

At ACT, we support learning and communication using a variety of APPs



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Albanian College Tirana

Primary Years Programme



Grade 5

Programme of Inquiry

2025 - 2026

Please, contact your classroom teacher, or

Ms. Dana (headprimary@actirana.edu.al) or

Mr. Anton (adickinson@actirana.edu.al)

if you have any problems accessing any of these platforms

Grade 5  	How we Organise Ourselves An inquiry into identity as individuals and as part of a collective through: - the structure and function of organisations	How we Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity	Where We Are in Place and Time An inquiry into histories and orientation in place, space, and time through: - communities, heritage, culture, and environment	How the World Works An inquiry into understandings of the world and phenomena through: - diverse practices, methods, and tools	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	Who We Are An inquiry into identity as individuals and as part of a collective through: - learning and growing - relationships and belonging
Timeline	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 - Exhibition	Unit 6
Central Idea	Systems that people create are interdependent on each other to promote international harmony among global communities.	As artists and producers adapt literature into performances, we express, connect, and share different perspectives.	Geographical, cultural and political factors determine the existence and relationships between countries and influence people’s lives.	Inquirers can use the scientific method to gather evidence and reach conclusions that help them solve problems.	My passion can be connected to local and global issues and the action that I take may lead to a positive change.	Positive relationships can help us through the personal process of growing up.
Specified Concepts – Lines of Inquiry	Function: Systems that make our school and society work Connection: The symbiotic role of International Organisations Responsibility: Our roles and responsibilities within our communities	Form: Investigating how the performing arts convey stories and emotions through movement, sound, and expression Perspective: Understanding how individual and/or cultural perspectives influence the way we interpret art Connection: Examining how artistic expressions connect us to cultural identities and shared human experiences	Causation: The reasons why countries exist Change: The reasons why borders change Perspective: The consequences of geographical and political changes on communities, cultures and individuals	Form: The branches of science Function: The scientific method as a process / framework Connection: The scientific method can be applied to solve problems	Specified Concepts and Lines of Inquiry to be chosen and developed by students	Change: We go through physical, mental, emotional and social changes as we grow Perspective: The personal experience of growth Connection: Establishing positive relationships as we grow
Additional Concepts	Community, Safety, Organisation, Governance, Globalisation, Interdependence, Network, Accountability, Action, Choice	Purpose, Process, Technique, Interdependence, Relationship, Cooperation, Communication, Ownership, Accountability	Community, Culture, Values, Beliefs, Geography, Conflict, Relationships Transformation, Diversity, Movement, Interdependence	Classification, Systems, Processes, Order, Sequence, Discovery, Progress, Innovation, Impact	Additional Concepts to be chosen by students	Analysis, Transformation, Growth, Influence, Culture, Consequences, Values, Beliefs Relationships, Interpretation
Language Focus	Main idea and supporting details, Summarizing skills & strategies	Audience, Inferences, Predictions, Descriptive language, Author’s purpose, Imagery	Persuasive writing, differentiating fact vs opinion	Sequential and Grammar structure, Informational Text comprehension,	Research Paper, Presentation, Voice	Point of view (perspective), Cause and Effect, Compare & Contrast relationships
Maths Focus	Number sense, place value, decimals	Proper and Improper Fractions	Geometry, Measurement (area, perimeter, volume), Graphing	Order of operations, multistep word problems	Probability and statistics, Patterns, Data Collection	Probability and units of measurement, Data collection
Science / Social Studies Focus	Social Studies: Human systems and economic activities	Social Studies: Social organization and culture	Social Studies: Human systems and economic activities, Continuity and Change through time	Science: Materials and matter, Living things, Forces and energy, Earth and space	Science: Earth and space Social Studies: Resources and the environment	Science: Human Life, Puberty Social Studies: Social organization
Integrated Subjects Albanian is taught in all Units of Inquiry	Music: Composition Visual Arts: Colour Theory: Complementary Colours PSPE: Systems and Safety, Fitness	Music: Performance Visual Arts: Costumes and Props PSPE: Movement Composition	Music: Stand-alone instruments Visual Arts: Anselm Kiefer: Cultural and historical borders PSPE: Stand-alone Athletics	Music: Stand-alone instruments Visual Arts: Art Media, Experimentation, Mixed Media	Music: Composition and Performance Visual Arts: Art Activism PSPE: Healthy Choices	Music: Stand-alone instruments Visual Arts: Impressionism PSPE: Health and Well-being
Learner Profile Attributes	Principled Balanced Caring	Principled Risk-Taker Communicators	Knowledgeable Thinkers Open-minded	Knowledgeable Risk-Taker Inquirers	Learner Profile Attributes will be identified by the students	Open-minded Balanced Reflective

