

PYP Overview	Who	1 and 2		3	4 and 5		6
		Who We Are		How We Express Ourselves	Sharing the Planet?		Where We Are In Time and Place.
	Theme Descriptor	An inquiry into identity as individuals and as part of a collective through: Relationships and belonging		An inquiry into the diversity of voice, perspectives and expression through: Inspiration, imagination, creativity	An inquiry into the interdependence of human and natural worlds through: Right, responsibilities and dignity of all		An inquiry into histories and orientation in place, space and time through: Communities, heritage, culture and environment
	Central Idea	Understanding myself and others helps me build strong relationships.		The way we express ourselves reflects our personalities.	People take responsibility and care for living things.		The world is unique and connected in many ways.
	Specified Concepts	Form Connection Function Responsibility		Perspective Form Connection	Change Connection Responsibility		Function Causation Form
	Additional Concepts	emotions relationships identity wellbeing		expression communication storytelling celebration culture creativity	growth care environment interdependence		journeys exploration systems
	IB Subject Drivers	PSPE Language Arts Social Studies		Arts PSPE Language	Science Maths		Social Studies Maths
	Lines of Inquiry	Form: An inquiry into the different ways people express their feelings and emotions Connection: An inquiry into how our actions and words affect our relationships. Function: An inquiry into how play can help us build relationships and a sense of belonging. Responsibility: An inquiry into the choices we make to take care of ourselves, others and our environment.		Form: An inquiry into how we can express ourselves in different forms. Perspective: An inquiry into how we celebrate cultures through stories. Connection: An inquiry into how expression helps us connect with others and share our thoughts.	Change: An inquiry into how things grow and change. Connection: An inquiry into the relationship between people, animals and plants in our environment. Responsibility: An inquiry into the different ways people can care for living things to help them grow and stay healthy.		Function: An inquiry into what things do and how they help us. Causation: An inquiry into why things are the way they are. Form: An inquiry into how journeys connect us with others.
	Learner Profile Attributes	Communicators Caring Principled		Open-Minded Thinkers Reflective	Inquirers Knowledgeable		Risk-Taker Balanced
	Approaches to Learning	Communication Skills Social Skills Self-Management Skills		Communication Skills Thinking Skills Self-Management Skills	Thinking Skills Research Skills Self-Management Skills		Social Skills Research Skills Communication Skills
	Global Engagement	SDG 3: Good Health and Well-being		SDG 4: Quality Education	SDG 15: Life on Land SDG 12: Responsible Consumption and Production		SDG 13: Climate Action
	Action	Participation		Social Entrepreneurship	Advocacy		Lifestyle Choices
	Core Texts						
Unit of Inquiry Planner		Who We Are Planner					
Upload uoi planners to the folder linked in this cell [1]		Who We Are Planner					
Speech Sound Development	Communication and Language	Listen to shorter stories with interest and enjoyment.	Pay attention to a short story or activity for an extended period.	Respond to "why" questions by expressing simple cause and effect relationships	Use an expanding vocabulary to describe experiences and feelings.	Express personal points of view on simple topics.	Use language to organise play scenarios with their peers.
Communication Pyramid		Recall and share basic details of a story.	Stay engaged in a conversation for a few turns.	Provide basic examples of events in stories.	Identify and use words related to familiar themes. (ie. animals, colours)	Express disagreements with others (peers and familiar adults) respectfully.	Understand and follow more complex instructions involving multiple steps.
Stages of Language Development		Use a growing vocabulary to express simple thoughts and needs.	Understand and follow simple two-part instructions.	Sing and recite a variety of nursery rhymes and songs.	Construct sentences with four to six words to express their thoughts and ideas.	Initiate and sustain conversation with an adult or a peer for several turns.	Use language to coordinate group activities and play scenarios.
Speech and Language Therapy Resource Pack - Part 1							
Speech and Language Therapy Resource Pack - Part 2		Identify and name common objects and people in a familiar environment.	Demonstrate comprehension by carrying out sequential tasks.	Identify and repeat rhyming words in simple verses.	Use descriptive language.	Use appropriate verbal and non-verbal cues during conversations.	
Cognitive Development Social and Emotional Development	Personal, Social and Emotional Development	Choose an activity and use resources with help when needed.	Follow rules and understand why they are important.	Make healthy choices about food, drink, activity and toothbrushing.	Play with one or more other children, extending and elaborating play ideas.	Talk with others to solve conflicts.	Take on more significant responsibilities within the classroom or community.
		Express preferences and needs assertively.	Increasingly independent in meeting their own care needs, like brushing teeth, using toilet, washing/drying hands.	More outgoing with people they know and in a familiar context.	Find solutions to conflicts (ie. suggesting alternative ideas or sharing roles in play)	Talk about my feelings and ideas with others using words.	Participate in resolving conflicts and challenges with increased complexity.
		Identify and express feelings using words like 'happy', 'sad', 'angry', or 'worried'		Demonstrates confidence in new social situations.	Interact more openly with unfamiliar people in a familiar setting.	Collaborate with peers in play and build on shared ideas.	Successfully manage personal care routines independently.
		Gradually understand how others might be feeling.					
		Begin to understand my responsibility and membership in a community.					
Gross Motor Skills Fine Motor Skills		Develop movement skills by practising walking and running.	Climb up apparatus using alternative feet.	Skip, hop and hold poses for games (ie. musical statues)	Match developing physical skills to tasks and activities, making decisions on how to navigate through obstacles.	Begin to take part in group activities that they create with peers.	Collaborate with their peers to plan and execute activities that involve large items or complex movements.
