

| | Who We Are | Where We Are In Place and Time | How We Express Ourselves | How the World Works | How We Organise Ourselves | Sharing the Planet |
|--|---|--|---|--|---|--|
| | 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 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. | 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 on 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 humankind and the environment. | 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. |
| Grade 5 Unit Order | 27th Jan- 28th Feb 4 | 5th May- 4th Jun 6 | 3rd March- 1st May (8 weeks) Exhibition 5 | 25th Nov- 24th Jan 3 | 26th Aug-4th Oct 1 | 8th Oct-22nd Nov 2 |
| 3rd March - 1st May - Exhibition: Transdisciplinary Theme will be decided on by students according to their issues and inquiries. | | | | | | |
| Unit of Inquiry | CENTRAL IDEA: Creativity and imagination are human characteristics. INQUIRY INTO: • Human are connected through The Arts • The creative process • Fostering empathy and creativity in ourselves and others [1] | CENTRAL IDEA: Evidence of past civilisations can be used to make connections to present societies. INQUIRY INTO: • How interests change/develop through time • Influences of past civilizations on present day • Children write their own line of Inquiry [2] | CENTRAL IDEA: Discovering our passions and identifying significant issues, can inspire us to take meaningful action INQUIRY INTO: • Discovering our passions • Ways of improving the lives of others or the environment • Sustainable action [3] | CENTRAL IDEA: Energy may be converted, transformed and used to support human progress INQUIRY INTO: • Energy changes • Usage of Energy • Sustainable energy practices [4] | CENTRAL IDEA: Government systems influence the lives of citizens INQUIRY INTO: • systems • The impact of government decisions on our daily life • The rights and responsibilities of citizenship [5] | CENTRAL IDEA: Sharing ecosystems requires finding solutions to conflicts. INQUIRY INTO: • Ecosystem components (local and global) Form • Balance within ecosystem (causation • Strategies used to maintain balance within ecosystem(Responsibility) [6] |
| Key/Related Concepts | KEY CONCEPTS: Connection, Function, Causation RELATED CONCEPTS: Creativity, Imagination, Curiosity | KEY CONCEPTS: Form, Connection, Reflection RELATED CONCEPTS: Influence, Civilizations | KEY CONCEPTS: All RELATED CONCEPTS: Issues, Awareness, Impact, Empathy, Sustainability, Significanc | KEY CONCEPTS: Function, Change, Prespective RELATED CONCEPTS: Conservation, Sustainability, Consumption | KEY CONCEPTS: Responsibility, Form , Function RELATED CONCEPTS: Systems, Citizenship, Governance | KEY CONCEPTS: Form, Causation, Responsibility RELATED CONCEPTS: balance, biom, ecosystem |
| Learner Profile | Balanced, Inquirer, Knowledgeable | Thinkers, Reflective, Principled | All | Risk-Taker, Inquirer, Thinkers, Open Minded | Inquirer, Reflective, Communicator | Communicator, Principled, Caring |
