

A MESSAGE FROM THE DIRECTOR

Dear PYP Community,

I am truly delighted to know how our learners have been diving into their inquiry on their unit 2 themes. Walking into classrooms these past weeks, I've watched students create maps, build cities, illustrate landmarks and scenic spots, trace family journeys, and ask such thoughtful questions about how people choose where to live and why they move. It's amazing to see how inquiry-based learning brings these ideas to life.

What is interesting about the IB approach is how it turns learning into exploration. Instead of just giving answers, we encourage students to ask their own questions — and sometimes, those questions lead to even more discoveries! Whether it's wondering how geography shapes communities or what migration teaches us about adaptation and identity, our students are thinking deeply and creatively.

This theme reminds us that being a Thinker isn't just about solving problems — it's about understanding perspectives, making connections, and imagining better ways to live together. I'm proud of how our students are showing empathy, curiosity, and courage as they explore these big ideas.

To our parents, thank you for nurturing this spirit of inquiry at home — by listening to their stories, asking follow-up questions, and encouraging their curiosity. Together, we're helping our learners grow into thoughtful, open-minded citizens of the world.

Warm regards,

Luzviminda Sim, MAEd



CKS COLLEGE SOUTHMONT

is an IB candidate school implementing the Primary Years Programme.

WHAT'S INSIDE

Understanding Inquiry-Based Learning p. 2

Unit 2 – Where We are in Place and Time

Grade 1 p. 3

Grade 2 p. 5

Mid-Autumn Festival and Family Day Celebration p.9

UPCOMING EVENTS

October 28 – UN Day Celebration

October 29 – Start of Foundation Break (No Classes)

November 3 – Resumption of Classes

November 7 – Term 1 Parent-Teacher Conference

November 27 – Educational Field Trip

READING SUGGESTIONS

✓ **The Year We Learned to Fly** by Jacqueline Woodson & Rafael López

✓ **Red: A Crayon's Story** by Michael Hall

✓ **Little Koel Finds His Song** Illustrated by Kunal Kundu

LEARNER PROFILE SPOTLIGHT

In the IB PYP, being a **Thinker** means using critical and creative thinking skills to solve problems and make thoughtful, ethical decisions. In our unit on Migration and Human Settlements, students practiced being Thinkers by exploring how people move, adapt, and build communities over time. They examined artifacts, historical events, and cultural practices to understand how human choices shape societies. Through this inquiry, students learned to think deeply, make connections, and appreciate how movement influences our world today.

Understanding Inquiry-Based Learning

Inquiry-based learning is an approach that places curiosity and questioning at the heart of the learning process. Inquiry itself means exploring or investigating a topic to gain deeper understanding. In this framework, learning begins with questions—posed not only by teachers but also by students. These questions drive the process of discovery, making students active participants in their own learning journey.

At CKS College Southmont, inquiry-based learning nurtures children’s natural curiosity. Students are encouraged to ask questions freely, explore possibilities, and seek answers through observation, research, and collaboration. This approach builds essential skills such as critical thinking, creativity, and problem-solving, while also fostering a lifelong love for learning.

To guide this process, the school follows Kath Murdoch’s Inquiry Cycle, a six-stage model that unfolds over six to eight weeks. It begins with Tuning In, where students explore what they already know and what they are curious about. During Finding Out, they research and gather new information through reading, discussions, and hands-on activities. In Sorting Out, they organize their findings to make sense of what they have learned.

Next comes Going Further, where students deepen their inquiry by asking new questions or pursuing independent investigations.

They then move to Making Conclusions, where they synthesize their insights and share them through discussions or projects. The final stage, Reflecting and Acting, allows students to think about what they have learned, how they learned it, and how they can apply it in real life.

Inquiry-based learning goes beyond a single unit—it inspires curiosity that lasts. Even after the lessons end, the best outcome is when students continue asking questions and seeking understanding on their own.

The Inquiry Learning Cycle



Silicon Valley International. (n.d.). Inquiry Learning Cycle [Image].

Unit 2 – Where We are in Place and Time

Grade 1 – *Human Settlements*

CENTRAL IDEA

The choices people make affect their health and well-being.