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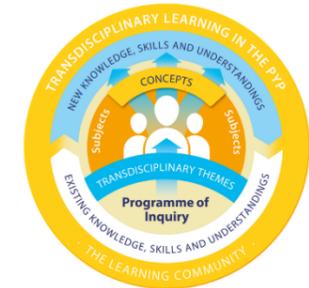


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Albanian College Tirana

Primary Years Programme



Grade 4

Programme of Inquiry

2025 - 2026

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Grade 4 	Who We Are An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social and spiritual health and well-being - relationships and belonging	How we Express Ourselves An inquiry into the diversity of voice, perspectives and expression through: - intentions, perceptions, interpretations, and responses	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: - nature, complexity, coexistence, and wisdom	How we Organise Ourselves An inquiry into systems, structures and networks through: - representation, collaboration and decision-making	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time through: - communities, heritage, culture and environment - natural and human drivers of movement, adaptation and transformation	How the World Works An inquiry into the interdependence of human and natural worlds through: - nature, complexity, coexistence, and wisdom
Timeline	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central Idea	The choices people make can contribute to improving their well-being and the well-being of others.	Understanding how media can influence beliefs and behaviours can empower users to make responsible choices.	Understanding the benefits and disadvantages of using natural resources can inform our choices as consumers.	Governance of a country can influence people's lives.	Human relocation involves challenges, taking risks and embracing opportunities and change.	Technological innovation provides people with tools and resources that can improve quality of life.
Specified Concepts Lines of Inquiry	Perspective: We can interpret our realities in different ways Causation: Our actions have consequences Connection: Our well-being is connected to the well-being of others	Function: How media works and its potential influence on our choices Perspective: Media messages can be portrayed and interpreted in different ways Responsibility: Using media responsibly	Function: The ways in which humans use natural resources Causation: The benefits and disadvantages of using natural resources Perspective: Consumers can make choices based on their awareness of how natural resources are used	Form: The governance of a country Responsibility: Our roles and responsibilities within our communities Function: Processes of reform can lead to change	Causation: The reasons why people relocate Change: Causes and effects of migration on geography, communities, cultures and individuals Perspective: The individual experience of migrating	Function: Ways in which technological innovation can solve problems Change: A desire for change sparks innovation Responsibility: Values can drive technological evolution
Additional Concepts	Consequences, Interdependence, Wellness, Relationships, Safety, Choices Perception, Meaning, Interpretation, Opinion	Systems, Organisation, Media, Purpose, Audience, Choice, Interpretation, Persuasion, Bias, Manipulation, Consumerism	Transformation, Processes, Resources, Cause and effect, Benefits, Risks, Consequences, Choice, Lifestyle, Sustainability, Values	Leadership, Rules, Communities, Governance, Systems, Action, Citizenship, Decision Making, Transformation	Choice, Location, Push/Pull Factors, Transformation, Adaptation, Fusion, Process, Interpretation, Meaning	Invention, Energy, Resources, Technology, Progress, Balance, Transformation, Community Creativity, Processes, Consequences, Interdependence
Language Focus	Paragraph Writing, Informative Reading and Writing, Planning for Action	Descriptive and Persuasive Language, Oral presentation skills	Informative and Persuasive Writing	Informative Writing, Oral Communication	Narrative Reading and Writing, Cause and Effect	Laboratory Reports, Technical Reading and Writing
Maths Focus	Place Value, Multiplication/Division	Shape and Space	Data Handling, Word Problem	Data Handling, Fraction Operations	Patterns and Function, Data Analysis	Fractions, Decimals, Percent, Ratios
Science / Social Studies Focus	Science: Living things Social Studies: Social organization and culture	Social Studies: Human systems and economic activities	Science: Materials and matter, Earth and space Social Studies: Resources and the environment	Social Studies: Human systems and economic activities	Social Studies: Human systems and economic activities, Human and natural environments	Science: Forces and energy Social Studies: Resources and the environment
Integrated Subjects Albanian is taught in all Units of Inquiry	Music: Elements of Music Visual Arts: Frida Kahlo PSPE: Healthy Life Choices	Music: Composition (Jingles) Visual Arts: Propaganda PSPE: Stand-alone Gymnastics	Music: Stand-alone Instruments Visual Arts: Sculpture	Music: Composition Visual Arts: Colour Theory: Tertiary Colours PSPE: Systems and Safety	Music: Musical Migrants PSPE: Stand-alone Invasion Games	Music: Composition - Performance Visual Arts: Futurism PSPE: Technology in Athletics
Learner Profile Attributes	Balanced Caring Reflective	Principled Inquirer Communicator	Reflective Knowledgeable Balanced	Principled Knowledgeable Thinker	Caring Risk-taker Open-minded	Thinker Risk-taker Inquirer

