

PROGRAM OF INQUIRY 2016- EVEN YEAR

| Who we are | Where we are in Place and Time | How we express ourselves | How the world works | How we organise ourselves | Sharing the planet |
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| An inquiry into the nature of the self ; beliefs and values; personal, physical, Mental, social and spiritual health; human relationships including families, friends, communities , and cultures; rights and responsibilities ; what it means to be human | An inquiry into orientation in place and time; personal histories ; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations; from local and global perspectives | An inquiry into the ways in which we discover and express ideas, feelings , nature, cultures, belief and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies ; how humans use their understanding of scientific principles ; the impact of scientific and technological advances on society and on the environment. | An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things , communities; and the relationships within and between them; access to equal opportunities; peace and conflict resolution. |

Prep - 2016

| Who we are | Where we are in Place and Time | How we express ourselves | How the world works | How we organise ourselves | Sharing the planet |
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| <p>Central Idea: Family relationships contribute to shaping our identity.</p> <p>CONCEPTS: Form, Responsibility</p> <p>Related Concepts Similarities and Differences, Belonging</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Diversity of families (Form) Responsibilities within the family (Responsibility) How families influence who we become (Reflection) | <p>Central Idea: We share memories and history through stories</p> <p>CONCEPTS: Form Reflection</p> <p>Related Concepts Family, History</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Our personal histories (Form) Stories people tell about the past How stories about the past can be told and shared | <p>Central Idea: Understanding feelings helps us express ourselves and understand others</p> <p>CONCEPTS: Reflection, Perspective</p> <p>Related Concepts Emotions, Communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Feelings Ways we can communicate our feelings (Form) Understanding other people's feelings (Perspective) | <p>Central Idea: We learn about the world by observing and investigating</p> <p>CONCEPTS: Function Change</p> <p>Related Concepts Seasons, Observation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Using our senses to observe Different scientific skills we can use for investigating Changes in our environment (Change) | <p>Central Idea: Communities depend on people playing different roles</p> <p>CONCEPTS: Function Responsibility</p> <p>Related Concepts Roles, Community</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Roles of people in our local community (Function) Roles of people in our school community (Function) Responsibilities in our community (Responsibility) | <p>Central Idea: Living things have basic needs</p> <p>CONCEPTS: Connection Change</p> <p>Related Concepts Plants, Growth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What living things are What living things need How the seasons affect living things |

| | Term 1 | | | | | Term 2 | | | | | | Term 3 | | | | | Term 4 | | | | | | | | | | | | | | | | | | | | |
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| Week | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Prep | How We Express Ourselves | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Who We Are | | | | | How the World Works | | | | | | How We Organise Ourselves | | | | | Sharing the Planet | | | | | Where We Are in Place & Time | | | | | | HWEO | | | | | | | | | |
| Art | Learning to Learn | | | | | How the World Works | | | | | | Stand Alone Unit | | | | | How We Express Ourselves | | | | | Where We Are in Place & Time | | | | | | | | | | | | | | | |
| LOTE | Learning to Learn | | | | | Who We Are | | | | | | | | | | | How We Express Ourselves | | | | | Where We Are in Place & Time | | | | | | | | | | | | | | | |
| PA | Learning to Learn | | | | | How the World Works | | | | | | Stand Alone Unit | | | | | How We Express Ourselves | | | | | Stand Alone Unit - Concert | | | | | | | | | | | | | | | |
| PE | Learning to Learn | | | | | How the World Works | | | | | | HWO | | | | | Stand Alone Unit | | | | | Stand Alone Unit | | | | | | | | | | | | | | | |

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| <p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> | <p>Where we are in Place and Time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations; from local and global perspectives</p> | <p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, cultures, belief and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> | <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> | <p>How we organise ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment</p> | <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities; and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> |
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Grade 1/2 Even Year – 2016

