John Paul College
Programme of Inquiry
2016- 2017
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<td><strong>How the World Works</strong>&lt;br&gt;Exploration of observable patterns helps us to understand changes on Earth.&lt;br&gt;Connection, Form, Reflection&lt;br&gt;(Term 1, Week 8 - Term 2, Week 2)</td>
<td><strong>How We Organise Ourselves</strong>&lt;br&gt;All places on Earth have features that distinguish them from other places.&lt;br&gt;Form, Connection, Responsibility&lt;br&gt;(Term 2, Week 6 to 10)</td>
<td><strong>Year Three</strong>&lt;br&gt;Who We Are&lt;br&gt;Children are citizens of our global community and have rights and responsibilities.&lt;br&gt;Perspective, Causation, Reflection&lt;br&gt;(Term 3, Week 7 - Term 4, Week 2)</td>
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<td><strong>How We Express Ourselves</strong>&lt;br&gt;Individuals express themselves in different ways.&lt;br&gt;Function, Connection, Perspective&lt;br&gt;(Term 1, Week 6 - Term 2, Week 4)</td>
<td><strong>Year Four</strong>&lt;br&gt;Where We Are In Place and Time&lt;br&gt;Circumstances and opportunities influence people’s journeys and changes.&lt;br&gt;Causation, Perspective&lt;br&gt;(Term 3, Week 1 - 6)</td>
<td><strong>Year Five</strong>&lt;br&gt;Who We Are&lt;br&gt;Children are citizens of our global community and have rights and responsibilities.&lt;br&gt;Perspective, Causation, Reflection&lt;br&gt;(Term 4, Week 3-8)</td>
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<td><strong>Year Three</strong>&lt;br&gt;How We Express Ourselves&lt;br&gt;Media can be a powerful tool that influences perception and decision making.&lt;br&gt;Form, Perspective, Reflection&lt;br&gt;(Term 1, Week 1-6)</td>
<td><strong>Year Four</strong>&lt;br&gt;How We Organise Ourselves&lt;br&gt;Goods and services can be fitted into response to entrepreneurial thinking and innovation.&lt;br&gt;Function, Connection, Reflection&lt;br&gt;(Term 2, Week 6-10)</td>
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<td><strong>Who We Are</strong>&lt;br&gt;Changes people experience at different stages of their lives affect their evolving sense of self.&lt;br&gt;Change, Function, Reflection&lt;br&gt;(Term 4, Week 5-8)</td>
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<td><strong>Year Six</strong>&lt;br&gt;Where We Are In Place and Time&lt;br&gt;Journeys can be a response to challenge and opportunities.&lt;br&gt;Causation, Perspective, Change&lt;br&gt;(Term 2, Week 5-10)</td>
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Programme of Inquiry – Year 6

How the World Works
Changes in the Earth’s structure and atmosphere can impact on communities and the environment.
Term 1
Weeks 1 to 7

How We Organise Ourselves
Systems and decisions can impact on our society.
Term 1
Week 8 to Term 2
Week 4

Where We Are in Place and Time
Journeys can be a response to challenges and opportunities.
Term 2
Weeks 5 to 10

How We Express Ourselves
Exploring the world’s diversity helps us to appreciate the culture, beliefs and values of others.
Term 3
Week 7 to Term 4
Week 4

Sharing the Planet
Exhibition
Term 3
Weeks 1 to 6

Who We Are
Changes people experience at different stages of their lives affects their evolving sense of self.
Term 4 Weeks 5 to 8
How the World Works

Programme of Inquiry – Year 6

Central idea:
Changes in the Earth’s structure and atmosphere can impact on communities and the environment

Key concepts: Causation, Function, Form

Related concepts: Properties, Structure, Systems, Consequences, Impact

Lines of inquiry:
- Geological changes or weather conditions that can affect the Earth’s surface
- The structure of the Earth and its atmosphere
- The types of natural disasters and their impact
Central idea:
- Systems and decisions can impact on our society

Key concepts: Function, Connection, Responsibility

Related concepts: Systems, Relationships, Rights, Citizenship, Justice

Lines of inquiry:
- How systems work
- The interconnectedness of government systems
- The rights and responsibilities of citizens around the world
How We Express Ourselves

Central idea:
Exploring the world’s diversity helps us to appreciate the culture, beliefs and values of others.

