

# 2016 Program of Inquiry

St Peter's Woodlands Grammar School



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
<b>WHO WE ARE</b>  <small>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.</small>	<p><b>Central idea</b> Every day I learn about who I am, with and through others.</p> <p><b>Key concepts</b> Form, Function, Connection</p> <p><b>Related concepts</b> Similarities and differences, Relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Parts of my body (Form)</li> <li>What I can do (Function)</li> <li>How our families influence who we are (Connection)</li> <li>Myself as part of a group (Connection)</li> </ul> <p><b>Learner Profile</b> Courage, Caring</p> <p><b>Attitudes</b> Confidence, Independence</p> <p><b>Skills</b> Social, Communication, Self-management</p>	<p><b>Central idea</b> Making balanced choices about daily routines contribute to a healthy lifestyle.</p> <p><b>Key concepts</b> Function, Causation, Reflection</p> <p><b>Related concepts</b> Balance, Well-being, Choice, Nutrition</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Daily habits and routines (work, exercise, hygiene, sleep, play, eating) (Function)</li> <li>Consequences of choices (Causation)</li> <li>Living a balanced lifestyle (Reflection)</li> </ul> <p><b>Learner Profile</b> Reflective, Balanced</p> <p><b>Attitudes</b> Integrity, Independence</p> <p><b>Skills</b> Social, Self-management</p>	<p><b>Central idea</b> People in our world are connected to places</p> <p><b>Key concepts</b> Form, Connection</p> <p><b>Related concepts</b> Identity, Similarities &amp; differences, Relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The world is divided into geographical divisions (Form)</li> <li>Our connection to places (Connection)</li> </ul> <p><b>Learner Profile</b> Open minded, Knowledgeable</p> <p><b>Attitudes</b> Tolerance, Respect, Appreciation</p> <p><b>Skills</b> Thinking, Social</p>	<p><b>Central idea</b> Cultural identity is influenced by customs and traditions</p> <p><b>Key concepts</b> Form, Connection, Perspective</p> <p><b>Related concepts</b> Open mindedness, Empathy, Diversity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Customs and traditions of indigenous communities in our region (Form)</li> <li>Stories, music, art and dance of different cultures affect cultural identity (Connection)</li> <li>How we perceive the relevance of other people's customs and traditions (Perspective)</li> </ul> <p><b>Learner Profile</b> Open Minded, Knowledgeable</p> <p><b>Attitudes</b> Respect, Appreciation</p> <p><b>Skills</b> Social, Research</p>	<p><b>Central Idea</b> The way people manage relationships can have positive and negative effects.</p> <p><b>Key concepts</b> Responsibility, Perspective, Reflection</p> <p><b>Related concepts</b> Friendship, Emotional Intelligence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>We have rights and responsibilities to ourselves and others within our communities. (Responsibility)</li> <li>The choices we make can affect others (Perspective)</li> <li>Reflection leads to change of behavior. (Reflection)</li> </ul> <p><b>Learner Profile</b> Principled, Caring, Open-minded, Reflective</p> <p><b>Attitudes</b> Respect, Tolerance, Cooperation</p> <p><b>Skills:</b> Social, Communication, Self-management</p>	<p><b>Central idea</b> Cultural identity changes over time</p> <p><b>Key concepts</b> Form, Causation, Change</p> <p><b>Related concepts</b> History, Identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>What is culture (Form)</li> <li>The reasons cultures develop and change (Causation)</li> <li>How culture evolves over time (Change)</li> </ul> <p><b>Learner Profile</b> Inquirer, Open-minded</p> <p><b>Attitudes</b> Tolerance, Empathy, Respect</p> <p><b>Skills</b> Thinking, Communication, Research</p>