| Attitudes | Curiosity, Creativity, Independence, Empathy | Commitment, Independence | All | Curiosity, Cooperation | Icooperation, respect, independence | Integrity, Tolerance, Empathy |
| Subject Focus | Arts- Literacy | Social studies- PSPE-Arts | All | Science- Arts | Social studies- PSPE | Social studies- science |
| Grade 4 Unit Order | 1 26th Aug-20th Sep | 6 5th May- 4th Jun | 2 23rd Sep- 15th Nov | 3 18th Nov - 17th Jan | 5 19th March- 4th May | 4 20th Jan - 7th March |
| Unit of Inquiry | Central idea Choices of heroes and role models reflect the characteristics that societies and individuals value. INQUIRY INTO: • Identifying the characteristics of heroes and role models * Influence of role models on our choices and actions *What determines our beliefs and values | Central Idea: Human exploration has an impact on society. INQUIRY INTO: *Reasons people explore • *The role of exploration in shaping the society •The importance of exploration towards our lives | CENTRAL IDEA: Media is to convey, communicate and express opinions, and ideas INQUIRY INTO: • Media and its purposes • How Media can influence our thinking and perceptions • Interpretation of Media | Central idea: Our Earth is in a constant state of change Inquiry into: * The different components of the earth *The Earth's survival * Human responses to the earth's changes [7] | CENTRAL IDEA: Societal decisions control economic growth INQUIRY INTO: • Systems of trade (Function) • Supply and demand (connection) • Responsibilities as producers and consumers | CENTRAL IDEA: Human choice impacts earth's sustainability INQUIRY INTO: • The earth's finite resources and their uses • The impact of the use of finite resources on the environment • Solutions that lead to sustainability (action plan) |
| Key/Related Concepts | KEY CONCEPTS: Responsibility, Reflection, Perspective RELATED CONCEPTS: Motivation, Autonomy | KEY CONCEPTS: Change, Form, Connection RELATED CONCEPTS: Geography, Culture, History | KEY CONCEPTS: Form, Causation, Perspective RELATED CONCEPTS: Communication, Interpretation, Opinion | KEY CONCEPTS: Form, Causation, Change,Function RELATED CONCEPTS: Elements, Forces, Nature, Sustainability | KEY CONCEPTS: Function, Causation, connection RELATED CONCEPTS: Ethics, Awareness, Interdependence | KEY CONCEPTS: Responsibility, Perspective, Reflection RELATED CONCEPTS: Conservation, Consumption, Sustainability |
| Learner Profile | All | Open-Minded, Thinkers | Communicator, Open-Minded, Thinker, Risk- taker | Balanced, Inquirer, Caring | Principled, Knowledgeable, Communicators | Principled, Reflective, Caring |
| Attitudes | All | Respect, Appreciation, | Appreciation, Creativity, Tolerance | Curiosity, Confidence, Appreciation | Cooperation, Commitment | Commitment, Curiosity, Empathy. |
| Subject Focus | Literacy/PSPE- Arts | Social studies- PSPE- Arts | Literacy- Arts | Science- Arts | Social studies- PSPE | Science |
| Grade 3 Unit Order | 5 17th March - 9th May | 4 3rd Feb- 14th March | 2 8th Oct- 29th Nov | 3 2nd Dec- 31st Dec | 1 26th Aug- 4th Oct | 6 12th May- 4th Jun |