Key concepts: Form Causation, Reflection

Related concepts: Diversity, Beliefs, Culture, International-mindedness

Lines of inquiry:
- Economic, demographic and social characteristics of countries in our region
- How people’s connections to places affects their perception of them
- Ways of developing international-mindedness through the expression of culture, values and beliefs
Central idea:
- Journeys can be a response to circumstances and challenges

Key concepts: Causation, Perspective, Connection

Related concepts: Consequences, Impact, Growth, Adaptation

Lines of inquiry:
- The reasons for migration
- Different points of view of migrants
- Contributions of migrants
Programme of Inquiry – Year 6

Sharing the Planet

• Exhibition
Central idea:
Changes people experience at different stages of their lives affect their evolving sense of self.

Key concepts: Change, Function, Reflection

Related concepts: Maturity, Image, Well-being, Reproduction

Lines of inquiry:
- Physical, social, emotional and intellectual changes that occur throughout life
- Factors that contribute to well-being during adolescence
- How relationships contribute to our self-concept
ACTION – Year 6 from Units of Inquiry
Programme of Inquiry – Year 5

How We Express Ourselves
Media can be a powerful tool that influences perception and determines choices.
Term 1
Weeks 1 to 7

Sharing the Planet
Biodiversity relies on maintaining the interdependent balance of organisms within systems.
Term 1
Weeks 1 to 7

How We Organise Ourselves
Goods and services can be created in response to entrepreneurial thinking and innovation.
Term 2
Weeks 5 to 10

Where We Are in Place and Time
Countries have been colonised for different reasons which can impact the lives of individuals.
Term 3
Week 7 to Term 4
Week 2

Who We Are
Children are citizens of our global community and have rights and responsibilities.
Term 3
Weeks 1 to 6

How the World Works
Curiosity can lead to exploration and new understandings.
Term 4
Weeks 3 to 8
Programme of Inquiry – Year 5

How We Express Ourselves

- **Central idea:**
  - Media can be a powerful tool that influences perception and determines choices.

- **Key concepts:** Form, Perspective, Reflection

- **Related concepts:** Subjectivity, Opinion, Truth, Interpretation

- **Lines of inquiry:**
  - Forms and purposes of media
  - Ways of interpreting information
  - Strategies used within media
Programme of Inquiry – Year 5

Sharing the Planet

- **Central idea:**
  - Biodiversity relies on maintaining the interdependent balance of organisms within systems.

- **Key concepts:** Connection, Function, Responsibility

- **Related concepts:** Systems, Interdependence, Conservation, Ecosystems

- **Lines of inquiry:**
  - Interdependence within ecosystems, biomes and environments
  - Structural features and adaptations for survival
  - Peaceful solutions for maintaining the balance within systems
Programme of Inquiry – Year 5

How We Organise Ourselves

• Central idea:
  • Goods and services can be created in response to entrepreneurial thinking and innovation.

• Key concepts: Function, Causation, Reflection

• Related concepts: Structure, Consequence, Transformation, Responsibility

• Lines of inquiry:
  • Practical applications and implications of change in materials
  • Understanding supply and demand as a function of business.
  • The design and development of goods and services
Where We Are in Place and Time

Programme of Inquiry – Year 5

- Central idea:
  - Countries have been colonised for different reasons which can impact the lives of individuals.

- Key concepts: Change, Connection, Perspective

- Related concepts: Adaptation, Consequence, Relationships, Beliefs

- Lines of inquiry:
  - Establishment and development of a colony over time
  - People and events that shape the culture of a civilisation
  - Different perspectives and values of the participants during colonisation
Who We Are

Central idea:
- Children are citizens of our global community and have rights and responsibilities.

