

Vilnius International School
Primary Years Programme
Programme of Inquiry 2017/18

KANGAROOS (Pre-K3)

	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
Organizing 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 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 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	I know myself by understanding others		We use our bodies to express our feelings and ideas.		We all have responsibilities in school	Plants are a life-sustaining resource for us and for other living things
Lines of Inquiry	<ul style="list-style-type: none"> ❖ How I see myself. How others see me ❖ Our similarities and differences ❖ People change overtime 		<ul style="list-style-type: none"> ❖ Non-verbal communication helps interaction with others ❖ Keeping myself and others safe ❖ My choices have an impact on other's well-being 		<ul style="list-style-type: none"> ❖ Different people in our school have different jobs to do ❖ Relationship between jobs and purposes ❖ Our role in a school community 	<ul style="list-style-type: none"> ❖ The transformation of the seed ❖ Our responsibility towards plants ❖ What plants provide us and other living things
Key Concepts	Perspective, connection, change		Function, causation, connection		Responsibility, connection, reflection	Change, responsibility, causation
Related concepts	Transformation, relationships, opinion		Behaviour, consequences, relationships		Relationships, initiative, review	Impact, transformation, growth
Learner Profile	Thinker, caring, balanced		Communicators, Balanced, Caring.		Inquirers, principled, reflective	Thinker, knowledgeable, caring

PANDAS (Pre-K4)

	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
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Central Idea	Relationships shape who we are	Visiting different people and places creates new opportunities	Art is found in many forms and comes from many sources	We use different things in different ways because of what they are made of	People play different roles in the community to which they belong	
Lines of Inquiry	<ul style="list-style-type: none"> ❖ How to make friends ❖ Ways to keep friendship ❖ Why friends are needed 	<ul style="list-style-type: none"> ❖ The similarities and differences between types of travel ❖ Evidence people have from their travels ❖ The relationship between travel and new opportunities 	<ul style="list-style-type: none"> ❖ Different forms of art ❖ The relationship between different forms of art ❖ Art is a part of our everyday life 	<ul style="list-style-type: none"> ❖ The properties of materials ❖ How materials transform ❖ The role materials play in our lives 	<ul style="list-style-type: none"> ❖ Responsibilities as members of a community ❖ People play different roles in the community ❖ Relationships build the community 	
Key Concepts	Responsibility, causation	Form, reflection, connection	Form, connection, perspective	Form, change, function	Responsibility, function, connection	
Related concepts	Consequence, values, role, relationships, rights	Similarities and differences, relationships, evidence	Pattern, relationships, opinion	Properties, transformation, systems	Role, relationships, rights	
Learner Profile	Caring, reflective, communicator, principled	Knowledgeable, open-minded	Balanced, risk-taker	Inquirer, thinker	Communicator, principled	

Turtles (KG 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
Organizing 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 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 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 and things are needed to make a house a home	Our stories tell about who we are and where we come from	Imagination is a tool for extending our ability to think and express ourselves	We can use light and color in many ways	Many products go through a process of change before they are consumed or used	
Lines of Inquiry	<ul style="list-style-type: none"> ❖ Different homes ❖ Homes tell about the local environment ❖ What makes a house a home 	<ul style="list-style-type: none"> ❖ Knowing my story ❖ The ways we share our stories ❖ How our stories are different and alike 	<ul style="list-style-type: none"> ❖ Imaginative use of materials ❖ How imagination helps us consider other perspectives ❖ How imagination helps us to solve problems 	<ul style="list-style-type: none"> ❖ Experimenting with light and color ❖ Ways we use light and color ❖ Light and color in our everyday lives 	<ul style="list-style-type: none"> ❖ How products are sorted ❖ Changes products go through ❖ People help to produce products 	
Key Concepts	Form, connection, perspective	Causation, reflection, form	Change, perspective, reflection	Function, change, causation	Form, change, responsibility	
Related concepts	Structure, system, relationships, opinion	Impact, interpretation, similarities and differences	Adaptation, opinion, behaviour	Systems, impact, transformation	Properties, transformation, initiative	
Learner Profile	Communicator, open-minded	Knowledgeable, thinker	Risk-taker, communicator	Inquirer, knowledgeable	Inquirer, reflective	

Dolphins (KG 6)

	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
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Central Idea	Recognizing special days and events tell about who we are	Wonders from the past, present and future can change the way people live	Communication is more than just words	Living things have specific needs in order to grow and stay healthy	People design and manufacture objects that they need	Our responsibilities and actions help us solve problems
Lines of Inquiry	<ul style="list-style-type: none"> ❖ Different kinds of special days and events ❖ Ways we recognize special days and events ❖ What special days and events mean to us 	<ul style="list-style-type: none"> ❖ Discovery of wonders inspire us ❖ Anything can be a wonder ❖ Curiosity leads to discoveries 	<ul style="list-style-type: none"> ❖ Why people communicate with each other ❖ Different ways to communicate ❖ Using language to show our feelings and ideas 	<ul style="list-style-type: none"> ❖ The pattern of how living things grow ❖ The life cycle of plants and animals ❖ The relationship between what living things need to grow and stay healthy 	<ul style="list-style-type: none"> ❖ Objects can have different forms ❖ Objects have specific purposes ❖ Objects go through a process of transformation 	<ul style="list-style-type: none"> ❖ Our responsibility towards what is around us ❖ Our actions impact what is around us ❖ How we problem solve
Key Concepts	Form, function, connection	Connection, perspective, reflection	Function, form, perspective	Causation, change, connection	Form, function, change	Responsibility, causation, reflection
Related concepts	Differences, pattern, relationships	Discovery, conflict, innovation	Conflict, Communication, Rights	Growth, animals and plants, habitat	Structures, properties and uses of materials, changes of state	Impact, dependence, behaviour
Learner Profile	Knowledgeable, open-minded	Inquirer, thinker	Communicator, balanced	Inquirer, knowledgeable	Confidence, Creativity	Caring, principled