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| Unit of Inquiry | CENTRAL IDEA: Our bodies' systems are interconnected and influenced by our lifestyle choices. INQUIRY INTO: *how our body systems work - Function *how our body systems are connected - Connection *The impact of lifestyle choices on body systems - Responsibility | CENTRAL IDEA: Migration is a response to human circumstances and has an impact on people and places. INQUIRY INTO: •The reasons for migration • Impact of migration on places and communities • The human response to migration | CENTRAL IDEA: Creating and responding to the Arts develops understanding of ourselves and the world around us. INQUIRY INTO: • The role of the Arts in society * the features of the Arts in different culture *How to express yourself creatively [8] | CENTRAL IDEA: Matter has properties that can be discovered and changed through investigations. INQUIRY INTO: • The properties of matter • How and why matter changes * Exploring the transformation of matter [9] | Central Idea By measuring time, we can organise ourselves and understand the world around us. INQUIRY INTO: * How events and changes show that time is passing • People have developed different ways of measuring time to organise themselves. | CENTRAL IDEA: Society has a responsibility to ensure access to equal opportunities for all children INQUIRY INTO: * The connection between children's rights and responsibilities *How society responds to children's needs and rights *The action children can take to ensure their own needs are met |
| Key/Related Concepts | KEY CONCEPTS: Responsibility, Function, Connection RELATED CONCEPTS: Systems, Interdependence, Structure | KEY CONCEPTS: Change, Connection, Perspective RELATED CONCEPTS: Migration, Human Condition, Geography | KEY CONCEPTS: Function, Form, Reflection RELATED CONCEPTS: Interpretation, Exploration | KEY CONCEPTS: Causation, Change, Form RELATED CONCEPTS: Properties of Matter, Chemical Change [10] | KEY CONCEPTS: Function, Change RELATED CONCEPTS: patterns and systems | KEY CONCEPTS: Causation, Reflection, Responsibility RELATED CONCEPTS: Justice, Discrimination, Rights |
| Learner Profile | Reflective, Caring Open-Minded, Inquirers | Open-Minded, Inquirer, Risk-Taker, Thinkers, Independence | Open-Minded, Reflective, Communicators | Inquirer, Reflective, Thinkers, Risk-Taker | Knowledgeable, Thinkers, Balanced, Communicators | Knowledgeable, Inquirer, Communicators, Principled |
| Attitudes | Appreciation, Confidence, Enthusiasm | Empathy, Tolerance, Integrity | Creativity, Commitment, Confidence | Curiosity, Cooperation, Enthusiasm | Creativity, Cooperation, Commitment | Respect, Appreciation, Empathy |
| Subject Focus | Science- Arts | PSPE- social studies | Arts- Literacy | Science - Arts | PSPE- Social studies | PSPE- social studies |
| Grade 2 Unit Order | 5 10th March- 25th April | 4 20th Jan- 7th March | 6 28th April - 4th Jun | 3 18th Nov- 17th Jan | 1 26th Aug- 4th Oct | 2 8th Oct- 15th Nov |
| Unit of Inquiry | CENTRAL IDEA: An awareness of self and others influences our Relationships INQUIRY INTO: • Factors that contribute to our identity. * <i>The interaction with others</i> • Reflection helps us to improve ourselves. [11] | Central Idea: Human inventions and discoveries are a response to needs, and are developed over time. INQUIRY INTO: • Reasons why people invent and innovate • Human ingenuity • How discoveries change and shape the future | CENTRAL IDEA: Different ways of expressing ourselves INQUIRY INTO: • Different ways we communicate • Challenges when communicating • Impact of communication | CENTRAL IDEA: Being a part of our Solar System affects life on Earth. INQUIRY INTO: • Interconnections between the earth, sun and moon • The natural cycles of the earth •How the Earth, Sun and Moon cycles create patterns of time [12] | CENTRAL IDEA: Humans create systems to meet the needs of their communities INQUIRY INTO: • Human made systems within a community • How systems work within a community • The interconnectedness of systems within a community [13] | CENTRAL IDEA: Our personal choices can change our environment INQUIRY INTO: • The influences of our choices on the environment • How waste can be reduced. • Action we can take at home and at school to reduce, reuse, recycle |
| Key/Related Concepts | KEY CONCEPTS: Causation, Reflection, Connection RELATED CONCEPTS: Identity, Relationship, Character Traits | KEY CONCEPTS: Function, Change, Reflection RELATED CONCEPTS: Chronology, Innovation, Ingenuity | KEY CONCEPTS: Causation, Perspective, Function RELATED CONCEPTS: Impact, Communication | KEY CONCEPTS: Connection, Form, Causation RELATED CONCEPTS: Patterns, Interrelationships, Cycles | KEY CONCEPTS: Form, Function, Connection RELATED CONCEPTS: Systems, Interconnectedness | KEY CONCEPTS: Causation, Change, Responsibility RELATED CONCEPTS: Sustainability, Choice, Interdependence |
| Learner Profile | Balanced, Caring, Thinkers, Reflective | Open-Minded, Thinkers, risk tacker | Communicator, Open-minded, Knowledgeable | Inquirer, Open-minded, Reflective | Balanced, Knowledgeable, Thinkers | Principled, Thinkers, Caring, Independence |
| Attitudes | All | Empathy, Tolerance, Appreciation, Risk- Taker | Tolerance, Respect, Empathy | Curiosity, Appreciation, Enthusiasm | Appreciation, Curiosity, Commitment | Empathy, Tolerance |
| Subject Focus | PSPE- Arts | Science- Arts | PSPE- Literacy | Science - Arts | Social studies - PSPE | Science - Arts |
| Grade 1 Unit Order | 1 26th Aug- 4th Oct | 3 25th Nov - 24th Jan | 6 12th May - 4th Jun | 4 27th Jan- 14th March | 2 8th Oct - 22nd Nov | 5 17th March- 9th May |