Key concepts: Perspective, Causation, Responsibility
Related concepts: Citizenship, Human Rights, Equality, Globalisation
Lines of inquiry:
- Challenges, risks and opportunities that children encounter locally and globally
- Children’s responses to challenges, risks and opportunities
- Access to equal opportunities

Programme of Inquiry – Year 5
Programme of Inquiry – Year 5

How the World Works

- **Central idea:**
- Curiosity can lead to exploration and new understandings.

- **Key concepts:** Connection, Change, Reflection

- **Related concepts:** Systems, Relationships, Transformation

- **Lines of inquiry:**
  - The Earth is part of a connected system
  - Change brought about by new understandings
  - Discoveries and inventions about space can be used to solve problems that affect our lives
ACTION – Year 5 from Units of Inquiry
Programme of Inquiry – Year 4

**Who We Are**
Choices of role models reflect the beliefs and values of individuals and societies.
- **Term 1**
  - Weeks 1-7

**Sharing the Planet**
Human actions have an effect on the environment they inhabit.
- **Term 1**
  - Weeks 8 to Term 2
  - Week 4

**How We Express Ourselves**
Indigenous People express themselves in many ways.
- **Term 2**
  - Weeks 5-10

**Where We Are in Place and Time**
Circumstances and opportunities influence people’s journeys and experiences.
- **Term 3**
  - Week 7 to Term 4
  - Week 2

**How We Organise Ourselves**
Products go through a process of change before they are consumed.
- **Term 3**
  - Week 2

**How the World Works**
Our Earth is in a constant state of change.
- **Term 4**
  - Weeks 3-8
Who We Are

Programme of Inquiry – Year 4

- **Central idea:**
  - Choices of role models reflect the beliefs and values of individuals and societies.

- **Key concepts:** Perspective, Reflection, Causation

- **Related concepts:** Identity, Opinion, Peer pressure

- **Lines of inquiry:**
  - What determines our beliefs and values
  - How and why role models are chosen
  - The influence of role models on our choices and actions
Programme of Inquiry – Year 4

Central idea:
- Human actions have an effect on the environment they inhabit.

Key concepts:
- Change, Reflection, Connection

Related concepts:
- Transformation, Growth, Responsibility

Lines of inquiry:
- Living things and their lifecycles
- Humans impact on animals and the environment
- The role of vegetation in sustaining the environment

Sharing the Planet
How We Express Ourselves

Programme of Inquiry – Year 4

- **Central idea:**
  - Indigenous People express themselves in many ways.

- **Key concepts:** Function, Connection, Perspective

- **Related concepts:** Cultures, Traditions, Identity

- **Lines of inquiry:**
  - Various indigenous cultures across the globe
  - How different indigenous cultures are connected to the land
  - Ways in which cultural understanding can be explored through modes of expression
Programme of Inquiry – Year 4

Where We Are in Place and Time

- **Central idea:**
  - Circumstances and opportunities influence people’s journeys and experiences.

- **Key concepts:** Change, Causation, Perspective

- **Related concepts:** Exploration, Journey, Discovery

- **Lines of inquiry:**
  - Circumstances that led to the journey of the First Fleet
  - The impact of European exploration in the 1800s
  - The nature of contact between Indigenous people and new arrivals
How We Organise Ourselves

Programme of Inquiry – Year 4

- **Central idea:**
  - Products go through a process of change before they are consumed.

- **Key concepts:** Function, Change, Responsibility

- **Related concepts:** Sequences, Properties, Patterns

- **Lines of inquiry:**
  - The properties of natural and processed materials
  - Changes products go through
  - Sustainable use of natural resources
How the World Works

Programme of Inquiry – Year 4

- **Central idea:**
  - Our Earth is in a constant state of change.

