



# Sekolah Global Indo-Asia

## Programme of Inquiry for Early Childhood Centre (ECC)

### SY 2022 - 2023



	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
Grade Level	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 civilizations, 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 worlds 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 environments.	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.
K1	<p><b>Central Idea:</b> Awareness of our personal characteristics and ability help us understand who we are and others around us.</p> <p><b>Key Concepts:</b> Perspective, Form, Connection</p> <p><b>Related Concepts:</b> Differences, Characteristics (likes &amp; dislikes), Social interaction</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our characteristics and ability</li> <li>• Our differences and similarities</li> <li>• Ways we accept differences through play</li> </ul> <p><b>IB Learner Profile:</b> Caring, Open-Minded, Communicators</p> <p><b>Approaches to Learning:</b> Social and Communication skills</p>		<p><b>Central Idea:</b> Children express themselves in many different 'languages' through play and exploration.</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> Play, Exploration, Communication, Creativity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of play</li> <li>• Using our creativity to express ourselves</li> <li>• Communicating through play</li> </ul> <p><b>IB Learner Profile:</b> Risk-takers, Balanced, Communicators, Reflective</p> <p><b>Approaches to Learning:</b> Communication, Social and Self-management skills</p>	<p><b>Central Idea:</b> Understanding changes in living things and non-living things help us make sense of the world.</p> <p><b>Key Concepts:</b> Form, Change, Causation</p> <p><b>Related Concepts:</b> Transformation, Process, Life cycle, Physical changes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Living things and non-living things</li> <li>• How living things and nonliving things go through changes</li> <li>• How we grow and change</li> </ul> <p><b>IB Learner Profile:</b> Inquirers, Thinkers, Knowledgeable</p> <p><b>Approaches to Learning:</b> Research and Thinking skills</p>	<p><b>Central Idea:</b> Communities function effectively when rules and routines are shared with all members.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Related Concepts:</b> Rules, Routines, Communities, Consequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• School and classroom communities</li> <li>• Purposes of rules and routines</li> <li>• Reaching agreement</li> </ul> <p><b>IB Learner Profile:</b> Communicators, Caring, Principled</p> <p><b>Approaches to Learning:</b> Self-management and Social skills</p>	

K2	<p><b>Central Idea:</b> Families influence our identities through upbringing.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Differences, Belonging, Roles, Interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences in families</li> <li>• Our family upbringing</li> <li>• My family tree and history</li> </ul> <p><b>IB Learner Profile:</b> Communicators, Caring, Thinkers</p> <p><b>Approaches to Learning:</b> Communication and Social skills</p>		<p><b>Central Idea:</b> Play creates opportunities for growth and skills development.</p> <p><b>Key Concepts:</b> Connection, Function, Causation</p> <p><b>Related Concepts:</b> Communication, Relationship, Interaction</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Learning through play</li> <li>• How play extends our thinking</li> <li>• Developing positive relationships through play</li> </ul> <p><b>IB Learner Profile:</b> Risk-takers, Open-minded, Caring</p> <p><b>Approaches to Learning:</b> Thinking, Social and Communication skills</p>	<p><b>Central Idea:</b> Our senses help us discover the world around us.</p> <p><b>Key Concepts:</b> Form, Perspective, Function</p> <p><b>Related Concepts:</b> Senses, Body parts, Perception, Protection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our senses</li> <li>• The world without senses</li> <li>• Senses in other living things</li> </ul> <p><b>IB Learner Profile:</b> Knowledgeable, Inquirers, Communicators</p> <p><b>Approaches to Learning:</b> Thinking and Research skills</p>	<p><b>Central Idea:</b> Each one of us shares a responsibility to help create a safe environment.</p> <p><b>Key Concepts:</b> Causation, Change, Responsibility</p> <p><b>Related Concepts:</b> Safety, Rules, Procedures, Organization</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Safety inside and outside our home</li> <li>• Safety at school</li> <li>• Making safe choices</li> <li>• Organization to keep us safe</li> </ul> <p><b>IB Learner Profile:</b> Balanced, Principled, Reflective</p> <p><b>Approaches to Learning:</b> Self-management and Social skills</p>	
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K3	<p><b>Central Idea:</b> Relationships with others contribute to our well-being and can affect the way we feel and behave.</p> <p><b>Key Concepts:</b> Perspective, Connection, Function</p> <p><b>Related Concepts:</b> Relationship, Feeling, Friendship, Well-being</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why relationships matter</li> <li>• How relationships affect our well being</li> <li>• What makes a good relationship</li> </ul> <p><b>IB Learner Profile:</b> Communicators, Caring, Reflective</p> <p><b>Approaches to Learning:</b> Social, Communication, and Self-management skills</p>		<p><b>Central Idea:</b> People use celebrations to express important events in their lives.</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility</p> <p><b>Related Concepts:</b> Celebration, Beliefs, Cultures, Traditions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Features of celebrations</li> <li>• Reasons for celebrations</li> <li>• How celebration is connected to cultures, traditions and beliefs</li> </ul> <p><b>IB Learner Profile:</b> Open-minded, Inquirers, Risk Takers</p> <p><b>Approaches to Learning:</b> Social and Communication skills</p>	<p><b>Central Idea:</b> Understanding the weather phenomena helps us learn about their benefits and challenges to living things.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility</p> <p><b>Related Concepts:</b> Weather, Season, Temperature, Benefit, Challenges</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Weather phenomena</li> <li>• Causes of changes in weather</li> <li>• How weather affects our daily life</li> </ul> <p><b>IB Learner Profile:</b> Inquirers, Knowledgeable, Risk-takers</p> <p><b>Approaches to Learning:</b> Thinking and Research skills</p>	<p><b>Central Idea:</b> Communities develop systems to work towards common goals.</p> <p><b>Key Concepts:</b> Function, Responsibility, Change</p> <p><b>Related Concepts:</b> System, Community, Roles</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Systems and why do we need them</li> <li>• Systems in the communities</li> <li>• How systems change based on the needs of the community</li> </ul> <p><b>IB Learner Profile:</b> Balanced, Principled, Communicators</p> <p><b>Approaches to Learning</b> Social, Self-management and Communication skills</p>	<p><b>Central Idea:</b> Minibeasts have a role in the habitat they live in and their existence impacts the ecosystem.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Invertebrates, Ecosystem, Roles, Impact</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of minibeasts</li> <li>• The importance of minibeasts in the ecosystem</li> <li>• How humans and minibeast interact</li> </ul> <p><b>IB Learner Profile:</b> Thinkers, Knowledgeable, Caring</p> <p><b>Approaches to Learning:</b> Thinking and Research skills</p>
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Pre-K	<p><b>How we organize ourselves</b></p> <p>Examples: Routines, safety, independence</p>	<p><b>How we express ourselves</b></p> <p>Examples: What we like, our interests, self-expression, singing and dancing</p>	<p><b>Who we are</b></p> <p>Examples: Myself, my body, my senses, my toys, my family, my belonging</p>	<p><b>How the works</b></p> <p>Examples: Our surroundings, animals and plants, our world</p>
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