Skills: Application, Analysis, Evaluation</p> <p>Social Skills: Accepting Responsibility, Cooperating, Group decision making</p> <p>Communication Skills: Listening, Non-verbal, Viewing</p>		<p>Learner Profile Items: Thinkers, Principled, Caring</p> <p>Attitudes: Appreciation, Confidence, Cooperation, Curiosity, Integrity, Respect</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Safety, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Reading, Viewing, Presenting</p>

PS 2

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	My senses help me to understand the world around me.		Through play we express our feelings and ideas and come to new understandings.	Materials have properties that can be manipulated, changed and used to create.		Animals and people interact in different ways in different contexts.
Lines of inquiry	<ul style="list-style-type: none"> The importance of our senses How we take care of our senses How life is experienced without one or more of our senses 		<ul style="list-style-type: none"> Communicating through play Imaginative use of materials The ways we learn through play 	<ul style="list-style-type: none"> materials in our daily lives properties of materials ways materials can be manipulated and changed ways we can use materials to be creative 		<ul style="list-style-type: none"> the role animals play in people's lives suitability of particular animals for specific functions our responsibility for the well-being of animals settings where people and animals interact
Subject focus	Visual Arts		Language, Mathematics, Performing Arts, Physical Education	Language, Mathematics		Language, Mathematics
Key concepts	Function, Connection		Function, Connection, Perspective	Form, Causation, Change		Connection, Responsibility
Related concepts	well-being, systems, feelings		Imagination, Creativity, Communication	properties, prediction, innovation		characteristics, relationships, needs
Learning experiences	Learner Profile Items: Thinkers, Balanced Attitudes: Empathy Research Skills: Formulating Questions,		Learner Profile Items: Inquirers, Communicators, Risk-takers (Courageous) Research Skills: Observing, Planning Self-management Skills: Gross	Learner Profile Items: Inquirers, Knowledgeable, Thinkers Attitudes: Creativity, Curiosity, Independence		Learner Profile Items: Thinkers, Principled, Caring Attitudes: Appreciation, Confidence, Cooperation,

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<p>Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Comprehension, Analysis</p> <p>Social Skills: Accepting Responsibility</p>		<p>Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Synthesis</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Non-verbal</p>	<p>Self-management Skills: Fine Motor</p> <p>Thinking Skills: Application, Analysis, Evaluation</p> <p>Social Skills: Accepting Responsibility, Cooperating, Group decision making</p> <p>Communication Skills: Listening, Non-verbal, Viewing</p>		<p>Curiosity, Integrity, Respect</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Safety, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Reading, Viewing, Presenting</p>

Kindergarten

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	People's relationships with each other can have an impact on well-being.	Documenting past events allow us to reflect on and celebrate who we are and where we come from.	People create stories to express a variety of ideas	Communities utilizes forces to meet their needs		Plants are a life sustaining resource.
Lines of inquiry	<ul style="list-style-type: none"> • How we develop relationships • How relationships affect us • Roles and behaviours within relationships • How we cooperate with others in our day to day lives 	<ul style="list-style-type: none"> • Ways of documenting past events • How past experiences influence who we are 	<ul style="list-style-type: none"> • What stories communicate. • How stories are shared. • the differences and similarities between stories around the world. 	<ul style="list-style-type: none"> • Forces in everyday life • How forces work • How forces make life better 		<ul style="list-style-type: none"> • Caring for plants • Traditional uses of plants • How plants contribute to life on Earth
Subject focus	Language, Mathematics	Language, Mathematics	Language, Mathematics	Language, Mathematics		Language, Mathematics

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Key concepts	Function, Connection, Responsibility	Causation, Change	Form, Connection, Perspective	Form, Function, Causation		Function, Causation, Responsibility
Related concepts	Cooperation, Balance, Relationships, Roles	Chronology, Discovery, History and Identity	Creativity, Communication, Compare and Contrast, Culture	Magnetism, Technology, Energy, Force		Interdependence, life-cycles, photosynthesis, Systems, interdependence
Learning experiences	<p>Learner Profile Items: Open-minded, Caring, Balanced</p> <p>Attitudes: Appreciation, Confidence, Cooperation, Independence, Respect</p> <p>Self-management Skills: Codes of Behaviour</p> <p>Thinking Skills: Comprehension</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Group decision making</p> <p>Communication Skills: Listening, Non-verbal</p>	<p>Learner Profile Items: Inquirers, Thinkers, Communicators, Reflective</p> <p>Attitudes: Curiosity, Respect</p> <p>Research Skills: Formulating Questions, Planning, Collecting Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Fine Motor, Organization, Time Management</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Social Skills: Respecting others</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Presenting</p>	<p>Learner Profile Items: Inquirers, Thinkers, Communicators, Reflective</p> <p>Research Skills: Observing, Planning</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Codes of Behaviour, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Speaking, Reading, Writing, Viewing, Presenting</p>	<p>Learner Profile Items: Inquirers, Communicators, Risk-takers (Courageous)</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Research</p> <p>Self-management Skills: Fine Motor, Time Management, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Evaluation, Metacognition</p> <p>Social Skills: Cooperating, Group decision making, Adopting a variety of group</p>		<p>Learner Profile Items: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Reflective</p> <p>Research Skills: Formulating Questions, Observing, Collecting Data, Recording Data, Organizing Data, Presenting Research</p> <p>Self-management Skills: Organization, Healthy Lifestyles, Informed Choices</p> <p>Thinking Skills: Acquisition of knowledge, Application, Analysis, Evaluation, Dialectical thought</p> <p>Social Skills: Accepting Responsibility, Respecting others, Group decision making</p> <p>Communication Skills: Listening, Speaking, Viewing, Presenting</p>

