



IB Planner Step-by-Step

This flow chart shows a clear the connections among the written, taught and assessed curriculum. There are many ways to plan a PYP unit! You can use this flowchart designed by Dr. Christine Orkisz Lang, an original PYP 'Bubble Planner' author, to help you get started.

START HERE

1

Consider an upcoming unit of study for your class. Capture a draft of the **main idea** of the unit in the Central Idea field on the planner.

Include **resources** that will support the learning as well as international mindedness.

Add 1-3 **Learner Profile** attributes as a focus for this unit.

Add 1-2 **Learning Engagements** that support the learning as well as international mindedness.

2

Copy the **transdisciplinary theme** into the top field with focus areas highlighted.

Add your chosen **specified and other concepts**.

Consider the main **learning goals** for each subject that will support the learning.

Reconsider your initial **learning engagements** to ensure conceptual development.

3

Add your **Approaches to Learning** focus areas.

Consider how **Differentiation and the Learning Environment** can support ATL learning and agency.

Indicate the ways that students will have opportunities for **Agency** and to take **Action**.

4

Update your **Central Idea** into one sentence that expresses concisely an enduring understanding.

Add to the **teacher and student essential questions**.

Write the **Lines of Inquiry** for the unit using specified and other concepts.

Decide on both **formative and summative assessment** opportunities.

FINALIZE WITH STUDENT AND TEACHER REFLECTIONS



TAKE YOUR IB PLANNING
TO THE NEXT LEVEL
WITH QRIDI CORE

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PYP Planning Template

This planning template has been designed by Dr. Christine Orksz Lang and also available on the IB Exchange as part of the PYP Essentials Series.

An automated version of this planner is available on Qridi Core, an innovative digital platform that I have designed specifically to support the PYP. Using Qridi Core, planning, teaching, and assessment processes are aligned and streamlined to support improved learning.

Transdisciplinary Theme

Include the title and description of your Transdisciplinary Theme here. Highlight to focus areas for this Unit of Inquiry.

Central idea

Check that the central idea is written in one sentence that expresses concisely an enduring understanding. Is it substantial enough to generate in-depth inquiries, be concept-driven, and promote the ability to think critically? Will it challenge and extend students' prior knowledge? Will it provide a means of extending students' understanding of the transdisciplinary theme?

Essential Questions

What teacher questions and provocations will inform the lines of inquiry? What student questions, prior knowledge, existing theories, experiences, and interests will inform the lines of inquiry? Consider color-coding or numbering these to connect with the Lines of Inquiry. (Teacher-designed lines of inquiry establish the initial provocation which can be adapted afterward based on student input.)

Take into account the following when planning:

- Teacher Questions
- Student Questions

Lines of Inquiry

Check that there are three or four lines of inquiry that clarify the central idea and define the scope of the inquiry. Do they extend the inquiry, focus student research, and deepen students' understanding?

Learning Engagements

Which initial provocations/experiences will the students engage in to launch the learning and uncover prior knowledge, interests, and possible student-suggested lines of inquiry? What engagements, inspirations and discoveries will be provided by teachers or suggested by students as part of the co-constructed inquiry? What play opportunities do these engagements provide?

Take into account the following when planning:

- Initial provocation

Assessment

What are the possible ways of assessing student understanding of the central idea, lines of inquiry, and transdisciplinary theme?

How are we assessing students' prior knowledge, conceptual understandings, and skills? How is our planning embracing student language profiles?

How are we using data and evidence of prior learning to inform planning?

How are we using ongoing assessment to inform planning and the grouping and regrouping of students?

How will learning be documented (photographs, anecdotal notes, student writing or projects, co-created rubrics) shared, and celebrated?

What evidence will we gather about students emerging knowledge, conceptual understandings, and skills?

How are we monitoring and documenting learning against learning goals and developmental milestones?

What opportunities are there for students to receive teacher and peer feedback?

How do students engage with this feedback to self-assess and self-adjust their learning?

What student misconceptions or questions can be addressed moving forward?

Take into account the following when planning:

- Formative Assessment
- On-going Assessment
- Student Self-Assessment and Peer Feedback
- Summative Assessment

Differentiation

How will learning be individually student-centered? Do our teaching materials and assessment measures ensure that all students can learn effectively, regardless of differences (readiness levels, cultures, socioeconomic status, languages, gender, motivation, ability/disability, personal interests, etc.)? How will we engage each student in meaningful ways?

Resources

How will resources add value and purpose to learning? How can we ensure the thoughtful use of resources, both in and beyond the learning community to enhance and extend learning? Consider: time, people, places, technologies, and physical materials.

Learning Environment

How will the thoughtful use of learning spaces within the learning environment, both in and beyond the school, enhance and extend learning? Consider: class environment, shared/common environments, school community, local community, host culture, etc.

Action/Student Agency

How are students supported in having voice, choice, and ownership in the unit of inquiry? Consider: co-constructing learning goals and success criteria, opportunities for self-assessing and self-regulating, co-designing learning spaces, etc.). How are we responding to students' questions, theories, inquiries, and interests throughout the inquiry? What opportunities are there for building on prior learning to support potential student-initiated action (participation, advocacy, social justice, social entrepreneurship, lifestyle choices, etc.)? What might be needed to support opportunities for student-initiated action?

Take into account the following when planning:

- Student-initiated inquiries

Teacher Reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea? What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning? What evidence do we have that students are developing knowledge, conceptual understandings, and skills to support the transfer of learning across, between, and beyond subjects? To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team? What did we discover about the process of learning that will inform future learning and teaching?

Take into account the following when planning:

- Initial reflections & connections
- On-going reflections & connections for all teachers
- Additional subject-specific reflections & connections
- Assessment reflections & connections
- Final reflections & connections

Student Reflections

How were students supported in having voice, choice, and ownership in the unit of inquiry? What student-initiated inquiries (both individual and collaborative) arose and how did they inform the process of inquiry? What adjustments were made, and how did this enrich learning? How have these experiences impacted how students feel about their learning? Consider: development and demonstration of learner profile attributes and approaches to learning, developing an understanding of the central idea, achieving learning goals, taking action, etc.).

Take into account the following when planning:

- Initial reflections & connections
- On-going reflections & connections for all teachers
- Additional subject-specific reflections & connections
- Assessment reflections & connections
- Final reflections & connections

Key/Specified Concepts

Which key concepts will drive learning experiences and provide a lens to develop a deeper understanding of the central idea?

Related/Other Concepts

Which related concepts connected to the central idea and/or specific subjects are being explored? How will they allow for the exploration of key concepts in greater detail and add depth to the inquiry?

Approaches to Learning

What opportunities are there to foster and support the development of ATL skills during this unit? Have the skill indicators aligned to this grade been considered to ensure balance and completion across the programme?

Learner Profile

What opportunities are there for students to develop, demonstrate, and reinforce attributes of the learner profile that relate to the central idea in the daily life of the learning community?

Learning Outcomes

What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?



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