







# UPBEAT International School

## Preschool Programme of Inquiry (POI) 2023









# Turtle Class (3-4 years old) Transdisciplinary Themes



<b>How the World Works</b> 	<b>Sharing the Planet</b>  	<b>How We Express Ourselves</b> 	<b>Who We Are</b> 	<b>How We Organize Ourselves</b> 
<p><i>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.</i></p> <p><b>Central Idea:</b> People use everyday materials for different purposes.</p> <p><b>Key Concepts:</b> Function, Responsibility</p> <p><b>Lines of Inquiry:</b> - The uses of different everyday classroom materials. - How we can be responsible with our classroom materials.</p> <p><b>Learner Profile:</b> Caring, Reflective</p> <p><b>Approaches to Learning:</b> : Self-management</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Central Idea:</b> Our responsibility is towards ensuring the well being of living things.</p> <p><b>Key Concepts:</b> Form, Change, Responsibility</p> <p><b>Lines of Inquiry:</b> - Characteristics of Animals - How animals grow - Our responsibility towards animals</p> <p><b>Learner Profile:</b> Thinkers, Knowledgeable</p> <p><b>Approaches to Learning:</b> : Research, Thinking</p> <p><i>Date: June-Aug.</i></p>	<p><i>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</i></p> <p><b>Central Idea:</b> Dance can express emotions and showcase culture</p> <p><b>Key Concepts:</b> Form, Perspective, Connection</p> <p><b>Lines of Inquiry:</b> - Different types of dances - Emotions expressed by dance - Connection between dance and culture</p> <p><b>Learner Profile:</b> Communicators, Risk-takers</p> <p><b>Approaches to Learning:</b> Communication, Social</p> <p><i>Date: Sep.-Nov.</i></p>	<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p><b>Central Idea:</b> The five senses help us explore the world around us.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Lines of Inquiry:</b> - The five senses - How we use our five senses - How my senses help me learn about the world</p> <p><b>Learner Profile:</b> Open-minded, Inquirers</p> <p><b>Approaches to Learning:</b> Social</p> <p><i>Date: Dec.-Jan.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> Communities work and function together</p> <p><b>Key Concepts:</b> Form, Connection, Responsibility</p> <p><b>Lines of Inquiry:</b> - Characteristics of a school community. - How we can help our school community.</p> <p><b>Learner Profile:</b> Balanced, Principled</p> <p><b>Approaches to Learning:</b> Communication, Social</p> <p><i>Date: Feb.-March</i></p>






# Whale Class (4-5 years old) Transdisciplinary Themes



<p><b>Who We Are</b></p> 	<p><b>Sharing the Planet</b></p>  	<p><b>How We Express Ourselves</b></p> 	<p><b>How the World Works</b></p> 	<p><b>How We Organize Ourselves</b></p> 
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p><b>Central Idea:</b> Understanding our emotions and others' perspectives helps us understand our behavior.</p> <p><b>Key Concepts:</b> Perspective, Form, Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Identify different emotions in self and others.</li> <li>- How we communicate emotions.</li> <li>- How we regulate our behavior.</li> </ul> <p><b>Learner Profile:</b> Open-minded, Reflective, Communicator</p> <p><b>Approaches to Learning:</b> Social, Self-management</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Central Idea:</b> Everyone has a responsibility to protect our planet.</p> <p><b>Key Concepts:</b> Responsibility, Change, Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Current state of the planet</li> <li>- Human actions can affect the planet.</li> <li>- There are things we can do to protect the planet.</li> </ul> <p><b>Learner Profile:</b> Principled, balanced, caring</p> <p><b>Approaches to Learning:</b> Thinking, Social</p> <p><i>Date: June-Aug.</i></p>	<p><i>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</i></p> <p><b>Central Idea:</b> We use our imagination to express ourselves through art.</p> <p><b>Key Concepts:</b> Form, Connection, Perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different forms of performing arts</li> <li>- Resources and techniques we use in performing arts</li> <li>- Using our imagination and creativity</li> </ul> <p><b>Learner Profile:</b> Risk-taker, Communicator</p> <p><b>Approaches to Learning:</b> Communication</p> <p><i>Date: Sep.-Nov.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> People build things to meet different needs.</p> <p><b>Key Concepts:</b> Form, Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different forms of buildings and structures.</li> <li>- Why do people need to build things</li> </ul> <p><b>Learner Profile:</b> Thinker, Knowledgeable</p> <p><b>Approaches to Learning:</b> :Thinking, Research</p> <p><i>Date: Dec.-Jan.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> Many food products go through a process before they are used.</p> <p><b>Key Concepts:</b> Function, Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Origin of products.</li> <li>- How products are processed.</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Inquirers</p> <p><b>Approaches to Learning:</b> Research</p> <p><i>Date: Feb.-March</i></p>