Who we are

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and time

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How the world
works

How we
organize
ourselves

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roles

Communication

Skills: Listening,
Speaking,
Reading,
Writing, Non-
verbal, Viewing,
Presenting

Grade 1

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Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	2019-20 - Actions and Choices shape communities. 2018-19 Central idea - By respecting and understanding each other we create a healthy and safe community.	Structures reflect cultural influences and local environment.	We can express our feelings and ideas through the arts.	The Earth's natural cycles influence the activity of living things.	Many products go through a process of change before they are consumed or used.	Survival of living things depends on their ability to adapt to the habitat in which they live.
Lines of inquiry	<ul style="list-style-type: none"> • What it means to be part of a community • Our roles in the community • How our actions affect the community 	<ul style="list-style-type: none"> • Ways structures reflect local environment, climate and materials. • Ways structures are influenced by different identity and purpose • Reasons for structures changing over time 	<ul style="list-style-type: none"> • Different ways people express themselves through the arts • How we respond to art 	<ul style="list-style-type: none"> • Earth's natural cycles • Patterns of behaviour in living things related to Earth's natural cycles 	<ul style="list-style-type: none"> • Origins and distribution of products • Changes products go through • How people select the products they use 	<ul style="list-style-type: none"> • Understanding different habitats and their features • Ways living things have adapted to their habitat • Our role in the survival of habitats
Subject focus	Language, Mathematics, Sinhala, Visual Arts, Performing Arts, Physical Education	Language, Mathematics, Sinhala, Visual Arts, Performing Arts, Physical Education	Language, Mathematics, Visual Arts, Performing Arts	Mathematics	Language, Mathematics	Language, Mathematics, Visual Arts, Sinhala
Key concepts	Perspective, Responsibility	Form, Change, Connection	Form, Function, Perspective	Function, Causation, Connection	Form, Change, Responsibility	Form, Causation, Responsibility, Reflection
Related concepts	Respect Consequences Responsibilities	Culture, needs, climate, shelter	Performance, creation, emotions	Cycles, Interaction, Pattern For math integration: pre- and post- assessment about telling time to hour/	Components, process, choice	Adaptation, Habitat , Conservation and Classification Adaptation, Habitat, Conservation and

Rights and consequences

half hour (if necessary could to to the quarter hour and minute as well). This was an oral assessment (draw what it would look like if it was 1:00. Draw what it would look like at 3:30.) Blank clocks are attached below.

Classification**Math Integration-**

They will use compasses on the open field to identify directional terms such as North, South, East and West.

Shape and Space- They will learn to sequence left and right to describe movement. What comes next in an event sequence or step by step story for example the water cycle, seasons and all other different cycles.

Students go around and ask friends what their favorite weather or season is and put this information onto a graph.

summer/winter venn diagram; spring/autumn spinner of hemispheres

Time: learn to tell time to the hour and half hour and 15 minutes. (can also be to the minute). When studying the day/night cycle, discussion of how many hours in a day, a.m./p.m., how a clock works, analog/digital clocks.

Fractions: when inquiring about time (half hour,

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quarter hour); also when inquiring about moon phases (half moon, quarter moon and so on.

Learning experiences

Learner Profile Items:
Principled, Caring, Risk-takers (Courageous)

Learner Profile Items:
Communicators, Reflective
Attitudes: Appreciation, Creativity
Research Skills:
Observing, Planning
Self-management Skills:
Informed Choices
Thinking Skills: Analysis
Social Skills: Respecting others, Cooperating
Communication Skills:
Listening, Reading, Writing, Presenting

