



TODDLER

International Baccalaureate Programme of Inquiry

Who We Are

An inquiry into identity as individuals and as part of a collective through:

- Physical, emotional and spiritual health.
- Relationships and belonging.
- Learning and growing.

Where We Are in Place and Time

An inquiry into histories and orientation in place, space and time through:

- Periods, events and artifacts.
- communities, heritage, culture and environment.
- Natural and human drivers of movement, adaptation and transformation.

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- Inspiration, imagination, creativity.
- Personal, social, and cultural notes and practices of communication.
- Intentions, perceptions, interpretations and responses.

Sharing the Planet

An inquiry into the interdependence of human and natural worlds through:

- Rights, responsibilities and dignity of all.
- Pathways to just, peaceful and reimagined futures.
- Nature, complexity, coexistence and wisdom.

Central Idea:

Understanding that my family and I are physically changing and growing.

Central Idea:

Understanding that people have special homes and places.

Central Idea:

I express myself through different ways for different reasons.

Central Idea:

Animals and people interact in different ways and in different contexts.

Lines of Inquiry:

- Identifying parts of my family and me.
- Recognizing how my family and I physically change and grow over time.

Lines of Inquiry:

- Identifying the places and homes of people.
- Recognizing that we have the responsibility to take care of our homes and places.

Lines of Inquiry:

- Identifying ways and tools to express oneself.
- Understanding that emotions can be prompted by different things.

Lines of Inquiry:

- Understanding the different roles animals play in people's lives.
- Recognizing our responsibility for the well-being of animals.

Key Concepts:

Change Form

Key Concepts:

Form Responsibility

Key Concepts:

Perspective Function

Key Concepts:

Function Responsibility

BUILDING MINDS, BRIDGING WORLDS



TRANSDISCIPLINARY SUBJECTS AREAS:

ENGLISH: The focus is on introducing literacy, writing, speaking and listening. Children learn to identify alphabet letters, trace uppercase letters, begin to associate phonics sounds with the letters, and recognize key words associated with each letter. Writing skills involve making intentional marks with writing and drawing tools and practicing proper pencil grip. Speaking and listening skills focus on engaging in reciprocal conversations with peers and adults. These standards focus on developing foundational literacy and communication abilities in young children, laying the groundwork for their future educational growth.

MATH: The focus is on developing a strong foundation in geometry, numbers, and operations. Children learn to count from 1 to 10, recognize and trace numbers, and count objects to compare which ones have more or fewer. They also begin to identify basic shapes they see in their environment. Additionally, they start to understand the concept of adding and subtracting using real objects. These standards are designed to cultivate problem-solving skills and provide a strong foundation in fundamental math concepts.

SCIENCE: Students begin to understand the physical and natural world through observation and inquiry. They learn about the basic characteristics and parts of living and nonliving things. Furthermore, they start to recognize the basic needs of humans, animals, and plants. They also participate in simple experiments and investigations to understand the changes that plants, animals, weather, and other earth materials go through. Through hands-on activities and questioning, children develop critical and scientific thinking skills and gain an understanding of how science connects to their everyday lives.

SOCIAL STUDIES: Students begin to understand that they are part of groups such as a class, family, and community. They start to recognize community workers by their uniforms and equipment. They also begin to use maps in play by locating people's homes and the places where community workers are found. In addition, they start to understand that there are basic rules and expectations that people follow to help keep everyone safe and happy. These standards aim to develop an understanding of connection, responsibility, diversity, and citizenship.

Tumble Time – Library - Swimming