



BELAIR PRIMARY SCHOOL PRIMARY YEARS PROGRAM OF INQUIRY

Updated 15th February 2017



Government of South Australia
Department for Education and
Child Development

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
<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><i>Essential foundation unit of inquiry</i></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 civilisations, from local and global perspectives.</i></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><i>Essential foundation unit of inquiry</i></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><i>An inquiry into the interconnectedness of human-made systems and communities; the structure & function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</i></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>
Term 1 Weeks 1 - 4	Term 2	Term 4	Term 3		Term 1 Weeks 5 – 10
<p>Central Idea: We are responsible for caring for ourselves and others.</p>	<p><i>Special places</i> Central Idea: People live in and belong to different places.</p>	<p><i>Celebration</i> Central Idea: People celebrate different events that are important to them.</p>	<p><i>Weather Patterns</i> Central Idea: Life is connected to weather <i>patterns</i>.</p>	<p>Specialist teachers to develop this unit of inquiry.</p>	<p><i>Growth and change</i> Central Idea: Living things have needs and change as they grow older.</p>
<p>Key Concepts: Function, Perspective, responsibility Related Concepts: safety, agreements, systems</p>	<p>Key Concepts: Change, responsibility, perspective Related Concepts: belonging, place, family</p>	<p>Key Concepts: Form, function, connection Related Concepts: Creativity, culture, tradition Changing concepts – check balance – as you are not doing any reflection</p>	<p>Key Concepts: Form, function, connection Related Concepts: life, weather, patterns, natural systems</p>		<p>Key Concepts: Form, change, causation Related concepts: growth, living things, needs.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> What makes us unique? How and why we take care of ourselves. How we learn to get along with Others (personal responsibility and getting along) <p>Seesaw portfolio commenced</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons why there are different places (homes, schools, shops, hospitals (Function) ACHASSK017 Features of important places (perspective) ACHASSK015 Caring for special places (responsibility) <p>Japanese:</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Celebrations (form) Celebrations that are important to us. (Causation) Celebrations from different cultures (connection) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Observing and reporting daily and seasonal weather (form) Choosing clothes for seasonal changes (function) Describing seasons and how they affect living things (Include Aboriginal and Indigenous persp) (connection) 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Living things(form) How people and animals grow and change (change) Needs of people and animals (causation) Maths: Measurement
<p>Learner Profile: principled, balanced Attitudes: independence, commitment, integrity Skills: Self-management: spatial awareness Social: all</p>	<p>Learner Profile: Caring, thinkers Attitudes: Respect, appreciation Skills: Research and self-management</p>	<p>Learner Profile: open-minded, communicators Attitudes: creativity, cooperation Skills: Communication: listening, speaking, reading, writing, viewing, presenting, Thinking: comprehension, application, analysis,</p>	<p>Learner Profile: knowledgeable, inquirer Attitudes: Curiosity, enthusiasm Skills: Communication: listening, speaking, present Research: observing, planning, collecting and recording data</p>	<p>Risk taker, reflective where do these fit? Risk taker in HWE0? Reflective in WWAIPAT? Confidence empathy tolerance where do these fit?</p>	<p>Learner Profile: caring, inquirer, knowledgeable Attitudes: respect, curiosity, independence Skills: thinking acquisition of knowledge, application and comprehension, communicating listening, thinking, presenting research observing, organising and recording data</p>
<p>English Genre: N/A Mathematics: Spatial reasoning, measurement Main focus areas: Health and PE ACPPS006, 007, 012, 014 Science: as a human endeavour and inquiry skills ACSHE013, ACSIS014 Excursion: Local walks HASS: ACHASSK016 and 017 Specialist Subjects: Japanese: names and lines of inquiry PE: 2nd line of inquiry Child Protection: The right to be safe Sustainability: OI. 1 Nature playground exploration</p>	<p>English Genre: Recount Mathematics: Interpreting statistical information, Spatial reasoning: sorting and matching objects according to their features Main focus areas: HASS ACHASSK011, 103, 016, 017 Geography: ACHASSK014, 015, 016 Drama: ACADRM029, 030 Visual Arts: ACAVAM106, Health & PE: ACPMP008, 009 Excursion: To be decided Specialist Subjects: Japanese: 2nd line of inquiry PE: stand alone, skills & LP Child Protection: Recognising and reporting abuse Aboriginal & Torres Strait Islander histories & cultures: OI.8</p>	<p>English Genre: Report Mathematics: whole numbers, sequencing actions and events Main focus areas: The arts: Dance: ACADAM001, 002, 003, 004 Media: ACAMAM054, 056, 057. Music: ACAMUM081, 082, 083 Visual Arts: ACAVAM108, 109 Health & PE: ACPMP013 HASS ACHASSK012, ACHASSK103 Excursion: To be decided Science: Chemical sciences ACSSU003 and inquiry skills Excursion: Specialist Subjects: Japanese: 1st and 3rd line of inquiry Excursion; Splash performance PE: PE: stand alone, skills & key concepts Child Protection: The right to be safe: Warning signs Asia & Australia's engagement with Asia: OI.1 Aboriginal & Torres Strait Islander histories & cultures: OI.7, OI.9</p>	<p>English Genre: Description Mathematics: Patterns and relationships Main focus areas: Science: Earth and space: ACSSU003, ACSSU004 ACHASSK032 and inquiry skills Primary Connections- properties of materials. Excursion: Bureau of Meteorology-airport Specialist Subjects: Japanese: key concepts PE: 3rd line of inquiry Child Protection: Sustainability: OI. 1</p>		<p>English Genre: Description Mathematics: recognising a whole and parts of a whole, spatial: awareness of position of self and counting concepts, adding and taking away from a collection, display information and respond to questions. Measurement. Main focus areas: Health & PE: ACPPS002, 003, 004, 005, 007, 008, 010, 011 Science: Biological ACSSU002 and inquiry skills Physical sciences: ACSSU005 Drama: ACADRM028, 029 Music: ACAMUM080 Visual Arts: ACAVAM107 Design & technology Incursion: Borrow animals from Nature Ed Centre Specialist Subjects: Japanese: Describing and naming body parts in English and Japanese PE: Being risk-takers and learning new skills. Child Protection: Being safe, naming body parts</p>