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Albanian College Tirana

Primary Years Programme



Grade 3

Programme of Inquiry

2025 - 2026

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Grade 3  	How we Express Ourselves An inquiry into the diversity of voice, perspectives and expression through: - intentions, perceptions, interpretations, and responses	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time, through: - periods, events and artefacts	How the World Works An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems	Sharing the Planet An inquiry into the interdependence of human and natural world through: - pathways to just, peaceful and reimagined futures	Who We Are An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social, and spiritual health and well-being	How we Organise Ourselves An inquiry into systems, structures, and networks through: - interactions within and between social and ecological systems
Timeline	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central Idea	People use different symbolic representations to make sense of their world.	Evidence of past civilisations can be used to make connections to present-day societies.	Materials can undergo changes that can result in challenges and benefits for society and the environment.	Solving a conflict requires personal reflection and consideration for alternative perspectives.	The balanced interaction of body systems supports human life.	Education systems drive the development of communities.
Specified Concepts – Lines of Inquiry	Form: The features of symbols Causation: The reasons and origins of symbolism Perspective: The meaning and perceptions of symbolism depends on its context	Function: How past civilisations organised themselves Change: How things have changed from the past Causation: We can explain the present by exploring the past	Change: Changes that can occur in materials Function: How societies choose and manipulate materials to meet their needs Responsibility: Using materials responsibly	Causation: Reasons why conflicts arise Perspective: In a conflict, everyone has a different point of view Responsibility: Strategies that can help us to solve conflict	Form: The systems that make up the human body Function: How each body system works Connection: How body systems interact and how we use them	Function: Understanding how education systems work Connection: The relationship between the pillars of society Causation: Impact of the decisions on the development of a community
Additional Concepts	Symbols, Meaning, Interpretation Representation, Culture, Values Tradition, Environment, Community	Systems, Community, Interdependence, Organisation, Tradition, Patterns, Geography, Sequence, Symbol, Artefact	Processes, Matter, Classification, Transformation, Resources, Sustainability, Balance, Consequences	Choice, Beliefs, Values, Peace Perception, Opinion, Rules, Diversity, Equality, Balance, Compromise, Consensus	Systems, Classification, Purpose, Prediction, Behaviour, Interdependence, Balance	Systems, Procedures, Consequences, Interdependence, Language, Behaviour, Well-being, Evaluation
Language Focus	Symbolic Language, Creative Writing, Historical Fiction, Poetry	Writing Artifacts, Journal Writing, Inference Reading	Procedural Reading and Writing, Descriptive Language	Critiquing, Script Writing	Persuasive Writing, Brochures, Report Writing, Technical Writing	Informative Writing, Instructional Language
Maths Focus	Ordinal numbers, Number Sense	Timelines, Charts, Shapes and Tessellations, Origins of Numeracy	Area and Perimeter, Metric Units, Measurement, Decimals	Multiplication, Fractions	Division, Measurement, Graphing and Charting,	Surveying
Science / Social Studies Focus	Social Studies: Human systems, artistic expression	Social Studies: Continuity and change through time, Social organization and culture	Science: The Scientific Method, Materials and matter Social Studies: Resources and the environment	Social Studies: Social organization and culture	Science: Living Things, Human Anatomy	Social Studies: Human systems and economic activities, Social organization and culture
Integrated Subjects Albanian is taught in all Units of Inquiry	Music: Music Notation Visual Arts: Symbolic Systems PSPE: Orientation	Music: The origins of music Visual Arts: Radial Design, Aztecs PSPE: The Olympic Games	Music: Composition-Instruments Visual Arts: Tessellations, Islamic Art PSPE: Stand-alone Invasion Games	Music: Musical Games Visual Arts: Collaborative Sculpture PSPE: Adventure Challenges	Visual Arts: Scientific Illustration PSPE: Healthy Living	Music: Composition Visual Arts: Colour Theory: Cool and warm PSPE: Systems and Safety
Learner Profile Attributes	Inquirer Open-minded Communicator	Inquirer Knowledgeable Communicator	Inquirer Principled Thinker	Caring Open-minded Reflective	Balanced Knowledgeable Thinker	Inquirer Open-minded Communicator