LINES OF INQUIRY

- Different physical geographies around the world
- The relationship between location and settlement
- Interactions between and among humans and the environment

SPECIFIED CONCEPTS

- Form
- Connection
- Change

TRANSDISCIPLINARY SKILLS

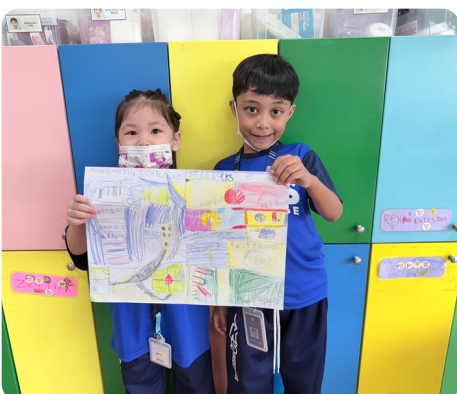
- Thinking skills
- Research skills
- Social skills

In Unit 2, our young inquirers explored how people live in different environments and how geography shapes the way communities grow and interact. Through neighborhood and school walks, students observed their surroundings and identified basic needs and wants within our school community. They connected these experiences to real-life settlements—such as rural, urban, suburban, coastal, and desert areas—discovering that where people live often depends on the landforms and resources available.

Students strengthened their communication skills by sorting countable and uncountable nouns and practicing the use of “some” and “any” through a fun and interactive Farmer’s Market role play. During their walks, they also applied demonstrative pronouns (“this,” “that,” “these,” “those”) to describe different school facilities and community places.

In Filipino class, the students learned to identify and describe various landforms and bodies of water, using this knowledge to plan and build detailed dioramas that showcased their understanding. Meanwhile, in Chinese class, students practiced naming and using colors in the language, applying what they learned in describing their assessments.

Creativity and spatial understanding came alive as learners built a 2D Shape City with colorful paper cutouts. They also held a 3D Shape Museum, proudly presenting objects from home and identifying faces, edges, and vertices. Mapping skills were developed as students drew their school map, applying position words such as “next to,” “behind,” and “between” to locate familiar places.



In **Visual Arts**, the students explored different textures such as rough, smooth, soft, and hard surfaces, discovering how these can be found in the materials people use to build homes, craft tools, and create art in their surroundings. The variety of textures reflects how communities make use of the natural resources available to them, shaping their way of life and artistic expression.



In **Music**, the students learned about Filipino traditional instruments from different regions, noticing how each instrument is crafted from materials found in its environment—like bamboo, shells, or wood—and how the sounds they produce reflect the culture and landscape of the place they come from.



In **PSPE**, students engaged in Filipino traditional games and folk dances, understanding that people from different places of the Philippines connect and express through dance. Also, upon exploring different traditional Filipino games, they learned that there are games beyond the screen that are way more fun and healthy. These experiences have given them the opportunity not just to learn, but to engage and have fun as well.



STUDENT REFLECTIONS

"I liked making our 2D city because I saw how shapes make buildings!"

"Our school walk helped me know where the clinic and playground are."

"I learned that people live near rivers to get water."

"The sound of flute is similar to the sound of birds."

"The dancers move like a bird."

"I like to play tumbang preso."

"It is amazing that there are different lands and water forms."

WHY THIS MATTERS

Understanding human settlements helps learners appreciate how geography influences how we live, build, and connect with others. It fosters curiosity, environmental awareness, and a sense of responsibility in caring for the places we call home.



FAMILY TIP

- **Neighborhood Awareness:** Take a short walk around your neighborhood and let your child observe what types of buildings or landmarks are nearby. Ask, “Why do you think this place is here?” to help them connect geography with human needs.
- **Mapping Fun:** Encourage your child to draw a simple map of your home or street. Use position words like next to, behind, between, and across from to describe locations.
- **Shape Hunt:** At home, look for 2D and 3D shapes around the house—like circles on clocks or cylinders in cans. Discuss their names, faces, and edges to reinforce geometry skills.
- **Language Practice:** During daily routines, point out examples of countable and uncountable things—like apples, rice, or water—and use some and any in sentences.