Belair Primary School Program of Inquiry: (Odd Year)

YEAR 1 / 2

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
<p>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.</p> <p>Essential foundation unit of inquiry</p>	<p>An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries; explorations and migrations of humankind; the relationships between and of the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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.</p> <p>Essential foundation unit of inquiry</p>	<p>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.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure & function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>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.</p>
Term 1 Weeks 2 - 5	Term 3 Team B Wk 1-5 Team A Wk 6-10	Term 2	Team A - T4, Team B - T1, Wk 6-1	T3 Team A Wk 1-5 Team B Wk 6-1	Team A -T1, Wk 6-11 Team B – T4
<p><i>Peace</i> Central Idea: People build and maintain relationships to create Peace.</p>	<p><i>Daily life</i> Central Idea: Technology changes family life and community events over time.</p>	<p><i>Performance</i> Central Idea: People express emotions, ideas and stories through performance.</p>	<p><i>Changing materials</i> Central Idea: Materials are mixed and transformed for different purposes.</p>	<p><i>Food to Table</i> Central Idea: People obtain food from different locations around the world (local and global).</p>	<p><i>Survival - Water</i> Central Idea: People depend on resources for their survival.</p>
<p>Key Concepts: causation, connection, responsibility Related Concepts: Tradition, roles and responsibilities, dynamic equilibrium.</p>	<p>Key concepts: Form, change, reflection Related Concepts: time, continuity, generations</p>	<p>Key concepts: Form, perspective, responsibility Related Concept: Diversity, connection</p>	<p>Key Concepts: Form, change, function Related Concept: Transformation,</p>	<p>Key Concepts: Change, perspective, reflection Related Concepts: Systems, needs, wants, interconnectedness,</p>	<p>Key Concepts: Function, causation, responsibility Related Concepts: dependence, survival, sustainable actions.</p>
<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons for peace in school and the community (causation) Rights and responsibilities at home, school and the community (essential agreements (connection)) Managing and responsibly resolving conflict at school (responsibility) <p>Child Protection: Being safe</p>	<p>Lines of inquiry</p> <ul style="list-style-type: none"> Stories of community events for families Differences and similarities between students' daily lives, parents and grandparents childhoods Reflecting on technology changes in family life Cameras and recording equipment?? 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Features of a performance (form) Responses to different performances (perspective) Creating a performance for others (responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Properties of materials (form) Changing properties of materials (change) Manipulating materials for new purposes (function) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Locations people obtain food from? (change) Reflecting on features of local and global food markets. (perspective) Processing and packaging foods to be transported to different locations (reflection) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Conserving water (function) Mapping water sources we depend on rivers, dams, ponds etc (causation) Different tools to measure water consumption. (responsibility)
