

NORTH AINSLIE PRIMARY PROGRAM OF INQUIRY KINDERGARTEN IEC 2015



An Inquiry into	Who we are <i>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.</i>	Where we are in place and time <i>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.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organise ourselves <i>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.</i>	Sharing the planet <i>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.</i>
	My role in my family	Our history	Tell me a story	Kitchen science	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.	Changing materials changes their properties.	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	Change, Causation	Function, causation	Form , Causation
Lines of inquiry	<ul style="list-style-type: none"> ▪ A family can be made up of many different people ▪ Family members roles and responsibilities ▪ Similarities and differences between families. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ A story can be told in many different ways ▪ People tell stories for many different reasons ▪ Similarities between stories from other cultures. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Many people work in our school and help us ▪ The school buildings and grounds ▪ Routines and systems in the school. 	<ul style="list-style-type: none"> ▪ 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	Who We are <i>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.</i>	Where we are in place and time <i>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.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organise ourselves <i>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.</i>	Sharing the planet <i>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.</i>
	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	<ul style="list-style-type: none"> ▪ A family can be made up of many different people ▪ Family members roles and responsibilities ▪ Similarities and differences between families. 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ What a story is ▪ Why people tell stories ▪ Different ways that stories are presented 	<ul style="list-style-type: none"> ▪ The evidence of the existence of air ▪ The properties of air ▪ What air can do and how we use it 	<ul style="list-style-type: none"> ▪ Many people work in our school and help us ▪ The school buildings and grounds ▪ Routines and systems in the school. 	<ul style="list-style-type: none"> ▪ 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 3-4 IEC 2015



An inquiry into	Who we are <i>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.</i>	Where we are in place and time <i>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.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organise ourselves <i>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.</i>	Sharing the planet <i>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.</i>
	My role in my family	Communication through the ages	Tell me a story	How do you lift a lion?	My class and school	Animals and their natural environments
Central Idea	Everyone is part of a family.	Human beings have communicated in different ways over time.	People tell stories in a variety of ways to explain the world.	We use different types of machines to do work.	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	Reflection Change	Form, connection, perspective	Connection Function	Function, causation	Form , Causation
Lines of inquiry	<ul style="list-style-type: none"> ▪ A family can be made up of many different people ▪ Family members roles and responsibilities ▪ Similarities and differences between families. 	<ul style="list-style-type: none"> ▪ Purposes of written communication ▪ How forms of written communication have changed over time ▪ How do we know this? 	<ul style="list-style-type: none"> ▪ A story can be told in many different ways ▪ People tell stories for many different reasons ▪ Similarities between stories from other cultures. 	<ul style="list-style-type: none"> ▪ Types of simple machines (lever, pulley, fulcrum, screw) ▪ How machines work (force, work) ▪ Compound machines 	<ul style="list-style-type: none"> ▪ Many people work in our school and help us ▪ The school buildings and grounds ▪ Routines and systems in the school. 	<ul style="list-style-type: none"> ▪ Different animals around the world and their characteristics ▪ Climates animals live in ▪ The effect climates have on animals

NORTH AINSLIE PRIMARY PROGRAM OF INQUIRY
YEARS 5-6 IEC 2015



An inquiry into	<p style="text-align: center;">Who we are</p> <p><i>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.</i></p>	<p style="text-align: center;">Where we are in place and time</p> <p><i>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.</i></p>	<p style="text-align: center;">How we express ourselves</p> <p><i>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.</i></p>	<p style="text-align: center;">How the world works</p> <p><i>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.</i></p>	<p style="text-align: center;">How we organise ourselves</p> <p><i>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.</i></p>	<p style="text-align: center;">Sharing the planet</p> <p><i>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.</i></p>
	<p style="text-align: center;"><i>My role in my family</i></p>	<p style="text-align: center;"><i>Significant Australians</i></p>	<p style="text-align: center;"><i>Tell me a story</i></p>	<p style="text-align: center;"><i>Animals and their natural environments</i></p>	<p style="text-align: center;"><i>My class and school</i></p>	<p style="text-align: center;"><i>Conflict</i></p>
Central Idea	<p><i>Everyone is part of a family.</i></p>	<p><i>A nation's identity can be shaped by the contributions of people over time.</i></p>	<p><i>People tell stories in a variety of ways to explain the world.</i></p>	<p><i>Animals adapt to a variety of climatic conditions.</i></p>	<p><i>Schools and classrooms are organised to help us learn and play together.</i></p>	<p><i>Finding peaceful solutions to conflict leads to a better quality of life.</i></p>
Key concepts	Function, Responsibility, Connection	Change	Form, connection, perspective	Form , Causation	Function, causation	Responsibility Causation, Perspective
Lines of inquiry	<ul style="list-style-type: none"> ▪ A family can be made up of many different people ▪ Family members roles and responsibilities ▪ Similarities and differences between families. 	<ul style="list-style-type: none"> ▪ Key figures/events in Australia's history ▪ The contributions of individuals and groups to the development of Australian society 	<ul style="list-style-type: none"> ▪ A story can be told in many different ways ▪ People tell stories for many different reasons Similarities between stories from other cultures. 	<ul style="list-style-type: none"> ▪ Different animals around the world and their characteristics ▪ Climates which animals live in and the effects they have on animals 	<ul style="list-style-type: none"> ▪ Many people work in our school and help us ▪ The school buildings and grounds ▪ Routines and systems in the school. 	<ul style="list-style-type: none"> ▪ Causes of conflict ▪ Conflict resolution and management ▪ Living and working together peacefully