<b>WHERE WE ARE IN PLACE AND TIME</b>  <small>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 civilisations, from local and global perspectives.</small>	<p><b>Central idea</b> Toys and games change over time</p> <p><b>Key concepts</b> Change, Reflection</p> <p><b>Related concepts</b> Similarities and differences, Materials and tools, Forces and movement</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Similarities and differences between old and new toys (Change)</li> <li>Toys and games around the world (Reflection)</li> <li>Ways new and old toys move and function (Change, Reflection)</li> </ul> <p><b>Learner Profile</b> Thinker, Reflective</p> <p><b>Attitudes</b> Creativity, Appreciation</p> <p><b>Skills</b> Thinking, Research</p>	<p><b>Central idea</b> Journeys can lead new opportunities</p> <p><b>Key concepts</b> Form, Causation, Change</p> <p><b>Related concepts</b> Similarities and differences, Consequences, Decision making/Choice</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of journeys people make and their purpose (Form)</li> <li>How transport impacts our journey (Causation)</li> <li>Changes experienced because of making a journey (Change)</li> </ul> <p><b>Learner Profile</b> Knowledgeable, Courageous, Reflective</p> <p><b>Attitudes</b> Creativity, Appreciation</p> <p><b>Skills</b> Thinking, Communication</p>	<p><b>Central idea</b> Knowledge of our past connects to the present</p> <p><b>Key concepts</b> Change, Perspective</p> <p><b>Related concepts</b> Growth, Transformation, Adaptation, Consequences, Impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How daily life has changed over time (Change)</li> <li>What changes have a positive and negative impact on our lives (Perspective)</li> </ul> <p><b>Learner Profile</b> Open minded, Reflective</p> <p><b>Attitudes</b> Commitment, Creativity, Independence</p> <p><b>Skills</b> Thinking, Research</p>	<p><b>Central idea</b> People are connected to the history of the community</p> <p><b>Key concepts</b> Causation, Connection, Change</p> <p><b>Related concepts</b> Identity, Relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Our local community and why it is the way it is (Causation)</li> <li>The ways in which our past is recorded and represented (Connection)</li> <li>How and why things have changed (Change)</li> </ul> <p><b>Learner Profile</b> Reflective, Inquirers</p> <p><b>Attitudes</b> Curiosity, Enthusiasm</p> <p><b>Skills</b> Social, Communication, Research</p>	<p><b>Central Idea</b> Journeys lead to challenges, risks and opportunities</p> <p><b>Key concepts</b> Causation, Form, Change</p> <p><b>Related concepts</b> Family histories, Early settlers, Migration, Refugees, Transport vessels</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The differences between a migrant, a refugee and a tourist (Causation)</li> <li>The reasons people migrate (Causation)</li> <li>What challenges and risks people face when going on a journey (Form)</li> <li>How was it the same and /or different? How did they adapt? (Change)</li> </ul> <p><b>Learner Profile</b> Risk takers, Knowledgeable</p> <p><b>Attitudes</b> Empathy, Curiosity</p> <p><b>Skills</b> : Thinking, Research</p>	<p><b>Central idea</b> Despite obstacles, there are always opportunities for growth and development</p> <p><b>Key concepts</b> Causation, Change, Perspective</p> <p><b>Related concepts</b> Adversity and Opportunity; Migration and Settlements</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How personal and community obstacles emerge (Causation)</li> <li>How obstacles can lead to growth and change (Change)</li> <li>The different ways people experience and respond to obstacles (Perspective)</li> </ul> <p><b>Learner Profile</b> Principled, Knowledgeable</p> <p><b>Attitudes</b> Tolerance, Independence, Empathy,</p> <p><b>Skills</b> Self-management, Research</p>
<b>HOW WE EXPRESS OURSELVES</b>  <small>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</small>	<p><b>Central idea</b> We can learn more about ourselves and each other by understanding the reasons people celebrate and how.</p> <p><b>Key concepts</b> Function, Perspective, Reflection</p> <p><b>Related concepts</b> Celebrations, Similarities, Features</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>What a celebrations is (Function)</li> <li>Features of celebrations (Form)</li> <li>Reasons people celebrate (Perspective)</li> <li>Similarities and differences between celebrations (Reflection)</li> </ul> <p><b>Learner Profile</b> Communicators, Open-minded</p> <p><b>Attitudes</b> Creativity, Tolerance, Respect</p> <p><b>Skills</b> Social, Research</p>	<p><b>Central idea</b> Different art forms provide ways to express emotions.