<p>Learner Profile: Caring, Principled, communicators Attitudes: Integrity, respect Skills: Social and communication</p>	<p>Learner Profile: Open-minded, caring Attitudes: Empathy, respect, tolerance Skills: Social and Research</p>	<p>L Profile: Thinkers, balanced, risk taking Attitudes: Creativity, confidence Skills: Communication and Thinking</p>	<p>Learner Profile: Knowledgeable, inquirer Attitudes: Curiosity, independence Skills: Thinking and Self-management</p>	<p>Learner Profile: Reflective, communicators Attitudes: Cooperation, appreciation Skills: Research and Communication</p>	<p>Learner Profile: Principled, reflective Attitudes: Empathy, commitment Skills: Self-management and Thinking</p>
<p>English Genre: Recount Mathematics: Give and follow directions to familiar locations. ACMMG023, Interpret simple maps of familiar locations and identify relative position of key features. ACMMG044. Fractions: (ACMNA016) Main focus areas: Health & PE: ACPP019 - 022, 024, 030 – 032. English The arts (see curriculum planning document) Excursion: Tusmore Park – cooperative play Specialist Subjects: JAPANESE: 2nd and 3rd lines of inquiry PE: 2nd & 3rd lines of inquiry Child Protection: The right to be safe, being safe Asia & Aust. Engagement with Asia: OI.1</p>	<p>English Genre: Description report Mathematics: using units of measurement ACMMG019 – 021, ACMMG037 – 41 Main focus areas: HASS: (ACHASSI034) ACHASSK030 ACHASSK046 ACHASSK033 Science: Physical sciences Design & technology (ACTDEK001) (ACTDIP005) Excursion: Gambles cottage, Winns Bakery, Urrbrae House Specialist Subjects: JAPANESE: 2nd line of inquiry PE Stand alone, sports day & FMS testing Child Protection: Risk-taking and emergencies (A) Protective strategies (B)</p>	<p>English Genre: Review of a performance Mathematics: using units of measurement Main focus areas: The arts: (ACADAM001) – 04, (ACADRM027) – 030 (ACAMUM080) - 083 English Science: Light and sound (ACSSU020) Health & PE: (ACPPM025) (ACPPM031) Incursion/ Excursion: Treehouse Play at School Specialist Subjects: JAPANESE: 2nd and 3rd lines of inquiry PE: Gymnastics, LP Child Protection: Relationships, trust and networks, rights and responsibilities Aboriginal & TSI histories & cultures: OI.5, OI.9 Asia & Aust. Engagement with Asia: OI.4</p>	<p>English Genre: Procedural text Mathematics: Statistics and Probability Chance: ACMSPO24, ACMSPO47 Data representation & interpretation ACMSP262, ACMSP263, ACMSP048 – 50 Main focus areas: Science: Chemical sciences ACSSU018, ACSSU031 and science inquiry skills Digital Technologies ACTDEK004 Design & technology, ACTDIP003 No Excursion: Buy ingredients for making rocky road, bath bombs etc. with buddies. Specialist Subjects: Japanese: Stand - alone PE: stand alone, skills & LP Child Protection: The right to be safe, warning signs (A) The right to be safe, warning signs (B)</p>	<p>English Genre: Explanation, flow-charts Mathematics: Number & Algebra: Pattern Number: Money Main focus areas: Design & Tech: ACTDEK003, ACTDEK001, ACTDEP005, 006, 007, 008, 009. HASS Inquiry skills Excursion: Magarey Orchard Beerenberg Braeview PS Kitchen Garden Specialist Subjects: Japanese: Stand alone & 3rd line of inquiry PE: Stand FMS testing, communication & LP Child Protection: Risk-taking and emergencies (B), Protective strategies (A) Sustainability: OI.8 Aboriginal & TSI histories & cultures: OI.3 Asia & Aust. Engagement with Asia: OI.4</p>	<p>English Genre: Exposition Maths: Measurement and Geometry:ACMMG019 ACMMG037 Shape: ACMMG022, ACMMG043 Location and transformation: ACMMG023, ACMMG044 Data representation and interpretation ACMSP048 - 050 Main focus areas: Science Earth & space sciences ACSSU032 and inquiry skills HASS ACHASSK033 and inquiry skills Key Resource: Abida's World Excursion: Botanic Gardens, wetlands program Specialist Subjects: Japanese: Stand-alone PE: Stand alone, Skills & LP Child Protection: : The right to be safe, warning signs (A) Sustainability: OI.3, OI.7, OI. 9 Aboriginal & TSI histories & culture: OI.3</p>

