

## NORTH AINSLIE PRIMARY PROGRAM OF INQUIRY KINDERGARTEN 2015



<b>An inquiry into</b>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
	<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>	<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>	<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>	<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>	<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>	<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>
<b>Central Idea</b>	<b><i>We are similar to others but unique.</i></b>	<b><i>Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</i></b>	<b><i>Patterns can be discovered, created and expressed</i></b>	<b><i>Changing materials changes their properties.</i></b>	<b><i>Many people help us in our familiar environment and wider world.</i></b>	<b><i>The things we use can be reused.</i></b>
<b>Key concepts</b>	Connection Perspective	Change, Reflection	Form, Perspective, Reflection	Change, Causation	Function Responsibility	Form , Change Responsibility
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>▪ The similarities between ourselves and others</li> <li>▪ The differences between ourselves and others</li> <li>▪ Describing what we can do, how we feel, how we look, what we like</li> </ul> <p>TERM 1 HEALTH, SOCIAL SCIENCES</p>	<ul style="list-style-type: none"> <li>▪ Personal change from birth until present: self and family</li> <li>▪ Reflecting on past experiences</li> <li>▪ Ways of documenting personal history</li> <li>▪ Personal histories of our parents and grandparents</li> </ul> <p>TERM 2-3 HEALTH, SOCIAL SCIENCES</p>	<ul style="list-style-type: none"> <li>▪ Patterns all around us</li> <li>▪ Patterns follow a rule or sequence</li> <li>▪ Patterns can be found in many forms</li> <li>▪ Patterns can be used to express ourselves</li> </ul> <p>TERM 2 ARTS, ENGLISH, MATHS</p>	<ul style="list-style-type: none"> <li>▪ The observable properties of common materials we find in the kitchen</li> <li>▪ How changing familiar materials changes their properties e.g. heating, cooling, wetting, mixing</li> <li>▪ The scientific process</li> </ul> <p>TERM 3-4 SCIENCE, TECHNOLOGY</p>	<ul style="list-style-type: none"> <li>▪ The people in our familiar environment</li> <li>▪ How they help us</li> <li>▪ The people in our wider world that help us</li> <li>▪ What do I want to be when I grow up</li> </ul> <p>TERM 4 HEALTH, SOCIAL SCIENCES</p>	<ul style="list-style-type: none"> <li>• What waste is</li> <li>• Identifying waste in our environment</li> <li>• Waste as a resource</li> <li>• The recycling process</li> </ul> <p>TERM 1-2 SCIENCE, TECHNOLOGY</p>