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| Unit of Inquiry | CENTRAL IDEA: Relationships are enhanced by understanding other people's perspectives and communicating our own. INQUIRY INTO: • Social interactions • Ways of effectively communicating our ideas, feelings and emotions • Managing and resolving conflict | Central Idea: Discoveries can present challenges, risks and opportunities Inquiry into: • Discoveries • Benefits and consequences of discoveries. • Impact of discoveries on life. [14] | CENTRAL IDEA: Using our imagination helps us to think, create and express ourselves in new ways INQUIRY INTO: • Exploring personal interests, culture and values • Developing a creative process • How reflection on process helps to nurture creativity. [15] | CENTRAL IDEA: Understanding weather patterns helps people make informed choices INQUIRY INTO: • Factors that affect different weather conditions (wind, temperature, humidity): (Causation) • How weather patterns impact human activity (responsibility) * How we measure and monitor weather (function) [16] | CENTRAL IDEA: In a community, people share responsibilities and depend on each other INQUIRY INTO: • Communities • Roles and responsibilities within communities • Interconnectedness within communities | CENTRAL IDEA: Living and non-living things in an ecosystem are interconnected and impact each other INQUIRY INTO: • How different ecosystems work • Interconnectedness between living and non-living things • Human impact on ecosystems |
| Key/Related Concepts | KEY CONCEPTS: Perspective, Responsibility, Form RELATED CONCEPTS: Choice, Relationships, Communication | KEY CONCEPTS: form, Causation, Change. RELATED CONCEPTS: discoveries, timeline, Exploration | KEY CONCEPTS: Form, Function, Reflection RELATED CONCEPTS: Expression, Imagination, Creativity | KEY CONCEPTS: Causation, Responsibility Function RELATED CONCEPTS: Weather, Patterns | KEY CONCEPTS: Form, Function, Connection RELATED CONCEPTS: Community, Interdependence | KEY CONCEPTS: Function, Connection, Causation RELATED CONCEPTS: Ecosystem, Habitat, Adaptation |
| Learner Profile | Caring, Communicators, Principled | Caring, Open-Minded, Knowledgeable, Reflective | Caring, Inquirers, Communicators, Open-Minded, Principled | Inquirers, Thinkers, Knowledgeable, Communicators | Balanced, Risk-taker, Reflective | Caring, Reflective, Inquirers |
| Attitudes | Cooperation, Respect, Tolerance, Empathy, Independence | Tolerance, Curiosity, Respect | Cooperation, Respect, Appreciation, Integrity, Creativity | Curiosity, Appreciation, Enthusiasm | Creativity, Confidence, Enthusiasm | Curiosity, Respect, Appreciation, Commitment |
| Subject Focus | Social Studies & PSPE | Social studies - Arts- PSPE - Science | Arts- Literacy | Science | PSPE- social studies | Science- PSPE |
| | HWEO: | HWEO: | HWEO: Summative Assessment | HWEO: | HWEO: | HWEO: |
| KG Unit Order | 5 26th Aug- 18th Oct | 4 3rd March - 30th April | 6 Year Long | 3 20th Jan - 23rd Feb | 6 1st May - 4th Jun | 2 1st Nov- 17th Jan |
| Unit of Inquiry | CENTRAL IDEA: Making healthy choices helps us maintain a healthy body Lines of Inquiry: • What human bodies need to be healthy? • How will you maintain a healthy body? • How to develop responsibility for their own safety and the safety of others. | CENTRAL IDEA: Homes reflect cultural influences and local conditions INQUIRY INTO: • What makes a home • How homes reflect family values and local culture • Factors that determine where people live [17] | CENTRAL IDEA: Creativity can be explored through sensory experiences INQUIRY INTO: • Learning through the senses • Identifying patterns in environments • Enjoy creativity. [18] | CENTRAL IDEA: Materials behave and interact in certain ways which determine how people use them INQUIRY INTO: *properties of materials in their natural state. *Properties of materials can change. * Materials can be repurposed | CENTRAL IDEA: Signs and symbols are used locally and globally to help us communicate and organise ourselves INQUIRY INTO: • Signs and symbols • How we use signs and symbols to communicate and organise ourselves • Reasons for signs and symbols | CENTRAL IDEA: The characteristics of living things affect their ability to survive INQUIRY INTO: • Characteristics of living things • Living things adapt • Human impact on living things [19] |
| Key/Related Concepts | KEY CONCEPTS: Responsibility, Connection, Causation RELATED CONCEPTS: Needs, Health, Safety | KEY CONCEPTS: Form, Connection, Causation RELATED CONCEPTS: Culture, Homes, Family | KEY CONCEPTS: Perspective, Connection, Form, Reflection RELATED CONCEPTS: Patterns, creativity, Investigation | KEY CONCEPTS: Form, Function, Change RELATED CONCEPTS: Symbolism, Communication | KEY CONCEPTS: Form, Function, Causation RELATED CONCEPTS: Symbolism, Communication | KEY CONCEPTS: Form, Connection, Responsibility RELATED CONCEPTS: Characteristics, Classification |
| Learner Profile | Reflective, Balanced, Caring | Thinker, Caring, Open-minded, Reflective | Communicator, Knowledgeable | Inquirer, Knowledgeable, Communicators | Communicator, Thinker, Inquirer, Risk-Taker, | Inquirer, Caring, Principled, |
| Attitudes | Commitment, Independent | Appreciation, Empathy, Respect | Appreciation, Confidence, Creativity, Respect | Curiosity, Creativity, Enthusiasm | Cooperation, Independence, Tolerance | Appreciation, Respect, Curiosity, Empathy, Integrity |
| Subject Focus | Science- PSPE | Social studies- PSPE | Arts- Literacy | Science- Arts | PSPE- Literacy | Science |
| Pre-School 4 Unit Order | 2 | 1 Yearlong | 4 | | 3 | |