Learner Profile Items:
Knowledgeable, Thinkers
Thinking Skills: Application

Learner Profile Items:
Inquirers, Knowledgeable, Thinkers, Communicators, Balanced, Reflective
Attitudes: Cooperation, Creativity, Curiosity, Respect
Research Skills:
Formulating Questions, Observing, Planning, Collecting Data, Organizing Data, Presenting Research
Self-management Skills:
Gross Motor, Organization, Time Management, Healthy Lifestyles
Thinking Skills: Acquisition of knowledge, Comprehension, Evaluation
Social Skills: Accepting Responsibility, Respecting others, Cooperating, Group decision making, Adopting a variety of group roles
Communication Skills:
Listening, Speaking, Reading, Writing, Viewing, Presenting

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experiences	<p>Principled, Balanced</p> <p>Attitudes: Cooperation, Empathy, Independence, Respect, Tolerance</p> <p>Research Skills: Formulating Questions, Collecting Data, Recording Data</p> <p>Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Inquirers, Knowledgeable, Open-minded</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Communication Skills: Presenting</p>	<p>Communicators, Open-minded, Risk-takers (Courageous)</p> <p>Self-management Skills: Time Management</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Inquirers, Thinkers, Risk-takers (Courageous)</p> <p>Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Interpreting Data, Presenting Research</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Social Skills: Accepting Responsibility, Cooperating</p> <p>Communication Skills: Listening, Speaking, Viewing</p>	<p>Knowledgeable, Open-minded</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Inquirers, Knowledgeable, Thinkers, Reflective</p> <p>Research Skills: Formulating Questions, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p>Self-management Skills: Organization</p> <p>Thinking Skills: Acquisition of knowledge, Comprehension</p> <p>Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p> <p>Communication Skills: Listening, Speaking, Reading, Writing, Presenting</p>

Grade 3

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	What we believe and value is part of who we are.	The Earth's physical geography has an impact on human interactions and settlements.	The arts are used as a form of expression and communication that can be interpreted by an audience.	Energy may be converted, transformed and conserved to support human progress.	People create organizations to make decisions, solve problems and support human endeavor.	Ecosystems rely on maintaining the interdependent balance of organisms within systems.
Lines of inquiry	<ul style="list-style-type: none"> • Similarities and differences between belief systems (secular and faith-based) • How beliefs and values connect individuals within a community • The impact and influence of our beliefs and values in the way we lead our lives 	<ul style="list-style-type: none"> • Variability of physical geography around the world • The relationship between location and settlement • How landforms are shaped 	<ul style="list-style-type: none"> • How people communicate through arts • How the arts can be interpreted by an audience • The role of the arts in different cultures, places and times 	<ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • How energy is used (transformation) • Sustainable energy practices 	<ul style="list-style-type: none"> • Purpose of organizations • Strategies for decision making and problem solving within an organization • What makes an organization successful 	<ul style="list-style-type: none"> • Ways in which ecosystems, biomes and environments are interdependent • How human interaction with the environment can affect the balance of systems • The consequences of imbalance within ecosystems
Subject focus	Language, Mathematics	Language, Mathematics	Language, Mathematics, Visual Arts, Performing Arts	Language, Mathematics	Language, Mathematics	Language, Mathematics
Key concepts	Connection, Perspective, Reflection	Form, Causation, Connection	Perspective	Form, Change, Responsibility	Function, Reflection	Causation, Connection, Responsibility
Related concepts	Diversity, Beliefs, Values	Geography, Settlements, Geology		Energy, Transformation, Conservation	Role, Service, Organisation	Balance, Biodiversity, Interdependence
Learning experiences	Learner Profile Items: Open-minded, Caring Thinking Skills: Dialectical thought	Learner Profile Items: Inquirers, Communicators Research Skills: Collecting Data, Recording Data,	Learner Profile Items: Communicators, Open-minded Research Skills:	Learner Profile Items: Inquirers, Risk-takers (Courageous) Thinking Skills: Acquisition	Learner Profile Items: Principled, Open-minded Research Skills: Formulating Questions,	Learner Profile Items: Inquirers, Caring, Reflective Research Skills: Collecting Data, Recording Data,

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<p>Social Skills: Respecting others Communication Skills: Presenting</p>	<p>Organizing Data, Interpreting Data, Presenting Research Self-management Skills: Organization, Time Management Thinking Skills: Acquisition of knowledge, Comprehension Communication Skills: Reading, Writing, Viewing, Presenting</p>	<p>Interpreting Data Self-management Skills: Spatial Awareness Thinking Skills: Analysis Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles Communication Skills: Viewing, Presenting</p>	<p>of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</p>	<p>Collecting Data, Presenting Research Communication Skills: Listening, Presenting</p>	<p>Organizing Data, Interpreting Data, Presenting Research Thinking Skills: Acquisition of knowledge, Comprehension, Synthesis Communication Skills: Speaking, Reading, Writing</p>

