### North Ainslie Primary Program of Inquiry
#### Kindergarten IEC 2015

<table>
<thead>
<tr>
<th>An Inquiry into</th>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works ourselves</th>
<th>How we organise ourselves</th>
<th>Sharing the planet</th>
</tr>
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<tbody>
<tr>
<td><strong>An Inquiry into</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>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.</td>
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#### My role in my family

- Everyone is part of a family.

#### Our history

- Documenting personal histories allows us to reflect on and celebrate who we are and where we’ve come from.

#### Tell me a story

- People tell stories in a variety of ways to explain the world.

#### Kitchen science

- Changing materials changes their properties.

#### My class and school

- Schools and classrooms are organised to help us learn and play together.

#### Animals and their natural environments

- Animals adapt to a variety of climatic conditions.

#### Central Idea

- Everyone is part of a family.

#### Key concepts

- Function, Responsibility, Connection
- Change, Reflection
- Form, Connection
- Change, Causation
- Function, causation
- Form, Causation

#### Lines of inquiry

- ▪ A family can be made up of many different people
- ▪ Family members roles and responsibilities
- ▪ Similarities and differences between families.
- ▪ Personal change from birth until present: self and family
- ▪ Reflecting on past experiences
- ▪ Ways of documenting personal history
- ▪ Personal histories of our parents and grandparents
- ▪ A story can be told in many different ways
- ▪ People tell stories for many different reasons
- ▪ Similarities between stories from other cultures.
- ▪ The observable properties of common materials we find in the kitchen
- ▪ How changing familiar materials changes their properties e.g. heating, cooling, wetting, mixing
- ▪ The scientific process
- ▪ Many people work in our school and help us
- ▪ The school buildings and grounds
- ▪ Routines and systems in the school.
- ▪ Different animals around the world and their characteristics
- ▪ Climates which animals live in and the effects they have on animals.
### NORTH AINSLIE PRIMARY PROGRAM OF INQUIRY
**YEARS 1-2 IEC 2015**

**An inquiry into**

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**My role in my family**

**Our history**

**Tell me a story**

**Air is all around us**

**My class and school**

**Animals and their natural environments**

**Central Idea**

- Everyone is part of a family.
- Documenting personal histories allows us to reflect on and celebrate who we are and where we’ve come from.
- People tell stories in a variety of ways to explain the world.
- Air sustains life on Earth and allows us to do many things.
- Schools and classrooms are organised to help us learn and play together.
- Animals adapt to a variety of climatic conditions.

**Key concepts**

- Function, Responsibility, Connection
- Change, Reflection
- Form, connection, perspective
- Causation, Form, Function
- Function, causation
- Form, Causation

**Lines of inquiry**

- A family can be made up of many different people
- Family members and responsibilities
- Similarities and differences between families.
- Personal change from birth until present: self and family
- Reflecting on past experiences
- Ways of documenting personal history
- Personal histories of our parents and grandparents
- What a story is
- Why people tell stories
- Different ways that stories are presented
- The evidence of the existence of air
- The properties of air
- What air can do and how we use it
- Many people work in our school and help us
- The school buildings and grounds
- Routines and systems in the school.
- Different animals around the world and their characteristics
- Climates which animals live in and the effects they have on animals
## An inquiry into

- **Who we are**
  - 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.

- **Where we are in place and time**
  - 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.

- **How we express ourselves**
  - 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.

- **How the world works**
  - 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.

- **How we organise ourselves**
  - 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 humankind and the environment.

- **Sharing the planet**
  - 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.

### My role in my family

#### Central Idea
- Everyone is part of a family.

#### Key concepts
- Function, Responsibility, Connection
- Reflection, Change

#### Lines of inquiry
- A family can be made up of many different people
- Family members roles and responsibilities
- Similarities and differences between families.

### Communication through the ages

#### Central Idea
- Human beings have communicated in a variety of ways over time.

#### Key concepts
- Form, connection, perspective

#### Lines of inquiry
- Purposes of written communication
- How forms of written communication have changed over time
- How do we know this?

### Tell me a story

#### Central Idea
- People tell stories in a variety of ways to explain the world.

#### Key concepts
- Connection

#### Lines of inquiry
- A story can be told in many different ways
- People tell stories for many different reasons
- Similarities between stories from other cultures.

### How do you lift a lion?

#### Central Idea
- We use different types of machines to do work.

#### Key concepts
- Function

#### Lines of inquiry
- Types of simple machines(lever, pulley, fulcrum, screw)
- How machines work (force, work)
- Compound machines

### My class and school

#### Central Idea
- Schools and classrooms are organised to help us learn and play together.

#### Key concepts
- Function, causation

#### Lines of inquiry
- Many people work in our school and help us
- The school buildings and grounds
- Routines and systems in the school.

### Animals and their natural environments

#### Central Idea
- Animals adapt to a variety of climatic conditions.

#### Key concepts
- Form, Causation

#### Lines of inquiry
- Different animals around the world and their characteristics
- Climates animals live in
- The effect climates have on animals
## An inquiry into

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### My role in my family

**Central Idea**
Everyone is part of a family.

**Significant Australians**
A nation’s identity can be shaped by the contributions of people over time.

**Tell me a story**
People tell stories in a variety of ways to explain the world.

**Animals and their natural environments**
Animals adapt to a variety of climatic conditions.

**My class and school**
Schools and classrooms are organised to help us learn and play together.

**Conflict**
Finding peaceful solutions to conflict leads to a better quality of life.

### Key concepts

- Function, Responsibility, Connection
- Change
- Form, connection, perspective
- Form, Causation
- Function, causation
- Responsibility
- Causation, Perspective

### Lines of inquiry

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<th>Significant Australians</th>
<th>Tell me a story</th>
<th>Animals and their natural environments</th>
<th>My class and school</th>
<th>Conflict</th>
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<td>A family can be made up of many different people</td>
<td>Key figures/events in Australia’s history</td>
<td>A story can be told in many different ways</td>
<td>Different animals around the world and their characteristics</td>
<td>Many people work in our school and help us</td>
<td>Causes of conflict</td>
</tr>
<tr>
<td>Family members roles and responsibilities</td>
<td>The contributions of individuals and groups to the development of Australian society</td>
<td>People tell stories for many different reasons</td>
<td>Climates which animals live in and the effects they have on animals</td>
<td>The school buildings and grounds</td>
<td>Conflict resolution and management</td>
</tr>
<tr>
<td>Similarities and differences between families.</td>
<td></td>
<td>Similarities between stories from other cultures.</td>
<td></td>
<td>Routines and systems in the school.</td>
<td>Living and working together peacefully</td>
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