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Albanian College Tirana

Primary Years Programme



Grade 2

Programme of Inquiry

2025 - 2026

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Grade 2	Where we are in Place and Time	Who We Are	How we Organise Ourselves	How we Express Ourselves	Sharing the Planet	How the World Works
	<p>An inquiry into histories and orientation in place, space and time, through:</p> <ul style="list-style-type: none"> - periods, events and artefacts 	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> - relationships and belonging - physical, emotional and spiritual health and well-being 	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> - approaches to livelihoods and trade practices: intended and unintended consequences 	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> - inspiration, imagination, creativity 	<p>An inquiry into the interdependence of human and natural world through:</p> <ul style="list-style-type: none"> - nature, complexity, coexistence and wisdom 	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> - patterns, cycles, systems - discoveries, innovations, impact, design, and possibilities
Timeline	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central Idea	Artefacts can connect people to their personal histories that shape their identities.	Teams work collaboratively when individuals have shared goals.	Goods and services can be traded in response to people's needs and wants.	People use different forms of artistic expression to convey their uniqueness.	The choices humans make can contribute to the balanced interaction between living things and their habitats.	Understanding how the solar system works allows scientists to find ways to improve life on Earth.
Specified Concepts – Lines of Inquiry	<p>Change: The evolution of artefacts and people over time</p> <p>Connection: Artefacts can connect us to personal histories from the past</p> <p>Perspective: Artefacts represent our own personal histories</p>	<p>Connection: The success of a community depends on the interactions of individuals and teams</p> <p>Function: Teams need strategies and procedures to be successful</p> <p>Responsibility: Teams are dependent on individual contributions</p>	<p>Function: People have different needs and wants</p> <p>Responsibility: Choices of goods and services for fair trade</p> <p>Causation: Scarcity affects needs and wants</p>	<p>Form: Ways in which we express ourselves</p> <p>Function: How artistic expression happens</p> <p>Perspective: Artistic expression allows people to be unique</p>	<p>Connection: The relationship between living things and their habitats</p> <p>Causation: The reasons why habitats change</p> <p>Responsibility: Our responsibility towards the environment</p>	<p>Form: The position and characteristics of objects in the solar system</p> <p>Function: The scientific principles that govern the solar system</p> <p>Connection: How scientists can apply their understanding to new situations</p>
Additional Concepts	Transformation, Invention, Progress, Written Text, Family, Culture, History, Identity, Structure, Tradition	Structure, Communication, Interdependence, Community, Cooperation, Collaboration, Values	Sequence, Order, Community, Structure, Relationships, Network, Purpose, Interdependence, Diversity, Well-being, Empathy, Trade, Value, Currency	Symbols, Shape, Style, Communication, Technique, Process, Creativity, Purpose, Method, Interpretation, Imagination, Meaning	Influence, Transformation, Behaviour, Prediction, Classification, System, Resources, Response, Values, Sustainability	Scale, Structure, Properties, Geography, Patterns, Cycle, Cause & Effect, Application, Innovation, Influence
Language Focus	Surveying, Character Study, Biographies, Text features, Historical Research	Informative and Explanatory texts, Non-fiction, Text features, Points of view	Narrative Writing, Sequencing, Instructional Writing	Opinion writing, Poetry, Creative Writing, Verbal Expression, Spoken Language	Persuasive writing, Non-fiction, Settings	Advertisement, Poster Presentation, Investigative Reading and Writing
Maths Focus	Time and Calendar, Timelines, Number sense	Addition, Subtraction, Word Problems	Timeline, Money Systems	2-D and 3-D Shapes, Geometry	Mathematical Symbols, Graphing and Charting	Measurement, Word Problems, Fractions
Science / Social Studies Focus	Social Studies: Social organisation and culture, Continuity and change through time	Science: Forces and Energy, Group Experiments (STEAM)	Social Studies: Social organisation and culture	Social Studies: Social organisation and culture	Science: Habitats, Natural Resources, Living Things Social Studies: Resources and the environment	Science: Earth and Space, Materials and resources
Integrated Subjects Albanian is taught in all Units of Inquiry	Visual Arts: Sgraffito Vases PSPE: Stand-alone Striking and Fielding	Music: Ensemble Performance Visual Arts: Collaborative Mural PSPE: Adventure Challenges	Music: Music Foundations Visual Arts: Colour Theory: Secondary colours PSPE: Systems and Safety	Music: Digital Composition Visual Arts: Art Connections PSPE: Movement Composition	Music: World Music Visual Arts: Alebrijes	Visual Arts: Solar System Projects PSPE: Stand-alone Invasion Games
Learner Profile Attributes	Principled Balanced Communicator	Principled Communicator Thinker	Inquirer Knowledgeable Communicator	Courageous Open-minded Communicator	Inquirer Knowledgeable Principled	Inquirer Knowledgeable Thinker