- **Key concepts:** Form, Causation, Function

- **Related concepts:** Properties, Impact, Consequences, Initiative

- **Lines of inquiry:**
  - The ways the Earth’s structure changes
  - Examining evidence of change due to human or natural processes
  - The force of one object onto another
ACTION – Year 4
from Units of Inquiry
Programme of Inquiry – Year 3

**Who We Are**
Making informed choices enables us to have a balanced lifestyle.
- Term 1
  - Weeks 1 to 7

**How the World Works**
Exploration of observable patterns helps us to understand changes on Earth.
- Term 1
  - Week 8 to Term 2
- Week 4

**How We Organise Ourselves**
All places on Earth have features that distinguish them from other places.
- Term 2
  - Weeks 5 - 10

**Where We Are in Place and Time**
Connections with the past influence communities over time and into the future.
- Term 3
  - Weeks 1 - 6

**Sharing the Planet**
Living and non-living things coexist in different locations around the world.
- Term 3 Week 7 to Term 4 Week 2

**How We Express Ourselves**
People create opportunities to express culture, values and beliefs.
- Term 4
  - Weeks 3 to 8
Central idea:
Making informed choices enables us to have a balanced lifestyle.

Key concepts: Function, Causation, Reflection

Related concepts: Chemical and physical changes, Forms of energy (heat)

Lines of inquiry:
- Strategies that promote health, safety and wellbeing
- Impact of healthy eating and exercise choices
- The scientific properties of what we eat and drink
How the World Works

Programme of Inquiry – Year 3

- **Central idea:**
  - Exploration of observable patterns helps us to understand changes on Earth.

- **Key concepts:** Function, Connection, Reflection

- **Related concepts:** Space, Exploration, System

- **Lines of inquiry:**
  - Observable patterns on Earth
  - The interconnectedness between Earth and other celestial bodies
  - Why the universe is explored
How We Organise Ourselves

Central idea:
- All places on Earth have features that distinguish them from other places.

Key concepts: Form, Connection, Responsibility

Related concepts: Cooperation, Rights, Roles, Place

Lines of inquiry:
- The similarities and differences between the human and physical characteristics of the local area and other places
- The geographical location and the people connected to major places
- How people value and care for the community
Programme of Inquiry – Year 3

Where We Are in Place and Time

• Central idea:
  • Connections with the past influence communities over time and into the future.

• Key concepts: Change, Connection, Causation

• Related concepts: Continuity, Chronology, Heritage

• Lines of inquiry:
  • Heritage of the local area over time
  • The connections people have, past and present, with a community
  • How global connections have influenced identity and diversity in a community
Sharing the Planet

Programme of Inquiry – Year 3

• **Central idea:**
  • Living and non-living things coexist in different locations around the world.

• **Key concepts:** Connection, Form, Responsibility

• **Related concepts:** Classification, Conservation, Resources, Sustainability

• **Lines of inquiry:**
  • Interactions between living and non-living things.
  • Features of local and global regions.
  • Actions that impact different environments
How We Express Ourselves

Central idea:
People create opportunities to express culture, values and beliefs.

Key concepts: Form, Perspective, Function

Related concepts: Diversity, Traditions, Identity

Lines of inquiry:
- Festivals, celebrations, rituals and traditions around the world
- Values and beliefs expressed through festivals, celebrations, rituals and traditions
- Ways in which celebrations are expressed
ACTION – Year 3 from Units of Inquiry
Programme of Inquiry – Year 2

How We Organise Ourselves
Systems are created to meet the needs of a community.
  Term 1
  Week 1-7

Who We Are
The cycle of life supports living things to grow and change.
  Term 1
  Week 8 to Term 2 Week 4

Where We Are in Place and Time
The exploration of locations provides evidence of people’s lives past and present.
  Term 2
  Weeks 5-10

How We Express Ourselves
Through stories people use different forms to convey meaning and emotion.
  Term 3
  Weeks 1-6

How the World Works
Knowledge of the impact of forces on materials helps us to invent and create.
  Term 3 Week 7 to Term 4 Week 2

Sharing the Planet
People can make choices to support the sustainability of the earth’s resources.
  Term 4
  Weeks 3-8
How We Organise Ourselves

Programme of Inquiry – Year 2

• Central idea:
  Systems are created to meet the needs of a community.