GRADE 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
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Central Idea	People use senses to understand the world	A sequence of events creates patterns throughout the day and year that over time become our history	Stories inform us about things we do not understand and help our imaginations grow	Identifying patterns help us make sense of the world we live in	Maps help us understand the geography of the land around us	Water is essential to life, and is a limited resource for many people
Lines of Inquiry	<ul style="list-style-type: none"> ❖ The body as a system of senses ❖ The relationship between the senses ❖ Changes in the system of senses affects our quality of life 	<ul style="list-style-type: none"> ❖ Understanding the sequence of events in order ❖ Using days, weeks, months and years as intervals of time ❖ Distinguishing between past, present and future 	<ul style="list-style-type: none"> ❖ Stories reflect on our feelings and attitudes ❖ Stories have similarities and differences ❖ Stories teach us the wisdom of life 	<ul style="list-style-type: none"> ❖ Ways patterns can be described and represented ❖ How patterns and rules can be used to make predictions to solve problems ❖ The use of pattern and function in real life situations 	<ul style="list-style-type: none"> ❖ Different types of maps ❖ The use of maps ❖ How maps organize information 	<ul style="list-style-type: none"> ❖ Sources of water and how it is used ❖ Distribution and availability of water ❖ Responsibilities with water ❖ What happens to water after we use it
Key Concepts	Function, connection, responsibility	Change, connection, reflection	Perspective, form, reflection	Form, causation, perspective	Form, function, connection	Causation, change, responsibility
Related concepts	Role, systems, relationships	Sequence, evidence, review	Similarities, differences, beliefs, opinion	Pattern, sequence, rule	Structure, purpose, communication	Cycle, transformation, value
Learner Profile	Balanced, inquirer	Communicator, open-minded, reflective	Communicator, risk-taker	Inquirer, reflective	Knowledgeable, thinker	Caring, principled

GRADE 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
Organizing 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 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 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 choices people make affect their health and well-being	The Earth's physical geography has an impact on human settlements	Creative digital expressions can be an extension of the learner	For strength and stability there are many factors to take into consideration when designing structures	A classroom is a community that supports each other	People can establish practices in order to sustain and maintain the Earth's resources
Lines of Inquiry	<ul style="list-style-type: none"> ❖ The components of a healthy lifestyle ❖ How do we keep ourselves fit in different situations ❖ How do our body systems work together to create a healthy self 	<ul style="list-style-type: none"> ❖ The properties of landforms and geographic features ❖ The pattern of physical geography around the world ❖ The relationship between location and settlement 	<ul style="list-style-type: none"> ❖ Digital tools can be used to influence change in how I perceive the world and myself ❖ Creating experiences can be documented using a variety of technology tools ❖ Your digital footprint is connected to your choices 	<ul style="list-style-type: none"> ❖ Considerations to take into account when building a structure ❖ How building impacts the environment ❖ Indigenous architecture 	<ul style="list-style-type: none"> ❖ The purpose of a classroom ❖ The relationship between personal interest and commitment to the class ❖ What makes a classroom function successfully 	<ul style="list-style-type: none"> ❖ The properties of Earth's resources ❖ Sustainability initiatives ❖ How to change opinions
Key Concepts	Form, change, connection	Form, causation, connection	Perspective, reflection, connection	Responsibility, causation, connection	Function, connection, reflection	Form, responsibility, perspective
Related concepts	Well-being, choice, lifestyle	Geography, location, population, settlement, adaptation, geology	Communication, responsibility, presentation	Balance, invention, force, properties, location, sustainability, imagination, shape, creativity	Cooperation, community, organization, choice, responsibility, teamwork	Ecology, interdependence, resources, sustainability, technology, ecosystems, survival, responsibility
Learner Profile	Balanced, reflective	Thinker, communicator	Open-minded, communicator	Inquirer, knowledgeable	Caring, risk-taker, open-minded	Reflective, principled

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
Organizing theme						An inquiry into rights and responsibilities in the