Unit 2 – Where We are in Place and Time

Grade 2 – Migration

CENTRAL IDEA

Human migration involves opportunities and challenges.

LINES OF INQUIRY

- Types of migration
- Adaptations of immigrants/emigrants to the new environment
- The causes and effects of migration

SPECIFIED CONCEPTS

- Form
- Change
- Causation

TRANSDISCIPLINARY SKILLS

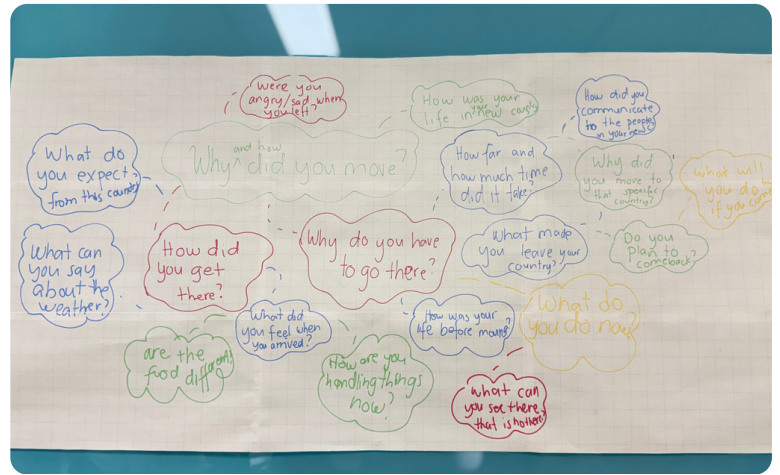
- Social
- Research
- Communication



Our second unit of inquiry, Migration, guided our Grade 2 learners through a meaningful exploration of movement and change – across species, cultures, and countries. Together, they investigated why living things move, what challenges they face, and how they adapt to new environments.

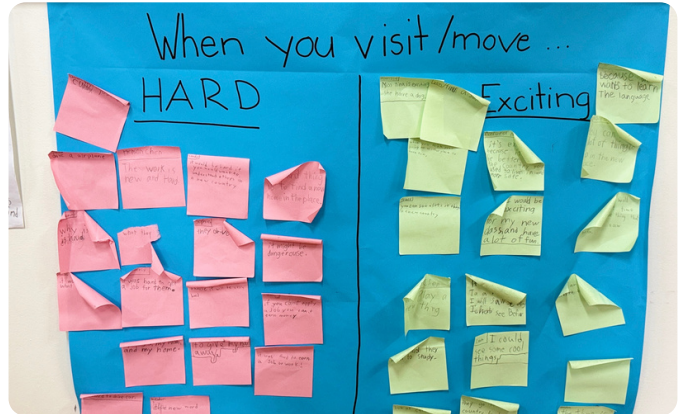
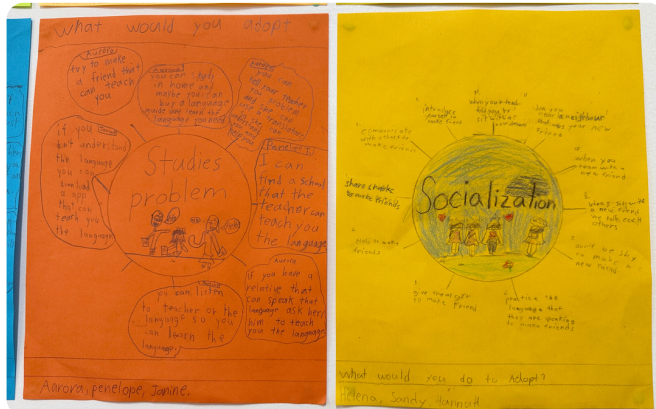
A photograph showing a classroom where students are engaged in a virtual lesson. A large screen at the front of the room displays a video conference with multiple participants. Several students in white uniforms are seated at wooden desks, looking towards the screen. One student in the foreground is smiling and looking at the camera. The classroom has a bright, modern feel with white walls and wooden furniture.