</p> <p><b>Key concepts</b> Form, Perspective, Connection</p> <p><b>Related concepts</b> Expression, Improvisation, Performance, Inspiration</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>We can express ourselves in many ways (Form)</li> <li>We can interpret the ways in which people communicate about themselves (Perspective)</li> <li>Connections between art and emotions (Connection)</li> </ul> <p><b>Learner Profile</b></p> <p><b>Attitudes</b> Appreciation, Creativity</p> <p><b>Skills</b> Communication, Self-management</p>	<p><b>Central idea</b> Audiences respond to stories</p> <p><b>Key concepts</b> Form, Reflection</p> <p><b>Related concepts</b> Structure, Pattern, Review, Interpretation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Elements of a good story (Form)</li> <li>How stories make us feel (Reflection)</li> </ul> <p><b>Learner Profile</b> Communicators, Thinkers</p> <p><b>Attitudes</b> Creativity, Appreciation</p> <p><b>Skills</b> Social, Communication</p>	<p><b>Central idea</b> People express cultural and religious beliefs through celebrations</p> <p><b>Key concepts</b> Function, Causation</p> <p><b>Related concepts</b> World festivals, World religions, History of festivals</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The significance of celebrations (Function)</li> <li>Religious and cultural aspects of celebrations (Causation)</li> </ul> <p><b>Learner Profile</b>, Inquirers, communicators, Open-minded</p> <p><b>Attitudes</b> Respect, Creativity, Enthusiasm</p> <p><b>Skills</b> Social, Research, Communication</p>	<p><b>Central idea</b> People's artistic contributions make a difference</p> <p><b>Key concepts</b> Responsibility, Form, Reflection</p> <p><b>Related concepts</b> Artists, Musicians</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The importance of individual action and character (Responsibility)</li> <li>How successful artists from the past have made a difference (Form)</li> <li>How I make a difference (Reflection)</li> </ul> <p><b>Learner Profile</b> Risk Takers, Communicators, Principled</p> <p><b>Attitudes</b> Respect, Commitment, Integrity, Confidence</p> <p><b>Skills</b> Research, Thinking, Communication</p>	<p><b>Central idea</b> Stories help us to explain and understand the world</p> <p><b>Key concepts</b> Perspective, Connection</p> <p><b>Related concepts</b> Indigenous culture, Storytelling</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Stories contain cultural values and traditions (Perspective)</li> <li>How stories connect people (Connection)</li> </ul> <p><b>Learner Profile</b></p> <p><b>Attitudes</b></p> <p><b>Skills</b> Communication</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
<p><b>HOW THE WORLD WORKS</b></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 the environment.</p>	<p><b>Central idea</b> Living in a world with changing seasons.</p> <p><b>Key concepts</b> Form, Change, Causation</p> <p><b>Related concepts</b> Seasons, Adaption, Weather</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Different types of weather (Form)</li> <li>• Seasons vary and change (Change)</li> <li>• Human activity in different seasons (Causation)</li> </ul> <p><b>Learner Profile</b> Knowledgeable, Balanced</p> <p><b>Attitudes</b> Curiosity, Appreciation</p> <p><b>Skills</b> Thinking, Self-management, Research</p>	<p><b>Central idea</b> Habitats support living things by providing food, shelter and protection</p> <p><b>Key concepts</b> Form, Function, Change</p> <p><b>Related concepts</b> Classification, Features, Habitats, Adaptation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What is a habitat? (Form)</li> <li>• How animals adapt to survive in their habitat (Change)</li> <li>• How different habitats work (Function)</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable, Communicator</p> <p><b>Attitudes</b> Curiosity, Enthusiasm, Respect</p> <p><b>Skills</b> Thinking, Communication, Research</p>	<p><b>Central idea</b> Plants have needs to grow</p> <p><b>Key concepts</b> Change, Causation, Responsibility</p> <p><b>Related concepts</b> Adaptation, Cycles, Growth, Sequences, Transformation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How plants grow (Change)</li> <li>• Why plants adapt (Causation)</li> <li>• Our responsibility to care for plants (Responsibility)</li> </ul> <p><b>Learner Profile</b> Caring, Knowledgeable, Inquirers</p> <p><b>Attitudes</b> Commitment, Curiosity</p> <p><b>Skills</b> Research, Communication</p>	<p><b>Central idea</b> Materials have a range of properties and applications</p> <p><b>Key concepts</b> Function, Change</p> <p><b>Related concepts</b> Prediction, Behaviour</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Changing properties of materials (Change)</li> <li>• Behaviour and uses of materials (Function)</li> <li>• Manipulation of materials for specific purposes (Change)</li> </ul> <p><b>Learner Profile</b> Risk-Taker, Reflective</p> <p><b>Attitudes</b> Cooperation, Independence</p> <p><b>Skills</b> Social, Communication, Self-management</p>	<p><b>Central idea</b> Forces affect the movement of objects</p> <p><b>Key concepts</b> Causation, Connection</p> <p><b>Related concepts</b> Process, Scientific method</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Investigating forces (Causation)</li> <li>• Exploring how forces impact our daily lives (Connection)</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable</p> <p><b>Attitudes</b> Cooperation, Curiosity</p> <p><b>Skills</b> Social, Self-management, Research</p>	<p><b>Central idea</b> Scientific understanding impacts people's lives</p> <p><b>Key concepts</b> Function, Causation, Reflection</p> <p><b>Related concepts</b> Exploration, Discovery, Testing, Natural laws &amp; principles</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The solar system (Function)</li> <li>• The physical laws of the Universe (Causation)</li> <li>• Advances in scientific knowledge (Causation/Reflection)</li> <li>• Fair testing (Reflection)</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable, Reflective</p> <p><b>Attitudes</b> Appreciation, Curiosity</p> <p><b>Skills</b> Self-management, Research</p>
<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on society and the environment</p>	<p><b>Central idea</b> We belong to a school community, where we can grow and learn together</p> <p><b>Key concepts</b> Function, Responsibility, Connection</p> <p><b>Related concepts</b> Community, School, Roles, Responsibilities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• School staff and their jobs (Function)</li> <li>• Class and school rules (Responsibility)</li> <li>• The importance of teams (Connection)</li> </ul> <p><b>Learner Profile</b> Inquirers, Principled</p> <p><b>Attitudes</b> Cooperation, Enthusiasm</p> <p><b>Skills</b> Social, Communication, Self-management</p>	<p><b>Central idea</b> People use maps to help them explore their world</p> <p><b>Key concepts</b> Form, Function, Change</p> <p><b>Related concepts</b> History, Direction, Location, Position, Communication</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of maps and their features (Form)</li> <li>• Using, interpreting and making maps (Function)</li> <li>• How maps have changed over time (Change)</li> </ul> <p><b>Learner Profile</b> Inquirer, Thinker</p> <p><b>Attitudes</b> Curiosity, Confidence</p> <p><b>Skills</b> Thinking, Communication, Self-management</p>	<p><b>Central idea</b> Money and its place in our world.</p> <p><b>Key concepts</b> Causation, Function</p> <p><b>Related concepts</b> Systems, Consequences, Sequences</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The purpose of money (Causation)</li> <li>• The value of money (Function)</li> </ul> <p><b>Learner Profile</b> Risk Takers, Balanced, Principled</p> <p><b>Attitudes</b> Cooperation, Enthusiasm</p> <p><b>Skills</b> Social, Self-management</p>	<p><b>Central idea</b> Roles and responsibilities lead to success in communities</p> <p><b>Key concepts</b> Reflection, Responsibility</p> <p><b>Related concepts</b> Values, Behaviour, Initiative, Review</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Process and strategies involved to overcome challenging experiences (Reflection)</li> <li>• Understanding of best hygiene practices (Responsibility)</li> <li>• Managing responsibilities successfully (Responsibility)</li> </ul> <p><b>Learner Profile</b> Balanced, Communicators</p> <p><b>Attitudes</b> Confidence, Integrity</p> <p><b>Skills</b> Social, Self-Management</p>	<p><b>Central idea</b> Community spaces affect the way we live</p> <p><b>Key concepts</b> Function, Connection, Perspective</p> <p><b>Related concepts</b> Local government, Slums, Town planning</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The use of space within human communities (Function)</li> <li>• Connections between human settlement and the environment (Connections)</li> <li>• Planning priorities for urban living (Perspective)</li> </ul> <p><b>Learner Profile</b> Thinker, Balanced, Open-minded</p> <p><b>Attitudes</b> Tolerance, Empathy</p> <p><b>Skills</b> Thinking, Social</p>	<p><b>Central idea</b> Consumers are influenced by marketing</p> <p><b>Key concepts</b> Function, Responsibility</p> <p><b>Related concepts</b> Market research, Advertising, Rights &amp; Responsibilities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The process of marketing (Function)</li> <li>• Rights and responsibilities of consumers, suppliers and advertisers (Responsibility)</li> </ul> <p><b>Learner Profile</b> Thinker, Communicator</p> <p><b>Attitudes</b> Commitment, Cooperation, Integrity</p> <p><b>Skills</b> Social, Research, Self-management</p>