		Begin to explore balancing activities like standing on one leg.	Decide whether to crawl, walk or run across different surfaces based on their characteristics.	Remember and perform sequences and patterns of movements related to music and rhythm.	Attempt to catch a gently tossed ball (focus on hand-eye coordination and spatial awareness)	Use their physical skills to manage and navigate through larger items safely, like moving along a plank.	Demonstrate an understanding of teamwork and collaboration in physical activities.
		With support/guidance, ride a tricycle	Take part in group activities, creating games with others.	Choose the right resources for specific tasks (ie. selecting a spade to dig or a trowel to make a small hole)	Develop a comfortable grip and good control when holding pens and pencils.	Increasingly use and remember sequences and patterns of movements related to music and rhythm	Demonstrate advanced independence in dressing/undressing, showcasing proficiency in tasks like zipping up coats.
		Use large-muscle movements to wave flags and streamers.	Collaborate with peers to manage and move larger items (ie. planks and hollow blocks)	Begin to show increasing independence in dressing and undressing (ie. putting on coats and doing up zips)	Use scissors to cut along curved lines.	Kick a ball back and forth with another person.	Dribble a ball with their feet

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Pencil Grip	Physical Development	Explore different types of balls (ie. varying sizes and textures)	Uses hand-eye coordination to roll a ball to a target	Throw a ball underhand (focus on the movement rather than accuracy)	Write their name using uppercase and lowercase letters.	Use scissors to cut out basic shapes like squares rectangles and circles.	Increased confidence in using one-handed tools
		Explore painting and making marks using body movements.	Open and close scissors with some control	Beginning to use the correct grip when using familiar tools	Perform tasks requiring precision and control using their dominant hand.	Draw recognisable objects (ie. people, animals, houses)	Apply scissor skills to create their own products/pictures/creations
		Explore various one handed tools (ie. scissors, crayons, small/thin paintbrushes)	Able to use scissors to make snips in a straight line	Use scissors to cut along straight lines			Colour within the boundaries of a given shape/picture
		Hold a pencil using a tripod grip	Draw simple shapes like circles, squares and triangles	Trace along straight and curved lines with increasing accuracy.			
		Control the pencil with some stability	Demonstrate control over pencil movements	Switch between hands for tasks that require bilateral coordination			
		Consistently use one hand more than the other for various tasks.	Use their dominant hand for activities like drawing, writing or reaching for objects.				
			Clear preference for dominant hand.				
			Grasp scissors with thumb in one hole and fingers in other other				
Pencil Grip	Literacy	Show an interest in the story by looking at pictures	Point to and name characters in the story.	Understand the order of events in a simple story.	Predict what might happen next based on the story.	Ask about the meaning of unfamiliar words.	Summarise the main events of the story.
Writing Development		Respond to questions about the story with simple answers.	Recognise and describe where the story takes place.	Describe what happened at the beginning, middle, and end of the story.	Make simple inferences about characters' feelings or actions.	Use new words in simple sentences or conversations.	Use key details to retell the story accurately.
Phonological Awareness		Understand words and symbols on a page have meaning	Recognise that words can be used for different reasons, like telling a story or giving information	Understand that we read English text from left to right and from top to bottom	Identify and name different parts of a book, like cover, pages and title	Understand the order of pages in a book and follow the sequence of events	Apply the concepts about print by reading various books and understanding their elements.
Reading Skills Pyramid		Listen to and repeat simple rhymes	Identify words that rhyme	Count or clap syllables in a word	Recognise words with the same initial sound	Generate words that rhyme with given words	Orally blend sounds to form a word
LAT Phonological Awareness Programme		Experiment with mark making	Mark making linked to pretend play opportunities	Writing recognisable letters	Match words using objects/pictures with the same initial sound	Form some letters accurately	Write simple words (ie. their name, simple and familiar words)
Phonics International				Ascribing meaning to the marks they make	Beginning to write some letters from their name		
	Mathematics	White Rose Nursery Scheme of Learning					
		The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.					
	Understanding the World	Remember and talk about simple events	Identifies how to use technology safely	Draw their familiar environment, accurate with colour and key features	Understand the key features of the life cycle of a plant	Be increasingly independent in knowing their care needs, including healthy choices	Explore materials
		Question why things happen	Understanding technology	Describe their local environment using their senses	Begin to understand the need to respect and care for the natural environment	Understand the key features of the life cycle of an animal	Comparing materials
		Follow Directions Related to Movement	Using technology			Begin to understand the need to respect and care for all living things	Beginning to notice changes
		Uses relative vocabulary to describe landscapes	Creating with technology				Explore forces around us
		Making maps - beginning to draw 2D representations of familiar objects					Explore mechanical equipment
		Draw their familiar environment, accurate with colour and key features					Follow Directions Related to Movement
Artistic Development	Expressive Arts and Design	Describe their local environment using their senses	Can move paint on a surface using brush strokes (multi-directional)	Explore fabrics and textures Begin joining materials (ie. glue, velcro, tape)	Explores a variety of percussion instruments, such as drums, shakers, and xylophones.	With support, follow basic recipes	Uses relative vocabulary to describe landscapes
Imaginative Play		Can close lines using some control to create a shape	Explores colour and how colours can be changed via mixing of paint	Listens attentively to music.	Creates simple rhythms and patterns.	Participate in snack prep (spreading, pouring)	Making maps - beginning to draw 2D representations of familiar objects
		Can represent human forms and features using simple shapes from memory or seen		Responds to music with movement and gesture.		Discuss their favourite foods	Build simple models using blocks and boxes
		Experiments with vocal sounds, such as babbling, humming, and singing.		Identifies simple musical elements, such as loud and soft, fast and slow.			Explore balancing, stacking and joining
		Imitates simple songs and rhymes.					Explore movement with push/pull toys, hinges and flaps