



*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.*

EY1	EY2&3	Grade 1&2	Grade 3&4	Grade 5
Every day we learn about who we are and what we can do.	The different parts of our body have important functions and work together	Balance in our lives promotes health and well-being	The interconnectedness of body systems contributes to an organism's health and survival	We are shaped by our inherited traits and our personal environment.
An inquiry into:				
<ul style="list-style-type: none"> taking care of ourselves and our environment What I can do Myself as part of a group 	<ul style="list-style-type: none"> Our five senses Parts of the body How our body helps us How we can help our body 	<ul style="list-style-type: none"> What it means to be healthy and balanced The effects of our choices on our health How we can maintain health & well-being 	<ul style="list-style-type: none"> Body systems and how they work The interdependence of body systems How human body systems compare with other organisms 	<ul style="list-style-type: none"> Inherited traits and how they influence who we are The connection between our acquired traits and the environment Physical, social and emotional changes we experience as we get older Growing awareness of our shared human experiences
Key Concepts:				
form, responsibility	form, function, responsibility	form, causation, responsibility	function, form, connection	change, causation
Related Concepts:				
development, growth, independence,	Interdependence, biology, health	wellbeing, nutrition, choices	systems, interdependence, health	character, diversity, development,
Main Subject Focus				
soc st, science	science	science	science	Literacy
Learner Profile Attributes:				
risk-taker, caring, open-minded	knowledgeable, caring, balanced	caring, balanced, reflective	balanced and inquirer	reflective, communicator
Approaches to Learning Skills:				
communication, social skills, self-management	research and self-management	social, research, self-management	thinking, communication, research	communication, self-management



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.

EYP1	EYP 2&3	Grade 1&2	Grade 3&4	Grade 5
EYP 1 completes four units of inquiry per year.	EYP 2/3 completes four units of inquiry per year.	Learning about the past helps us to understand the present and the future	Exploration leads to discoveries, technological advances and develops new understandings.	Human migration is a response to challenges, risks and opportunities.
An inquiry into:				
		<ul style="list-style-type: none"> • Ways to find out about the past and present • How exploring our past helps us plan for the present and prepare for the future • People, places and technology then and now 	<ul style="list-style-type: none"> • Reasons for exploration • Evolution of technology and its impact on exploration over time • Consequences of exploration 	<ul style="list-style-type: none"> • Reasons people migrate • Challenges for immigrants and their new communities • Contributions of immigrants • Effects of migration on communities, culture and individuals over time
Key Concepts:				
		change, perspective, connection	causation, change, form	causation, change, connection, function
Related Concepts:				
		history, artefacts, interdependence	discovery, technology, navigation, impact	migration, geography, settlement, conflict, borders
Main Subject Focus				
			soc studies (physical science if use tech advances CI?)	soc studies
Learner Profile Attributes:				
		inquirer, caring, knowledgeable	inquirers, thinkers, reflective	open-minded, reflective
Approaches to Learning Skills:				
		research, thinking, communication	research; self-management; communication	communication, research



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.

EY1	EY2	EY3	Grade 1&2	Grade 3&4	Grade 5
SHARED CENTRAL IDEA ACROSS WHOLE LOWER SCHOOL					
<i>Exploring and sharing our diversity connects us as global citizens</i>					
An inquiry into:					
Each Grade will develop their own Lines of Inquiry, Key Concepts, Related Concepts, Learner Profile Attributes, Approaches to Learning Skills					
	<ul style="list-style-type: none"> The different ways we eat, speak, and celebrate. How different cultures share ideas creatively. How the arts allow us to interact with other cultures <ul style="list-style-type: none"> Open-minded, risk-taker, communicator Research & communication 	<ul style="list-style-type: none"> Creating art with colour, shape, line, movement, and other elements. (Form) Learning about art and artists can inspire us to create new art. (Perspective) How we share feelings through our own art, and through appreciating others' work. (Connection) <p>Key Concepts: form, perspective, connection Learner Profiles: Risk-taker, Knowledgeable, Open-Minded ATL Skills: Research, Thinking, Self-Management</p>	<ul style="list-style-type: none"> Arts as a form of communication The ways people can express themselves How we express ourselves through poetry <p>Open-minded, risk-taker, communicator</p> <p>Research & communication</p>	<ul style="list-style-type: none"> The art of writing Creative expression enhances our cultural identity Responsibilities within a digital society 	PYPx



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.