# Dragon Class (5-6 years old) Transdisciplinary Themes



<p><b>Who We Are</b></p> 	<p><b>Sharing the Planet</b></p> 	<p><b>How We Express Ourselves</b></p> 	<p><b>How the World Works</b></p> 	<p><b>How We Organize Ourselves</b></p> 
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</b></i></p> <p><b>Central Idea:</b> Our relationships and actions affect others in our community.</p> <p><b>Key Concepts:</b> Connection, Perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different types of relationships.</li> <li>- How our words and actions affect others.</li> <li>- How relationships with others contribute to our community.</li> </ul> <p><b>Learner Profile:</b> Caring , Communicators</p> <p><b>Approaches to Learning:</b> Social, Self-management</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Central Idea:</b> Plants, as natural resources, support life on Earth and play a central role in our lives.</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Characteristics and types of plants</li> <li>- Plants as an essential resource for humans and animals</li> <li>- How we can take care of plants</li> </ul> <p><b>Learner Profile:</b> Principled, Caring, Balanced</p> <p><b>Approaches to Learning :</b> Self-management, Research</p> <p><i>Date: June-Aug.</i></p>	<p><i>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</i></p> <p><b>Central Idea:</b> Stories can engage an audience and communicate meaning.</p> <p><b>Key Concepts:</b> Perspective, Connection, Form</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How stories are created and shared</li> <li>- How to construct an effective story.</li> <li>- Feelings and emotions that stories evoke.</li> </ul> <p><b>Learner Profile:</b> Risk-takers, Open-minded</p> <p><b>Approaches to Learning: :</b> Communication</p> <p><i>Date: Sep.-Nov.</i></p>	<p><i>Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b></i></p> <p><b>Central Idea:</b> Our body systems make our body work.</p> <p><b>Key Concepts:</b> Function, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the body systems work.</li> <li>- How the body systems are connected to our body.</li> </ul> <p><b>Learner Profile:</b> Inquirers, Thinkers</p> <p><b>Approaches to Learning: :</b> Thinking, Research</p> <p><i>Date: Dec.-Jan.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> In an organized community every member has a role to play.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- People play different roles in the community.</li> <li>- How members interact with each other</li> <li>- The responsibility of community members.</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Reflective</p> <p><b>Approaches to Learning: :</b> Social, Thinking</p> <p><i>Date: Feb.-March</i></p>

## Egg-Canary-Ladybug Class (0-2 years old) Transdisciplinary Themes



Who We Are	How the World Works	Sharing the Planet	How We Express Ourselves	Where We Are In Place and Time
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; what it means to be human</i></p> <p><b>Central Idea:</b> Me and Spring.</p> <p><b>Key Concepts:</b> Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- My body and feelings.</li> <li>- My parents</li> <li>- Things related to Spring</li> </ul> <p><b>Learner Profile:</b> Reflective</p> <p><i>Date: April-May</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> Explore the world of bugs in Summer</p> <p><b>Key Concepts:</b> Form</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of Bugs</li> <li>- Summer Activities</li> </ul> <p><b>Learner Profile:</b> Risk-takers</p> <p><i>Date: June-Aug.</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Central Idea:</b> The Changing Colors in Autumn</p> <p><b>Key Concepts:</b> Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Colors</li> <li>- Autumn Events</li> </ul> <p><b>Learner Profile:</b> Inquirers</p> <p><i>Date: Sept.-Oct.</i></p>	<p><i>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</i></p> <p><b>Central Idea:</b> Celebrating winter traditions</p> <p><b>Key Concepts:</b> Causation</p> <p><b>Line of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Winter Weather</li> <li>- Winter Celebrations</li> </ul> <p><b>Learner Profile:</b> Knowledgeable</p> <p><i>Date: Nov-Jan.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> People in our Community</p> <p><b>Key Concepts:</b> Function</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of the Community Helpers</li> <li>- Places of Work</li> </ul> <p><b>Learner Profile:</b> Caring</p> <p><i>Date: Feb-March</i></p>

## Goldfish - Butterfly (2-3 years old) Transdisciplinary Themes



Who We Are	How the World Works	Sharing the Planet	How We Express Ourselves	Where We Are In Place and Time
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; what it means to be human</i></p> <p><b>Central Idea:</b> Me, myself and my family.</p> <p><b>Key Concepts:</b> Connection, Reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The relationship in my family.</li> <li>- My Likes</li> <li>- My Dislikes</li> </ul> <p><b>Learner Profile:</b> Reflective</p> <p><i>Date: April-May</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> The Role of the Community Helpers</p> <p><b>Key Concepts:</b> Function</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How the community helpers help us</li> <li>- Community helpers vehicles and uniforms</li> </ul> <p><b>Learner Profile:</b> Knowledgeable</p> <p><i>Date: : June-Aug.</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Central Idea:</b> A Year of Celebration</p> <p><b>Key Concepts:</b> Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Months of the year</li> <li>- Seasons</li> <li>- Celebrations</li> </ul> <p><b>Learner Profile:</b> Inquirer</p> <p><i>Date: Sept.-Oct.</i></p>	<p><i>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</i></p> <p><b>Central Idea:</b> Understanding our World through stories and fables</p> <p><b>Key Concepts:</b> Connection, Reflection</p> <p><b>Line of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The lessons we learn from stories and fables.</li> <li>- Characters and Settings</li> </ul> <p><b>Learner Profile:</b> Communicator</p> <p><i>Date: Nov.-Jan.</i></p>	<p><i>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.</i></p> <p><b>Central Idea:</b> The Places Around Me</p> <p><b>Key Concepts:</b> Function</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Describing places</li> <li>- What elements can we find in different places</li> </ul> <p><b>Learner Profile:</b> Thinkers</p> <p><i>Date: Feb-March</i></p>