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| Unit of Inquiry | CENTRAL IDEA: People understand their place in the world through their connections with others. INQUIRY INTO: • Types of relationships • People relate to others in different ways * Similarities and uniqueness varies | CENTRAL IDEA: Journeys have a purpose and can lead to new experiences INQUIRY INTO: 1 Journeys 2. Journeys lead to new experiences. 3. Purposes of different journeys | CENTRAL IDEA: Exploring creativity influences self expression INQUIRY INTO: 1. People express themselves in different ways 2. Drawing inspirations for creativity 3. Responding to creativity | | Central Idea: We organize our places and spaces for different purposes according to the needs of the community INQUIRY INTO: Different types of places and spaces (Form) • How places and spaces meet peoples needs (Function) • Taking responsibility for shared p [aces and spaces (Responsibility) | |
| Key/Related Concepts | KEY CONCEPTS: Form, Function, Connection RELATED CONCEPTS: Relationships, Friendship, Identity | KEY CONCEPTS: Function, Reflection, Connection RELATED CONCEPTS: Journeys, Transportation, Communication | KEY CONCEPTS: Causation, Perspective, Reflection RELATED CONCEPTS: Imagination, Creativity, Exploration | | KEY CONCEPTS: Function, Responsibility RELATED CONCEPTS: Environments, Needs | |
| Learner Profile | Open-Minded, Principled | Inquirers, Reflective, Balanced | Communicator, Knowledgeable | | Thinkers, Inquirers | |
| Attitudes | Curiosity, Empathy | Curiosity | Independence, Creativity | | Cooperation | |
| Subject Focus | PSPE | PSPE- social studies | Arts | | PSPE- Arts | |
| Pre-School 3 Order | 2 Yearlong | | 1 | 4 | | 3 |
| Unit of Inquiry | Central Idea: Many things make me who I am. Lines of Inquiry: 1. The qualities that make me special 2. Things I can do 3. Changes that happen over time [20] | | CENTRAL IDEA: Children explore the world around them and discover new ideas through play INQUIRY INTO: • Communicating through play • Playing cooperatively *Exploration through play | CENTRAL IDEA: Light creates shadows and reflections which affect The environments INQUIRY INTO: • sources of light • shadows and reflections are created in many ways • light and shadows affect the environment. | | CENTRAL IDEA: All living things grow and change INQUIRY INTO: • Exploring Living things • Living things change and grow • Caring for living things |
| Key/Related Concepts | KEY CONCEPTS: Change, Form, Function RELATED CONCEPTS: Change, Growth | | KEY CONCEPTS: Function, Form, Connection RELATED CONCEPTS: Play, Exploration | KEY CONCEPTS: Reflection, Causation, Form RELATED CONCEPTS: Day and Night, shadws, reflection of the light | | KEY CONCEPTS: Change, Responsibility, Function RELATED CONCEPTS: Growth, Lifecycles |
| Learner Profile | Communicators, Risk-Takers, PRINCIPLED , Balanced | | Reflective, Inquirers, Risk-Takers | Inquirers, Reflective, THINKERS | | Caring, Inquirers, KNOWLEDGEABLE |
| Attitudes | Confidence, Curiosity, Independence | | Cooperation, Creativity | Curiosity, Creativity | | Appreciation |
| Subject Focus | Science, MATHS | | PSPE- Arts, LITERACY | Science- Arts | | Science, MATHS |