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Albanian College Tirana

Primary Years Programme



Grade 1

Programme of Inquiry

2025 - 2026

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Grade 1  	Who We Are An inquiry into identity as individuals and as part of a collective through: -relationships and belonging	How we Organise Ourselves An inquiry into systems, structures, and networks through: -interactions between social and ecological systems	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time through: -communities, heritage, culture and environment	Sharing the Planet An inquiry into the interdependence of human and natural world through: -nature, complexity, coexistence and wisdom	How We Express Ourselves An inquiry into the diversity of voice, perspectives and expression through: -inspiration, imagination and creativity	How the World Works An inquiry into understandings of the world and phenomena through: -discovery, design, innovation, possibilities and impact
Timeline	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Central Idea	Acknowledging similarities and differences whilst showing a proactive attitude helps us build strong relationships.	People create systems and fulfil responsibilities to improve the quality of life of their communities.	Exploring the world with an open-mind helps us to understand and connect with other cultures.	Living things adapt to their environment in different ways to survive.	Storytellers use a variety of tools and media to create stories that engage their audiences.	Exploring and understanding how light and sound work helps us make better sense and connect with the world around us.
Specified Concepts – Lines of Inquiry	Connection: Establishing relationships with others Responsibility: Showing a proactive attitude when socialising Perspective: Acknowledging our similarities and differences	Function: Systems that make our school and neighbourhood work Connection: Ways in which people use systems to connect and work together Responsibility: Our roles and responsibilities within our communities	Perspective: Similarities and differences in places we visit Connection: Travelling helps us connect with people and cultures Responsibility: Ways to be a responsible traveller	Form: Features animals use to adapt Change: Ways in which living things adapt to their environment Causation: Reasons why living things make changes	Form: Story structure and elements Function: Ways in which stories can be told Perspective: Stories can be told from different viewpoints	Function: How light and sound work Perspective: Light and sound can be perceived in different ways Change: Manipulating light and sound
Additional Concepts	Friendship, Courage, Choice Interdependence, Cooperation, Diversity, Perception, Opinion, Initiative, Consequences	Community, Friendship, Rules, Roles, Process, System	Geography, Location, Discovery, Research, Culture, Beliefs, Diversity, Tradition, Choices, Behaviour, Respect, Citizenship	Shape, Pattern, Attributes, Visual, Written Text, Behaviour, Adaptation, Systems, Survival, Transformation, Movement	Structure, Order, Sequence, Presentation, Expression, Creativity, Interpretation, Meaning, Culture, Tradition	Force, Material, Push and Pull, Friction, Gravity, Buoyancy, Inertia, Momentum, Speed, Weight
Language Focus	Word and Sentence Formation, Phonics Review and Blending	Sentence Formation, Reading Comprehension	Non-fiction texts, Research, Reporting, Brochure Creation	Non-fiction, Descriptive Texts, Text Features	Fiction Texts, Creative Expression	Sequencing, Instructional Texts
Maths Focus	Counting, Skip Counting, , Compare and Contrast	Surveying, Graphing, Word Problems, Tally Marks Pictographs	Mapping, Directions, Number Lines	Measurement, Word Problems, Addition and Subtraction	Word Problems, Fractions	Measurement, Data Gathering and Graphing
Science / Social Studies Focus	Social Studies: Social organisation and culture, personal relationships,	friendship Social Studies: Social organisation and culture.	Science: Earth and space Social Studies: Human and natural environments	Science: Living things Social Studies: Human and natural environments	Social Studies: Social organisation and culture, Artistic Expression	Science: Forces and energy, Materials and matter
Integrated Subjects Albanian is taught in all Units of Inquiry	Music: Music Foundations Visual Arts: Colour Theory: Primary colours PSPE: Collaboration Games	Music: Ensemble Performance PSPE: Stand-alone Invasion Games	Music: World Music Visual Arts: Travels through Art PSPE: Sports around the World	Music: Music and Movement Visual Arts: Mixed Media Book	Music: Music and Expression Visual Arts: Paper Quilts PSPE: Movement Composition	Visual Arts: Stand-alone Drawing PSPE: Striking and Fielding