	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 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.	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	Exploring different thinking skills and habits of mind helps individuals know themselves and others as learners	The actions, thinking, and discoveries of individuals have changed the world in which we live.	Creative expression provides many ways to communicate ideas and emotions.	Investigating forces allows us to understand and use them	Information can be manipulated in order to persuade decisions	Biodiversity relies on maintaining the interdependent balance of organisms within systems
Lines of Inquiry	<ul style="list-style-type: none"> ❖ Habits of mind ❖ Thinking skills ❖ Learning communities 	<ul style="list-style-type: none"> ❖ Reasons people take action ❖ Ways individual actions impact society ❖ How can my actions make a difference 	<ul style="list-style-type: none"> ❖ How individuals express themselves through different mediums ❖ The different ways of interpreting expression ❖ The ways people find inspiration for their expression 	<ul style="list-style-type: none"> ❖ How forces work ❖ How forces affect motion ❖ How forces are connected to affect design 	<ul style="list-style-type: none"> ❖ Different types of media communicate different types of information ❖ How to persuade an opinion ❖ The influence of media on society and/or individuals 	<ul style="list-style-type: none"> ❖ The interdependence of organisms within systems ❖ How ecosystems transform ❖ Human initiatives to support biodiversity
Key Concepts	Reflection, function, responsibility	Causation, change, perspective	Form, Perspective, Reflection	Form, function, connection	Form, Function, Perspective	Connection, change, responsibility
Related concepts	Community, identity	History, transformation, discovery	Creation	Interaction	Media, information, persuade, advertise	Ecosystem, conservation
Learner Profile	Open-minded, reflective	Knowledgeable, thinker	Risk-taker, reflective	Inquirer, thinker	Inquirer, reflective	Knowledgeable, thinker

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
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Central Idea	Listening to other people's perspectives and communicating our own points of view help us to live together	Exploring the past broadens our understanding of the world	Expression of self is influenced by culture and religion	Energy can be converted, transformed and used to support human sustainability	Economic activity relies on systems of production and consumption of goods and services	Over time living things need to change to survive
Lines of Inquiry	<ul style="list-style-type: none"> ❖ I have an impact on my community ❖ All members together make up a community ❖ Types of active citizenship 	<ul style="list-style-type: none"> ❖ How a civilization is structured and how it works ❖ Evidence from early civilizations is still present today ❖ Ancient civilizations have impacted the way we live today 	<ul style="list-style-type: none"> ❖ Similarities and differences between major world religions ❖ The relationship between a religion and people's expressions ❖ How religion impacts society 	<ul style="list-style-type: none"> ❖ Forms of energy ❖ How energy is transformed or changed ❖ Sustainable energy practices and the conservation of energy 	<ul style="list-style-type: none"> ❖ The role of supply and demand ❖ The production of goods and services ❖ Our responsibility as consumers and producers 	<ul style="list-style-type: none"> ❖ Types of animal adaptations ❖ Animal adaptations support survival ❖ Historical evidence of enduring species
Key Concepts	Perspective, causation, responsibility	Causation, connection, form	Form, connection, causation	Form, change, responsibility	Function, responsibility, causation	Change, function, reflection
Related concepts	Citizenship, conflict, communication, roles	Civilizations, history, progress	Identity, religion, diversity	Forms of energy, conservation of energy, transformation of energy	Employment, cooperation, production	Adaption, evolution, habitat
Learner Profile	Reflective, caring	Inquirer, knowledgeable	Open-minded, balanced	Thinker, communicator	Principled, risk-taker	Thinker, reflective

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
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Central Idea	Humans experience many changes as they develop and grow.	Human migration is a response to challenges, risks and opportunities	Communication, in its many forms, facilitates personal and global connections	Materials can undergo permanent or temporary changes which poses challenges and provides benefits for society and the environment.	How people choose to govern themselves can promote or deny equal opportunities and social justice	People take responsibility and work together to make choices and find solutions for positive change
Lines of Inquiry	<ul style="list-style-type: none"> ❖ The physical, social and emotional changes that occur as humans grow and develop ❖ Every choice (action) has intended and unintended consequences ❖ Rites of passage in various societies and cultures 	<ul style="list-style-type: none"> ❖ The relationship between challenges people face and their decision to migrate ❖ The cycle of migration throughout history ❖ The impact of migration on communities, culture and individuals 	<ul style="list-style-type: none"> ❖ Forms of communication ❖ Barriers to communication ❖ Connections made through communication 	<ul style="list-style-type: none"> ❖ Properties of matter (form) ❖ Permanent or temporary change (change) ❖ Benefits and challenges of using certain materials (function) 	<ul style="list-style-type: none"> ❖ Government systems in Europe ❖ Responsibilities of government ❖ Impact of government on human rights and social justice 	<ul style="list-style-type: none"> ❖ Student generated
Key Concepts	Change, reflection, perspective	Perspective, change, causation	Form, reflection, connection	Change, form, function	Form, perspective, responsibility	All
Related concepts	Growth, development, tradition, identity	Impact, consequences, relationships, cycles	impact, causal relationships, trends in art	Properties, particle theory, matter, atoms, mass, volume, density, physical, chemical change, scientific investigation	Opinion, rights	relationships, beliefs, prejudices, rights, responsibility, behavior, patterns, communication, consequences
Learner Profile	Reflective, principled	Knowledgeable, caring	Communicator, risk-taker		Thinker, reflective	All