Grade 4

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	The human body relies on interacting systems and external factors.	Evidence of past civilizations can be used to make connections to present-day societies.	In our world, pattern, rhythm and rhyme exist in many forms and can be used as a way to create.	The design of buildings and structures depends on environmental factors, human ingenuity, and available materials.	Understanding economic activity enables successful entrepreneurship.	Reaching a resolution during conflict is influenced by the actions of all involved.
Lines of inquiry	<ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of personal choices on the body systems • How the body systems are affected by exercise (PE) 	<ul style="list-style-type: none"> • Characteristics of civilizations and societies • Connections between past and present • Implications for the future 	<ul style="list-style-type: none"> • Patterns in the natural and man-made world • Responding to patterns, rhythm and rhyme. • Using patterns, rhythm and rhyme as a form of expression. 	<ul style="list-style-type: none"> • Considerations to take into account when building a structure • The impact of the environment on buildings and structures • Materials can be manipulated to meet the needs of construction 	<ul style="list-style-type: none"> • The role of supply and demand • Essential elements of establishing and running a business. • Our responsibility as consumers and producers 	<ul style="list-style-type: none"> • There are multiple perspectives in a conflict • Ways to resolve conflicts • Actions and interventions which prevent conflict
Subject focus	Language, Mathematics, Physical Education	Language, Mathematics	Language, Mathematics, French, Sinhala, Visual Arts, Performing Arts	Language, Mathematics	Language, Mathematics	Language, Mathematics
Key concepts	Function, Connection, Responsibility	Change, Connection, Reflection	Form, Connection, Perspective	Function, Causation, Change	Function, Connection, Responsibility	Perspective, Responsibility, Reflection

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Related concepts	systems, lifestyle, interdependence	Continuity, Progress, Chronology (need to be reviewed)	Creativity, Sequence, Expression	Structures, Forces, Ingenuity	Entrepreneurship, fair trade, profit and loss	Related Concepts: Points of view, Mediator. Consensus. Pro-active.
Learning experiences	Learner Profile Items: Knowledgeable, Thinkers, Balanced Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research Self-management Skills: Healthy Lifestyles, Informed Choices	Learner Profile Items: Inquirers Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research	Learner Profile Items: Communicators, Risk-takers (Courageous) Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting	Learner Profile Items: Knowledgeable, Thinkers Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition	Learner Profile Items: Thinkers, Communicators Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices	Learner Profile Items: Open-minded, Caring, Reflective Attitudes: Cooperation, Empathy, Respect, Tolerance Social Skills: Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles

Grade 5

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	As humans grow and develop we experience many changes that shape who we are.	Human movement is a response to challenges, risks and opportunities.	A person's image reflects their identity and creates an impression on others.	Natural materials can undergo changes that may provide challenges and benefits for society and the environment.	Digital media changes the way we access information and connect to one another.	Exploration of issues and opportunities inspires learning and action.
Lines of inquiry	<ul style="list-style-type: none"> • The physical, social and emotional changes that occur as humans grow and develop • Factors that help us cope with the onset of puberty • How rites of passage in various societies contribute to one's cultural identity 	<ul style="list-style-type: none"> • Why people move • Human movement throughout history and into the future • Effects of movement on communities, cultures and individuals 	<ul style="list-style-type: none"> • Image is a reflection of a person's individuality • Factors that impact identity • Appearance and image are perceived differently by others 	<ul style="list-style-type: none"> • Conditions that cause reversible and irreversible changes in materials • How societies take advantage of the properties of materials • The impact of retrieval, production and the use of materials on the environment 	<ul style="list-style-type: none"> • How digital and social media are used or organized • Evaluating information • Our responsibility in virtual environments 	<ul style="list-style-type: none"> • How people and our environment inspire us • How we develop opportunities and interests • How to share our opportunities and interests with others
Subject focus	Language, Mathematics, Physical Education	Language, Mathematics	Language, Mathematics	Language, Mathematics	Language, Mathematics	Language, Mathematics
Key concepts	Change, Connection, Reflection	Causation, Connection, Perspective	Form, Function, Causation	Function, Change, Responsibility	Form, Function, Causation	Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection
Related concepts		Forced, Voluntary, Discrimination				
Learning experiences	Learner Profile Items: Open-minded, Risk-takers	Learner Profile Items: Open-minded, Caring	Learner Profile Items: Communicators, Balanced,	Learner Profile Items: Inquirers, Knowledgeable,	Learner Profile Items: Communicators, Principled	Learner Profile Items: Inquirers, Knowledgeable,

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p>(Courageous), Reflective Attitudes: Respect, Tolerance Social Skills: Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles</p>	<p>Attitudes: Empathy, Respect, Tolerance Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p>	<p>Reflective Attitudes: Appreciation, Confidence, Creativity Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Thinkers Attitudes: Commitment, Cooperation, Curiosity Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>	<p>Attitudes: Commitment, Independence, Integrity Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>	<p>Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Balanced, Reflective Attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance Research Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research Self-management Skills: Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices Thinking Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition Social Skills: Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles Communication Skills: Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting</p>