A photograph showing a group of students in a classroom, seen from behind, sitting at a wooden table. They are looking at a large digital screen displaying a video conference. The screen is split into several windows. The top-left window shows a presentation slide titled 'Interview Time' with a map of Australia and the text 'Miss Tina'. The top-right window shows a man wearing a mask. The bottom-right window shows a group of people in a video call. A small laptop is on a stand in front of the screen. The students are wearing white school uniforms.

[illegible]

In Filipino, students learned to use words that indicate quantity, location, and specificity, helping them describe people and places related to migration. They applied these grammar skills to real-life contexts by describing environments and communities in their brochures. Meanwhile, in Chinese, students began constructing sentences to describe the places and objects around them, strengthening their descriptive language skills across contexts.

In **Mathematics**, they interpreted grids and maps, locating countries and plotting migration routes. This strengthened their understanding of direction, position, and spatial awareness. Later, through multiplication and division, students explored grouping and sharing – concepts linked to migration patterns, such as how people move together and distribute resources in new communities.



In **Visual Arts**, students studied landscape and Impressionism, observing how artists capture the essence of place and time. These lessons inspired them to create background illustrations for their brochures – landmarks, skylines, and scenic images that represented the spirit of their assigned country.



In **PSPE**, students engaged in games and dances from different cultures, understanding that movement is a universal way to connect and adapt. These experiences built teamwork, appreciation, and respect for diversity – skills that supported their group collaboration.



In **Music**, students explored festival music and tempo, learning how songs and rhythms from different cultures reflect celebration and identity. This helped them include music and dance as cultural highlights in their brochures, recognizing how art and sound also migrate and transform.



To demonstrate their understanding of migration, students worked in groups to create a brochure about their assigned country – Japan, India, USA, UAE (Dubai), England, or Spain. They researched why people might migrate there, exploring opportunities in work, education, and lifestyle, while showcasing maps, landmarks, music, dances, and sports. This transdisciplinary task combined research, communication, and social skills, as students gathered information, wrote collaboratively, and presented confidently during the PYP Assembly. Their brochures reflected how learning across subjects – Language Arts, Math, Visual Art, Music, and PSPE – came together to show that migration is not just movement, but also adaptation, opportunity, and connection.



STUDENT REFLECTIONS

"People migrate for many reasons like to find a better life."

"When you move, you need to buy a new house."

"It's important to help new friends feel welcome."

"Migration helps you learn new languages and meet new friends."

"The names in Filipino and English are so different."

WHY THIS MATTERS

Understanding migration helps students connect personal experiences to global patterns of change. It nurtures empathy, adaptability, and appreciation for diversity which are values essential in our increasingly interconnected world. Through this inquiry, students are learning that movement brings both challenges and opportunities for growth, creativity, and connection.

FAMILY TIP

Supporting Conversations About Change and Adaptation

- Share Stories: Talk about times your family moved or traveled. What did you learn or feel?
- Map Connections: Trace routes of migration from books or family stories.
- Language Practice: Use past tense verbs together when recalling family events (“We moved,” “We visited,” “We learned”).
- Explore Together: Listen to festival music or try dances from different cultures.
- Celebrate Change: Discuss how adapting to something new – like a new school or friend – can be an opportunity for growth.

Mid-Autumn Festival and Family Day

Last October 6, 2025, the school community gathered at the Multi-Purpose Building to celebrate the Mid-Autumn Festival and Family Day, a joyful event that brought together parents, students, and teachers in a spirit of togetherness and cultural appreciation.

Families enjoyed a morning that began with a mooncake-making activity, where parents and children worked side by side to prepare and shape their own mooncakes. While waiting for their mooncakes to bake, the students entertained everyone with songs and dances, showcasing their enthusiasm and creativity. Their performances highlighted not only their talents but also the value of community celebration and shared experiences.

After enjoying their freshly baked mooncakes, families gathered to play the traditional dice game, a well-loved Mid-Autumn activity that sparked excitement and friendly competition. Cheers and laughter echoed as everyone joined in the fun.

The celebration reminded everyone of the importance of family, culture, and connection, reflecting the essence of the Mid-Autumn Festival—gratitude, reunion, and joy. It was truly a memorable day filled with smiles, stories, and shared traditions that strengthened the bond within our school community.