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| <p>Central Idea: Successful relationships rely on respect, cooperation and empathy</p> <p>CONCEPTS: Responsibility Reflection</p> <p>Related Concepts Relationships, Behaviour</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The importance of friendship (Reflection) Responsibilities in friendships. (Responsibility) Strategies for solving conflicts | <p>Central Idea: Changes occur over time that affect our daily lives</p> <p>CONCEPTS: Change Connection</p> <p>Related Concepts Family, History</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How family life has changed over time (Change) Differences between the past and the present Ways of describing the sequence of time (Function) | <p>Central Idea: People express their creativity in different forms</p> <p>CONCEPTS: Form Reflection</p> <p>Related Concepts Expression, Interpretation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What creativity is (Form) The different ways people express themselves (Form) How we can express our uniqueness and creativity (Reflection) | <p>Central Idea: Properties of materials affect the way they can be used</p> <p>CONCEPTS: Form Function</p> <p>Related Concepts Properties</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The properties of materials. (Form) Ways of examining materials How different materials can be used for different purposes (Function) | <p>Central Idea: Technology can be used to create, communicate and connect with people around the world</p> <p>CONCEPTS: Responsibility Connection</p> <p>Related Concepts Technology, Communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different types of technology How we can use technology to communicate (Connection) Using technology responsibly (Responsibility) | <p>Central Idea: All living things go through a process of change</p> <p>CONCEPTS: Causation Change</p> <p>Related Concepts Interdependence, Sequence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Growth patterns (Change) The needs of living things (Causation) The relationships between living things |
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| | Term 1 | | | | | | Term 2 | | | | | | Term 3 | | | | | | Term 4 | | | | | | | | | | | | | | | | | |
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| Gr 1/2 | Who We Are | | | | | | How the World Works | | | | | | Where we Are in Place and Time | | | | | | Sharing the Planet | | | | | | How We Express Ourselves | | | | | | How we Organise Ourselves | | | | | |
| Art | Who We Are | | | | | | How the World Works | | | | | | Stand Alone Unit | | | | | | Sharing the Planet | | | | | | How We Express Ourselves | | | | | | Stand Alone Unit | | | | | |
| LOTE | Who We Are | | | | | | Where we Are in Place and Time | | | | | | How We Express Ourselves | | | | | | Stand Alone Unit | | | | | | Stand Alone Unit | | | | | | | | | | | |
| PA | Who We Are | | | | | | Stand Alone Unit | | | | | | Stand Alone Unit | | | | | | How We Express Ourselves - Concert | | | | | | Stand Alone Unit | | | | | | | | | | | |
| PE | Who We Are | | | | | | Stand Alone Unit | | | | | | Stand Alone Unit | | | | | | Stand Alone Unit | | | | | | Stand Alone Unit | | | | | | | | | | | |

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Grade 3/4 Even Year - 2016

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| <p>Central Idea:</p> <p>Awareness of our characteristics, abilities and interests informs our learning and development.</p> <p>CONCEPTS:</p> <p>Function Responsibility</p> <p>Related Concepts</p> <p>Initiative, Behaviour</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Learning styles and preferences • Classroom communities in our school • Rights and Responsibilities in our learning communities (Responsibility) | <p>Central Idea:</p> <p>Exploration leads to discoveries.</p> <p>CONCEPTS:</p> <p>Reflection Causation</p> <p>Related Concepts</p> <p>Impact, Navigation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration • Explorations that have taken place over time • The impact of exploration | <p>Central Idea:</p> <p>People use persuasive techniques to influence an audience.</p> <p>CONCEPTS:</p> <p>Function Perspective</p> <p>Related concepts</p> <p>Persuasion, _____</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Media and its influence on society • Our response to media influences (Perspective) • How people use persuasive techniques (Function) | <p>Central Idea:</p> <p>Science involves making predictions and describing patterns and relationships.</p> <p>CONCEPTS:</p> <p>Form Change</p> <p>Related Concepts</p> <p>Properties, Transformation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Properties of matter • Permanent and reversible changes of state • How we can use scientific processes and skills to learn about the world | <p>Central Idea:</p> <p>The global community is connected by celebrations and commemorations.</p> <p>CONCEPTS:</p> <p>Connection Function</p> <p>Related Concepts</p> <p>Communication, traditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Celebrations and commemorations around the world (Connection) • Reasons people celebrate • The role of celebrations in our community (Function) | <p>Central Idea:</p> <p>Wealth affects access to opportunity.</p> <p>CONCEPTS:</p> <p>Causation Responsibility</p> <p>Related Concepts</p> <p>Impact, Rights, Equity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Relationships between poverty and opportunity • The distribution of wealth • Equitable access to resources and opportunity |
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| | Term 1 | | | | | Term 2 | | | | | | Term 3 | | | | | Term 4 | | | | | | | | | | | | | | | | |
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| Gr 3/4 | Who We Are | | | | | How We Express Ourselves | | | | | | Sharing the Planet | | | | | How the World Works | | | | | Where We Are in Place and Time | | | | | How We Organise Ourselves | | | | | | |
| Art | Stand Alone Unit | | | | | How We Express Ourselves | | | | | | Sharing the Planet | | | | | Stand Alone Unit | | | | | Where We Are in Place and Time | | | | | How We Organise Ourselves | | | | | | |
| LOTE | How We Organise Ourselves | | | | | Stand Alone Unit | | | | | | | | | | | Stand Alone Unit | | | | | Where We Are in Place and Time | | | | | How We Organise Ourselves | | | | | | |
| PA | Who We Are | | | | | Stand Alone Unit - Concert | | | | | | | | | | | Stand Alone Unit | | | | | Where We Are in Place and Time | | | | | How We Organise Ourselves | | | | | | |
| PE | Who We Are | | | | | Stand Alone Unit | | | | | | | | | | | How We Organise Ourselves – Olympics | | | | | Stand Alone Unit | | | | | | | | | | | |