[1] "All of imagination — everything that we think, we feel, we sense — comes through the human brain. And once we create new patterns in this brain, once we shape the brain in a new way, it never returns to its original shape."
— Jay Walker

wonder and creativity are the center of the scientific life.

Curiosity is the engine of achievement when creativity and imagination are valued and nurtured.
Humans have unique characteristics and are programmed to think and inquire about our world.

Human life is inherently creative and human culture is so interesting and diverse and dynamic.

[2] Make central idea align with the following part of the TD Theme: relationships between and the interconnectedness of individuals and civilizations

[3] 2 week intro. then embed throughout the year. (Action Unit)

[4] http://www.sustainableschools.act.gov.au/__data/assets/pdf_file/0005/17294/Energy_Curriculum_program.pdf

CENTRAL IDEA:

Energy may be converted, transformed and used to support human progress.

INQUIRY INTO:

- Different forms of energy sources (renewable and non-renewable)
- How energy is used (transformation)
- Sustainable energy practices

Energy sources

- Technological advances in energy use
- The implications of energy useage on the environment

[5] STP Gr5:

Sharing ecosystems requires finding solutions to conflicts.

[6] 2) Different perspectives lead to different understandings.(Perspective)

[7] LOI 3 needs to be expanded upon to work with the concepts of change and responsibility - linking to human survival connected to our planets survival.

[8] INQUIRY INTO:

*The role of Art in culture and society

*How Art is unique and personal

[9] Central idea:

The ways in which materials behave determine how people use them.

Lines of Inquiry:

-Properties and classification of materials and matter.

-Changes that materials undergo

-Manipulation and application of materials

[10] RELATED CONCEPTS:

Properties, structure, transformation, behaviour, role, change of state, chemical and physical changes

[11] Inquiry into: The influences in our lives

(What or who has influence our lives)

[12] an inquiry into
- day and night
- seasons
- shadows

[13] Check out online gaming - like sim city, mine craft edu etc. Motivating for kids but has good cause and effect, problem solving.
Make sure age appropriate.

[14] change the CI to personal history

reword the central idea in the changes box to avoid the repetition in Pre4

[15] Year long unit

[16] Central idea:
The Earth's natural cycles influence our lives

Lines of inquiry:
- Natural cycles (night and day, the water cycle, weather patterns, seasons)
- How people respond to natural cycles
- Extremes of natural cycles

[17] building a sense of belonging
activities to build a sense of belonging, environment, things we value and why, what do you celebrate in your home, what would I see or hear in your home at special times, circle time in the classroom - at home? Montage that you build with the students over the unit, paint, draw collage of ideas with words, home, love, safe...

[18] We will change the central idea for next year: Through sensory experiences, people enjoy creativity.

[19] Responsibility for our environment

[20] Central Idea:
Many things make me who I am.

Key Concepts: form, connection

Related Concepts: similarities and differences; relationships

Lines of Inquiry:
•The relationships in my life that make me special
•The qualities that make me special
•How my relationships contribute to who I am