• Key concepts: Function, Form, Causation

• Related concepts: Systems, Technology, Communication

• Lines of inquiry:
  • Systems which meet community needs
  • The features of different systems
  • The impact of technology on our daily lives
Who We Are

Programme of Inquiry – Year 2

• Central idea:
  • The cycle of life supports living things to grow and change.

• Key concepts: Causation, Change, Reflection

• Related concepts: Growth, Cycle, Transformation

• Lines of inquiry:
  • Factors that promote growth in living things
  • Life cycles of living things
  • Ways to record evidence of development and growth
Where We Are in Place and Time

Programme of Inquiry – Year 2

• Central idea:
  • The exploration of locations provides evidence of people’s lives past and present.

• Key concepts:  Perspective, Change, Connection

• Related concepts:  History, Chronology, Continuity

• Lines of inquiry:
  • Different sources of information about the past
  • The unique features of important sites over time
  • Ways people are connected to locations
How We Express Ourselves

Programme of Inquiry – Year 2

- Central idea:
  - Through stories people use different forms to convey meaning and emotion.

- Key concepts: Perspective, Connection, Function

- Related concepts: Communication, Expression, Creation

- Lines of inquiry:
  - The feelings and emotions that stories evoke
  - Common values and beliefs expressed in stories
  - How stories are created and shared
How the World Works

Programme of Inquiry – Year 2

- **Central idea:**
  - Knowledge of the impact of forces on materials helps us to invent and create.

- **Key concepts:** Function, Change, Reflection

- **Related concepts:** Force, Energy, Invention

- **Lines of inquiry:**
  - The use of forces and energy in everyday life
  - How materials can be changed for a purpose
  - How understanding forces and materials can help inventors
Programme of Inquiry – Year 2

Sharing the Planet

- **Central idea:**
  - People can make choices to support the sustainability of the earth’s resources.

- **Key concepts:** Form, Causation, Responsibility

- **Related concepts:** Resources, Conservation, Sustainability

- **Lines of inquiry:**
  - Earth’s finite and infinite resources
  - How human use of resources impacts the Earth
  - How our actions affect access to resources
ACTION – Year 2
from Units of Inquiry
How We Organise Ourselves
Spaces are organised to suit different purposes.
Term 1
Weeks 1 to 7

Who We Are
Awareness of our characteristics, abilities and interests informs our learning and development.
Term 1
Week 8 to Term 2 Week 4

Sharing the Planet
The features of living things help them to survive in their habitat.
Term 2
Weeks 5 to 10

Where We Are in Place and Time
Learning about past generations helps us to understand the connection between the past and present.
Term 3
Weeks 1 to 6

How the World Works
Exploring observable patterns leads to new understandings about the world.
Term 3 Week 7 to Term 4 Week 2

How We Express Ourselves
By exploring the elements of light, sound and materials people can create new forms of expression.
Term 4
Weeks 3 to 8

Programme of Inquiry – Year 1
Programme of Inquiry – Year 1

How We Organise Ourselves

- **Central idea:**
  - Spaces are organised to suit different purposes.

- **Key concepts:** Function, Causation, Responsibility

- **Related concepts:** Cooperation, Systems, Space

- **Lines of inquiry:**
  - How systems are organised
  - How our classroom is organised to help us learn
  - Our responsibility to respect shared spaces
Who We Are

Programme of Inquiry – Year 1

- **Central idea:**
  - Awareness of our characteristics, abilities and interests informs our learning and development.

- **Key concepts:** Form, Perspective, Reflection

- **Related concepts:** Identity, Development, Goal setting

- **Lines of inquiry:**
  - Physical, social and emotional characteristics
  - Personal beliefs, learning styles and interests
  - How reflecting helps us understand our identity, learning and development
Programme of Inquiry – Year 1

Sharing the Planet

• **Central idea:**
  - The features of living things help them to survive in their habitat.