<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people, with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p><b>Central idea</b> Living things grow and change</p> <p><b>Key concepts</b> Form, Change, Responsibility</p> <p><b>Related concepts</b> Features and classification, Habitats, Survival</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Basic needs of living things (Form)</li> <li>• The way things grow and change (Change)</li> <li>• Caring for living things (Responsibility)</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable</p> <p><b>Attitudes</b> Commitment, Empathy</p> <p><b>Skills</b> Thinking, Self-management, Research</p>	<p><b>Central idea</b> Personal choices can impact the environment</p> <p><b>Key concepts</b> Causation, Responsibility, Reflection</p> <p><b>Related concepts</b> Resources, Conservation, Lifestyle, Interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Limited nature of the Earth's resources (Causation)</li> <li>• Reducing waste, reusing &amp; recycling different materials (Responsibility)</li> <li>• Personal choices that can help sustain our environment (Reflection)</li> </ul> <p><b>Learner Profile</b> Caring, Principled</p> <p><b>Attitudes</b> Commitment, Respect</p> <p><b>Skills</b> Thinking, Research</p>	<p><b>Central idea</b> Water is a resource</p> <p><b>Key concepts</b> Change, Function, Responsibility</p> <p><b>Related concepts</b> Conservation, Pollution, Behaviour</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How water changes (Change)</li> <li>• Different ways water is used (Function)</li> <li>• The impact that peoples' actions have on water (Responsibility)</li> </ul> <p><b>Learner Profile</b> Inquirer, Caring</p> <p><b>Attitudes</b> Confidence, Creativity, Respect</p> <p><b>Skills</b> Thinking, Research</p>	<p><b>Central idea</b> People are responsible for coastal ecosystems</p> <p><b>Key concepts</b> Form, Responsibility</p> <p><b>Related concepts</b> Conservation, Processes</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes a coastal ecosystem (Form)</li> <li>• Significance of sustaining and maintaining an ecosystem (Responsibility)</li> </ul> <p><b>Learner Profile</b> Principled, Caring</p> <p><b>Attitudes</b> Tolerance, Empathy</p> <p><b>Skills</b> Thinking, Social, Self-Management</p>	<p><b>Central Idea</b> Ecosystems are a community of organisms interacting with one another and with their environment</p> <p><b>Key concepts</b> Form, Function, Causation</p> <p><b>Related concepts</b> Life cycles &amp; food chains, Environmental responsibility, Interdependence, Natural resources</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The components of an ecosystem (Form)</li> <li>• Food chains and interdependence (Function)</li> <li>• Factors that affect the balance of an ecosystem (Causation)</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable</p> <p><b>Attitudes</b> Appreciation, Independence</p> <p><b>Skills</b> Communication, Research</p>	<p style="text-align: center;"><b>PYP EXHIBITION in 2016</b></p> <p><b>Central idea</b> communities can be strengthened when individuals promote kindness</p> <p>Lines of Inquiry and Key Concepts will be selected by students as part of their individual inquiry process</p> <p>The UOI Learner Profile and Elements will be incorporated within the whole unit as part of the Exhibition process</p>

## Early Learning Centre - 3 Year Old Program of Inquiry (POI)

<b>WHO WE ARE</b>	<b>HOW WE EXPRESS OURSELVES</b>	<b>HOW THE WORLD WORKS</b>	<b>HOW WE ORGANISE OURSELVES</b>
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 the ways in which we discover and express ideas, feelings, nature, culture, beliefs 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 the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on society and the environment