Learner Profile Attributes	Caring Principled Reflective	Principled Balanced Caring	Open-minded Knowledgeable Risk-taker	Knowledgeable Inquirer Thinker	Risk-taker Open-minded Communicator	Inquirer Principled Thinker
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Albanian College Tirana

Primary Years Programme



Early Years 3

Programme of Inquiry

2025 - 2026

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Early Years 3 	Who We Are An inquiry into identity as individuals and as part of a collective through: -relationships and belonging	How We Express Ourselves An inquiry into the diversity of voice, perspectives and expression through: -inspiration, imagination, creativity -intentions, perceptions, interpretations, and responses	How the World Works An inquiry into understandings of the world and phenomena through: - discovery, design, innovation, possibilities and impact	Where We Are in Place and Time An inquiry into histories and orientation in place, space and time through: - communities, heritage, culture, and environment
Timeline	Unit 1	Unit 2	Unit 3	Unit 4
Central Idea	My sense of belonging to a community and learning my responsibilities shape who I am.	Children can explore and interpret their reality to imagine new ideas that can be expressed creatively.	Understanding the properties and possible uses of materials can help us build useful products.	Celebrations are occasions for people to connect with each other for meaningful purposes in the past and present.
Specified Concepts – Lines of Inquiry	Connection: Relationships connect us in many ways Responsibility: Our responsibilities can be shaped by our roles Perspective: Our likes and dislikes help us better understand ourselves	Form: Things we use for our imagination Perspective: Considering different interpretations Change: Creativity as a process that moves from exploration through imagination and into expressive communication	Function: Exploring how materials work Causation: The reasons why we use certain materials Change: Engineering as a process that moves from exploration through research and into creation	Form: The ways people celebrate Causation: The reasons why people celebrate for occasions similarly or differently Connections: Celebrations give purpose to people to relate to each other
Additional Concepts	Roles, Systems, Pattern, Friendship, Family, Collaboration, Teamwork, Behaviour, Instructions, Choices, Rules, Consequences, Order, Organize, Relationship, Sharing, Opinion, Decision-making, Preferences, Job, Role, Organization, Action	Resources, Properties, Exploration, Cooperation, Transformation, Reflection, Creation, Expression, Imagination, Meaning	Exploration, Materials, Resources, Use, Properties, Reason, Cause, Consequence, Action/Reaction, Ideas, Invention, Choice	Performance, Symbolism, Shapes, Tradition, Culture, Making meaning, Faith, Success, Time
Language Focus	Narrative, Story Elements, Spoken Language, Love for Reading	Jolly Phonics, Narrative, Presentations, Sequencing	Jolly Phonics, Opinion Reading and Writing, Personal expression	Non-fiction text, Descriptive Writing, Journal Keeping
Maths Focus	Number Sense, Ordering, Problem Solving	Number Sense, Data Handling	Number Sense, Shapes and Space	Number Sense, Comparison, Measurement
Science / Social Studies Focus	Social Studies: Social organization and culture	Social Studies: Social organization and culture, personal relationships,	Science: Materials and matter	Social Studies: Human and natural environments Science: Living things
Integrated Subjects Albanian is taught in all Units of Inquiry	Music: Music Foundations Visual Arts: Growth Mindset PSPE: Systems and Safety	Music: Music in my family Visual Arts: Stand-alone skill development PSPE: Traditional Games	Music: Expressive elements of music Visual Arts: Being creative with materials PSPE: Movement Composition	Music: Animal Movements Visual Arts: Observation