• **Key concepts:** Form, Connection, Responsibility

• **Related concepts:** Adaptation, Classification, Habitat, Conservation

• **Lines of inquiry:**
  - Features of living things
  - The connection between living things and their habitat
  - Our responsibility to respect and care for the environment
Central idea:
Learning about past generations helps us to understand the connection between the past and present.

Key concepts: Connection, Change, Reflection

Related concepts: History, Artefacts

Lines of inquiry:
- How artefacts can help us connect to the past
- Similarities and differences in daily lives over time
- The sequence of personally significant dates and events
How the World Works

Programme of Inquiry – Year 1

• Central idea:
  • Exploring observable patterns leads to new understandings about the world.

• Key concepts: Change, Function, Connection

• Related concepts: Seasons, Systems (solar, water cycle, weather)

• Lines of inquiry:
  • How and why changes occur in the sky and landscape
  • Ways to predict, measure and explain observable changes in the sky and landscape
  • How a location is impacted by weather patterns
Programme of Inquiry – Year 1

How We Express Ourselves

- Central idea:
  - By exploring the elements of light, sound and materials people can create new forms of expression.

- Key concepts: Form, Causation, Perspective

- Related concepts: Forms of energy (light, sound), Properties, Change of state

- Lines of inquiry:
  - Forms of expression
  - How light, sound and materials can be manipulated
  - The artistic use of light, sound and materials
ACTION – Year 1
from Units of Inquiry
Programme of Inquiry – Prep

Who We Are

• **Central idea:**
  - Actions and emotions that influence relationships can be learnt and applied.

• **Key concepts:** Causation, Reflection, Responsibility

• **Related concepts:** Character, Belonging, Interdependence, Cooperation, Friendship

• **Lines of inquiry:**
  - Strategies that help people make friends
  - Personal strategies for solving problems or differences
  - Ways of understanding and recording friendships through images, words and movements
How We Express Ourselves

Central idea:
Artists and writers express their ideas to communicate meaning.

Key concepts: Form, Function, Perspective

Related concepts: Opinion, Communication

Lines of inquiry:
Ways in which artists and authors tell stories
Imagination as a tool for learning
How stories are created and shared
Feelings and emotions that stories evoke
Programme of Inquiry – Prep

Central idea:
Understanding how materials behave and interact determines how we use them.

Key concepts: Form, Function, Reflection

Related concepts: Properties, Forces, Energy, Structures

Lines of inquiry:
- The observable properties of materials
- The use of materials to make objects move
- How reflection leads to change in design
Where We Are in Place and Time

Programme of Inquiry – Prep

- **Central idea:**
  - Family histories provide an insight into cultural and personal identity.

- **Key concepts:** Connection, Change, Reflection

- **Related concepts:** History, Time, Family

- **Lines of inquiry:**
  - Ways to find out and record family histories
  - Sequence of time from birth to present: self and family
  - How family life has changed or remained the same over time
Sharing the Planet

Programme of Inquiry – Prep

- **Central idea:**
  - We share our environment with living things as they change and grow.

- **Key concepts:** Function, Causation, Responsibility

- **Related concepts:** Classification, Living and non-living, Seasons, Growth

- **Lines of inquiry:**
  - The needs of plants to grow and stay healthy
  - The effect of seasonal weather patterns on the environment
  - Our responsibility for the well-being of other living things
How We Organise Ourselves

- **Central idea:** People live and work together in organised communities.

- **Key concepts:** Form, Function, Connection

- **Related concepts:** Community, Belonging, Location

- **Lines of inquiry:**
  - The features and locations of places
  - The roles and responsibilities of people in a community
  - How people connect to their communities
ACTION – Prep from Units of Inquiry
Programme of Inquiry – Kindy

How We Organise Ourselves
Being organised can enable us to become independent.
Term 1
Weeks 2-8

Sharing the Planet
Matter Changes in different ways.
Term 2
Weeks 2-8

How We Express Ourselves
Signs and Symbols can be used to convey a message.
Term 3 Weeks 2-10

Who We Are
We show growth in our abilities when we practise and persevere.
Term 4
Weeks 1-5
Programme of Inquiry – Kindy

How We Organise Ourselves

- **Central idea:**
  - Being organised can enable us to become independent.