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Grade 5/6 Even Year - 2016

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| <p>Central Idea: Leadership impacts a community and how it works</p> <p>CONCEPTS: Responsibility Function</p> <p>Related Concepts Leadership, Community</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of a leader • Contributions of individuals who affect our world • Effects of positive and negative leadership | <p>Central Idea: Communities are formed and impacted by colonisation</p> <p>CONCEPTS: Causation Change</p> <p>Related Concepts Adaption, Cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The reasons for establishment of colonies • Roles within a colony • The impact of colonies on indigenous peoples | <p>Central Idea: Creating and responding to art develops understanding of ourselves and the world around us</p> <p>CONCEPTS: Perspective Reflection</p> <p>Related Concepts Roles, Interpretation, Similarities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The creation of art • The reflection of feelings and values through art • Individual responses to art | <p>Central Idea: The universe and our understanding of it is ever changing</p> <p>CONCEPTS: Form Connection Perspective</p> <p>Related Concepts Properties, Scale</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Connections between Earth, the solar system our galaxy and the universe • Human exploration of space • The scale of the universe | <p>Central Idea: Economic activity relies on systems of production, distribution and consumption of goods and services.</p> <p>CONCEPTS: Connection Responsibility</p> <p>Related Concepts Interdependence, Fair trade</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • Our responsibility as consumers | <p>Central Idea: Energy use impacts society and the environment</p> <p>CONCEPTS: Form Causation Change</p> <p>Related Concepts Consumption, Sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Sources of energy • Electricity generation and consumption • The impact of our choices |
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| | Term 1 | | | | | Term 2 | | | | | | Term 3 | | | | | Term 4 | | | | | | | | | | | | | | | | |
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| Week | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | |
| Gr 5/6 | Who We Are | | | | | How the World Works | | | | | | How We Organise Ourselves | | | | | Where We Are in Place and Time | | | | | Exhibition: Sharing the Planet | | | | | How We Express Ourselves | | | | | | |
| Art | Who We Are | | | | | How the World Works | | | | | | Stand Alone Unit | | | | | Stand Alone Unit | | | | | Exhibition skills | | | | | How We Express Ourselves | | | | | | |
| PA | Who We Are | | | | | Stand Alone Unit – Concert | | | | | | | | | | | Stand Alone Unit | | | | | Exhibition skills | | | | | How We Express Ourselves | | | | | | |
| LOTE | Stand Alone Unit | | | | | How the World Works | | | | | | Stand Alone Unit | | | | | Stand Alone Unit | | | | | | | | | | | How We Express Ourselves | | | | | |
| PE | Who We Are | | | | | Stand Alone Unit | | | | | | | | | | | Stand Alone Unit - Athletics - Olympics | | | | | | | | | | | How We Express Ourselves - Reflection | | | | | |