Learner Profile Attributes	Principled Balanced Risk-Taker	Inquirer Thinker Communicator	Inquirer Thinker Knowledgeable	Open Minded Reflective Caring
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Albanian College Tirana

Primary Years Programme



Early Years 1/2

Programme of Inquiry

2025 - 2026

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<p>Early Years 1/2</p> 	<p>How We Organize Ourselves</p> <p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> - representation, collaboration and decision-making 	<p>Who We Are</p> <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> - learning and growing 	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> - personal, social and cultural modes and practices of communication - intention, perceptions, interpretations and responses 	<p>Sharing the Planet</p> <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> - nature, complexity, coexistence, and wisdom
<p>Timeline</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
<p>Central Idea</p>	<p>Our role can affect how we play and live responsibly in a community.</p>	<p>I am special because of who I am, how I'm changing and the way I see the world.</p>	<p>Audiences connect with stories that can be interpreted in different ways.</p>	<p>The earth has unique creatures and systems that help our planet stay healthy and strong.</p>
<p>Specified Concepts</p> <p>–</p> <p>Lines of Inquiry</p>	<p>Responsibility: My roles and responsibilities within our community</p> <p>Function: How we play together</p> <p>Connection: Ways our roles are connected to make our systems work</p>	<p>Form: Learning about myself by using my senses</p> <p>Change: My senses help me adapt as I grow</p> <p>Perspective: How I respond to the world makes me who I am</p>	<p>Form: Authors can create different types of stories</p> <p>Perspective: Audiences interpret stories in different ways</p> <p>Connection: Story creators use colors and symbols in unique ways, influencing how we relate to a story</p>	<p>Function: Exploring earth elements and their function</p> <p>Causation: Natural and human impact that shape underground environments</p> <p>Responsibility: Understanding our responsibility to protect and preserve earth for the future</p>
<p>Additional Concepts</p>	<p>Systems, Rules, Choices, Roles, Friendship, Consequences, Routine</p>	<p>Growth, Sequence, Cycle, Opinion, Pattern, Role</p>	<p>Author, Audience, Message, Interpretation, Opinion, Plot, Moral, Fables, Folk stories</p>	<p>Interdependence, Balance, Responsibility, Coexistence, Interdependence, Living things, Earth composition</p>
<p>Language Focus</p>	<p>Narrative, Spoken Language, Love for Reading</p>	<p>Spoken language, Nonfiction books, Name writing</p>	<p>Story elements, Spoken Language, Sequence, Pre-literacy skills</p>	<p>Nonfiction books, Interpreting information, Observational Drawing, Phonics</p>
<p>Maths Focus</p>	<p>Number Sense, Ordering, Shape and Space</p>	<p>Data Handling, Measurement</p>	<p>Number Sense, Problem Solving</p>	<p>Patterns, Number Sense, Problem Solving,</p>
<p>Science / Social Studies Focus</p>	<p>Social Studies: Social organisation and culture</p>	<p>Science: Living Things</p> <p>Social Studies: Social organisation and culture</p>	<p>Social Studies: Social organisation and culture</p> <p>Science: Materials and matter</p>	<p>Science: Living things, Earth and space</p> <p>Social Studies: Resources and the environment</p>
<p>Integrated Subjects</p> <p>Albanian is taught in all Units of Inquiry</p>	<p>Music: Music Foundations</p> <p>Visual Arts: Growth Mindset</p> <p>PSPE: Systems and Safety</p>	<p>Music: Music in my family</p> <p>Visual Arts: Stand-alone skill development</p> <p>PSPE: Movement Composition</p>	<p>Music: Expressive elements of music</p> <p>Visual Arts: Being creative with materials</p> <p>PSPE: Movement Composition</p>	<p>Visual Arts: Being creative with materials</p> <p>Music: Animal Movements</p>
<p>Learner Profile Attributes</p>	<p>Principled Balanced Risk-Taker</p>	<p>Inquirer Reflective Open-minded</p>	<p>Open-Minded Thinker Communicator</p>	<p>Caring Risk-taker Knowledgeable</p>