- **Key concepts:** Responsibility, Connection

- **Related concepts:** Initiative, Systems

- **Lines of inquiry:**
  - Independence enables us to make confident choices.
  - Learnt skills and routines can be transferred to different situations
  - Choices impact situations and others
How the World Works

Programme of Inquiry – Kindy

• Central idea:
  • Matter Changes in different ways.

• Key concepts: Form, Change, Causation
• Related concepts: Properties, Transformation, Similarities/Differences

• Lines of inquiry:
  • Different forms of matter
  • How different forms of matter move
  • How and why an action can lead to a reaction
How We Express Ourselves

Programme of Inquiry – Kindy

- **Central idea:**
  - Signs and Symbols can be used to convey a message.

- **Key concepts:** Function, Connection, Perspective

- **Related concepts:** Communication, Systems

- **Lines of inquiry:**
  - Different signs and symbols
  - The way signs convey a message
  - The way signs use design
  - The design elements of signs and symbols
Who We Are

Programme of Inquiry – Kindy

- Central idea:
  - We show growth in our abilities when we practise and persevere.

- Key concepts: Change, Function, Reflection

- Related concepts: Identity, Impact

- Lines of inquiry:
  - Sequence of events over time
  - Ways to develop perseverance strategies
  - Ways to demonstrate how we have grown
ACTION - Kindy from Units of Inquiry
Spanish
How We Express Ourselves
Languages are foundational to global citizenship.

HPE
Who We Are
Physical activity and informed choices contribute to a healthy and balanced lifestyle.

Library
How We Organise Ourselves
Libraries connect people and communities through learning, innovation and creativity.

Art
How We Express Ourselves
Artists use a variety of mediums to express their feelings and emotions to evoke a response.

Music
How We Express Ourselves
Musicians communicate ideas and feelings that evoke a variety of responses.
How We Express Ourselves

Unit of Inquiry – Spanish

- **Central idea:**
  - Languages are foundational to global citizenship.

- **Key concepts:** Form, Connection, Reflection

- **Related concepts:** Language, Culture, Citizenship

- **Lines of inquiry:**
  - Hispanic cultures and identities
  - The interconnectedness of languages and cultures
  - What it means to be a global citizen
Who We Are

Unit of Inquiry – HPE

- **Central idea:**
  - Physical activity and informed choices contribute to a healthy and balanced lifestyle.

- **Key concepts:** Connection, Function

- **Related concepts:** Growth, Wellness

- **Lines of inquiry:**
  - A variety of physical learning experiences
  - The connection between nutrition, exercise and physical well being
  - The function of the human body
Unit of Inquiry – Library

How We Organise Ourselves

- **Central idea:**
  - Libraries connect people and communities through learning, innovation and creativity.

- **Key concepts:** Connection, Function

- **Related concepts:** Organisation, Innovation

- **Lines of inquiry:**
  - how libraries are organised
  - how libraries bring people together
  - how libraries support innovation and creativity
  - why libraries promote ethical use of information
Unit of Inquiry – Art

How We Express Ourselves

• Central idea:
  • Artists use a variety of mediums to express their feelings and emotions to evoke a response.

• Key concepts: Form, Reflection

• Related concepts: Interdependence

• Lines of inquiry:
  • The different forms of art
  • How creativity is used to convey a message
  • How artists express ideas, feelings, nature, culture, beliefs and values
  • The ways people respond to art
How We Express Ourselves

Unit of Inquiry – Music

• Central idea:
  • Musicians communicate ideas and feelings that evoke a variety of responses.

• Key concepts: Form, Causation

• Related concepts: Performance, Technique

• Lines of inquiry:
  • the creation and organisation of sound
  • the notation of music
  • musical elements to communicate ideas and feelings in a performance
  • the purpose and influence of music in the community
ACTION – Single Subject from Units of Inquiry
ACTION – Single Subject from Units of Inquiry