EY1	EY2&3	Grade 1&2	Grade 3&4	Grade 5
Scientists investigate and discover how things work	The design of structures involves stability and purpose.	Natural cycles and patterns help us make predictions and informed decisions	Understanding the physical laws of forces and motion helps us to use them in different ways.	Scientific and technological advances have enhanced our understanding of the Earth and its place in the universe
An inquiry into:				
<ul style="list-style-type: none"> Thinking like a scientist Using our senses to observe, explore and investigate Investigating our own questions and reflecting on what we have learned 	<ul style="list-style-type: none"> The purpose of structures What makes a stable structure Designing and creating a stable structure for a purpose 	<ul style="list-style-type: none"> Identifying and analysing cycles The impact of natural cycles (<i>the cause and effect relationship between events</i>) How observing patterns can help us make predictions 	<ul style="list-style-type: none"> How different types of forces affect motion How humans use forces to make life easier Using our understanding of forces to create 	<ul style="list-style-type: none"> Earth and its place in the universe Technology which aids the study of our universe Consequences/impact of technological and scientific advances (<i>in other areas of life</i>) Add line
Key Concepts:				
function, causation	function, causation, change	connection, function, form	form, function, connection	change, causation, function
Related Concepts:				
investigations, properties		systems, patterns, weather, water cycle, seasons	simple machines, forms of energy, forces, structures	systems, evolution, needs, sustainability,
Main Subject Focus				
				Space, planets,
Learner Profile Attributes:				
inquirer, balanced	open-minded, inquirers, thinkers	inquirers, knowledgeable, thinker	risk-taker, principled, open-minded	knowledgeable, communicator
Approaches to Learning Skills:				
thinking, research	thinking, research	thinking, research	self-management; thinking	research, communication



*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.*

EYP1	EY2&3	Grade 1&2	Grade 4&5	Grade 5
<i>EYP 1 completes four units of inquiry per year</i>	<i>EYP 2/3 completes four units of inquiry per year.</i>	People are connected through communities	To meet human needs, societies have determined children's rights and responsibilities.	Governments facilitate the functioning of society
An inquiry into:				
		<ul style="list-style-type: none"> • Features of a community • The interconnectedness of people in a community • Group decision-making in communities 	<ul style="list-style-type: none"> • The relationship between rights and responsibilities • The role and importance of children's rights • Ways nations and international organisations aim to protect children's rights 	<ul style="list-style-type: none"> • Different forms of governing systems • How governments facilitate the functioning of society • Citizenship • How citizens can monitor and influence the actions of their government
Key Concepts:				
		form, function, connection	responsibility, connection	form, function
Related Concepts:				
		structure, purpose, belonging, networks	authority, justice, rights, protection	governance, systems, citizenship, rights
Main Subject Focus:				
		Social studies	Social studies	Social studies
Learner Profile Attributes:				
		knowledgeable, caring	open-minded, principled, communicator	knowledgeable, principled
Approaches to Learning Skills:				
		thinking, communication, self-management	thinking, social communication	research, thinking



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.

EY1	EY2&3	Grade 1&2	Grade 3&4	Grade 5
Exploring the natural environment leads to new discoveries and understandings about the world around us	Minibeasts play an essential role in our world	The distribution of water around the world impacts communities	Choices we make about how we consume energy impact Earth's resources	Unequal access to a clean, healthy environment may lead to conflict and climate change
An inquiry into:				
<ul style="list-style-type: none"> • Our natural environment • What we discover through exploring • Connections between our inside, outside and beyond environments 	<ul style="list-style-type: none"> • Identifying minibeasts and where they live • Life cycles of minibeasts • Connections between minibeasts and other living things 	<ul style="list-style-type: none"> • Physical geography and distribution of water on Earth • How water behaves • The uses of water around the world • Our responsibility as global citizens to achieve fair water distribution 	<ul style="list-style-type: none"> • Renewable & non-renewable energy • Human activities can positively and negatively affect our planet • Sustainable energy practices 	<ul style="list-style-type: none"> • The causes of climate change • Effects of economic inequality on the environment • The impact of climate change on different communities and individuals • Our responsibility as global citizens to help work towards solutions
Key Concepts:				
change, connection, form	form, perspective, function	change, form, causation	form, function, responsibility	causation, responsibility connection
Related Concepts:				
nature, discovery, exploration, seasons	balance, survival, interactions	resources, impact	resources, sustainability, technology	rights, equity, Justice, Conflict, Rights, Agency
Main Subject focus				
Science	Science	Science, Social studies	Science, social studies	Science, social studies
Learner Profile Attributes				
Caring, principled, risk-taker	Knowledgeable, inquirer, caring	Knowledgeable, inquirer, thinker	Caring, balanced, communicator	Caring, principled
Approaches to Learning Skills:				
communication, self-management	communication, thinking	thinking, research	communication; self-management	Thinking, research



SUSTAINABLE DEVELOPMENT GOALS