<p><b>Central idea</b>  <b>Every day I can learn about myself, my family and my friends</b></p> <p><b>Key concepts</b>                      Form, Function, Perspective</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What it means to be me (Form)</li> <li>• How families are similar and different (Perspective)</li> <li>• Being a friend (Function)</li> </ul> <p><b>Learner Profile</b> Communicator, Knowledgeable, Balanced  <b>Attitudes</b> Confidence, Cooperation, Curiosity, Respect, Integrity  <b>Transdisciplinary skills</b> Communication, Social, Self-management</p>	<p><b>Central idea</b>  <b>Stories enrich our lives</b></p> <p><b>Key concepts</b>                      Form, Connection</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Stories are shared in many ways (Form)</li> <li>• We can all be storytellers (Connection)</li> </ul> <p><b>Learner Profile</b> Reflective, Open-minded  <b>Attitudes</b> Appreciation, Creativity  <b>Skills</b> Communication</p>	<p><b>Central idea</b>  <b>Living things and non-living things surround us</b></p> <p><b>Key concepts</b>                      Form, Connection, Responsibility</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Living and non-living are different (Form)</li> <li>• Living things have needs (Connection)</li> <li>• Caring for living things (Responsibility)</li> </ul> <p><b>Learner Profile</b> Inquirer, Caring, Knowledgeable  <b>Attitudes</b> Curiosity, Appreciation  <b>Skills</b> Research</p>	<p><b>Central idea</b>  <b>Being responsible helps us to share and learn together</b></p> <p><b>Key concepts</b>                      Form, Function, Responsibility</p> <p><b>Related concepts</b>                      Market research, Advertising, Rights &amp; Responsibilities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Keeping our SPW ELC a safe and happy place (Form)</li> <li>• Why we have rules and routines (Function)</li> <li>• Our different responsibilities (Responsibility)</li> </ul> <p><b>Learner Profile</b> Caring, Courageous, Principled  <b>Attitudes</b> Respect, Confidence, Independence  <b>Skills</b> Social, Self-management</p>

## Early Learning Centre - 4 Year Old Program of Inquiry (POI)

<b>WHO WE ARE</b>	<b>HOW WE EXPRESS OURSELVES</b>	<b>HOW THE WORLD WORKS</b>	<b>HOW WE ORGANISE OURSELVES</b>
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<p><b>Central idea</b>  <b>Every day I can learn about myself, my family and my friends</b></p> <p><b>Key concepts</b>                      Form, Function, Perspective</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• What it means to be me (Form)</li> <li>• How families are similar and different (Perspective)</li> <li>• Being a friend (Function)</li> </ul> <p><b>Learner Profile</b> Communicator, Knowledgeable, Balanced  <b>Attitudes</b> Confidence, Cooperation, Curiosity, Respect, Integrity  <b>Transdisciplinary skills</b> Communication, Social, Self-management</p>	<p><b>Central idea</b>  <b>Stories enrich our lives</b></p> <p><b>Key concepts</b>                      Form, Connection</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Stories are shared in many ways (Form)</li> <li>• Stories bring out our feelings (Connection)</li> </ul> <p><b>Learner Profile</b> Reflective, Open-minded  <b>Attitudes</b> Appreciation, Creativity  <b>Skills</b> Communication</p>	<p><b>Central idea</b>  <b>Living things and non-living things surround us</b></p> <p><b>Key concepts</b>                      Form, Connection, Responsibility</p> <p><b>Related concepts</b></p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Living and non-living are different (Form)</li> <li>• Living things have needs (Connection)</li> <li>• Caring for living things (Responsibility)</li> </ul> <p><b>Learner Profile</b> Inquirer, Caring, Knowledgeable  <b>Attitudes</b> Curiosity, Appreciation  <b>Skills</b> Research</p>	<p><b>Central idea</b>  <b>Being responsible helps us to share and learn together</b></p> <p><b>Key concepts</b>                      Form, Function, Responsibility</p> <p><b>Related concepts</b>                      Market research, Advertising, Rights &amp; Responsibilities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Keeping our SPW ELC a safe and happy place (Form)</li> <li>• Why we have rules and routines (Function)</li> <li>• Our different responsibilities (Responsibility)</li> </ul> <p><b>Learner Profile</b> Caring, Courageous, Principled  <b>Attitudes</b> Respect, Confidence, Independence  <b>Skills</b> Social, Self-management</p>