Belair Primary School Program of Inquiry: (Odd Year)

YEAR 3 & 3/ 4

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
<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><i>Essential foundation unit of inquiry</i></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 civilisations, from local and global perspectives.</i></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><i>Essential foundation unit of inquiry</i></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><i>An inquiry into the interconnectedness of human-made systems and communities; the structure & function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</i></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>
Term 1 Wk 7-11	Term 2	Term 1 Wk 2-6	Term 3 Wk 1-5	Term 3 Wk 6-10	Term 4
<p><i>Human Body</i> Central Idea: <i>Body systems work together to sustain life.</i></p>	<p><i>Indigenous Histories</i> Central Idea: <i>Indigenous peoples' connection to the sea, sky, land and waterways can change over time. (Case study of local Kaurna people).</i></p>	<p><i>Art Forms</i> Central Idea: <i>The Arts provide a structure for critical and creative thinking to occur</i></p>	<p><i>Structures</i> Central Idea: <i>The design of a structure depends on its purpose, creative ideas, the environment and available materials.</i></p>	<p><i>Sharing resources</i> Central Idea: <i>People create systems to sustainably manage and conserve Earth's resources.</i></p>	<p><i>A day in the life</i> Central Idea: <i>Children experience challenges and opportunities wherever they live.</i></p>
<p>Key Concepts: Function, connection, responsibility Related concepts: systems, balance, cause and effect</p>	<p>Key Concepts: Connection, change, responsibility Related Concepts: interconnection, continuity and change</p>	<p>Key Concepts: Causation, reflection, perspective Related concepts: Patterning, rules, culture, nature, values</p>	<p>Key Concepts: Function, change, responsibility Related concepts: Structure, technology, heat, properties, climate</p>	<p>Key Concepts: Form, Causation, reflection, Related concepts: sustainability, responsibilities, roles, systems</p>	<p>Key Concepts: Form, perspective, reflection, Related concepts: equal opportunities, rights and responsibilities, sources</p>
<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Body systems and how they work (function) How body systems connect (connection) Responsibility to participate in outdoor games and activities that promote health and wellbeing. (responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander peoples connection to the sea, waterways land and skies (connection) ACHASSK063 Changes to the local area over time (change) Reasons for caring about our local history (responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Identifying different art forms (causation?) Composing, creating and organising works of art (perspective) Responding and interpreting works of art (reflection) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Purpose of structures in different locations and climates (function) Changing properties of materials to suit a purpose (change) Factors to consider when designing and making a structure (responsibility) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's resources (form) Reasons for creating waste management systems (causation) Knowing how 'reduce, replace, reuse and recycle make a difference. (reflection) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Universal children's rights & responsibilities (form) Geographical characteristics of places children live in around the world. (form) Risks and opportunities for children Similarities and differences between life here and in another country.
<p>Learner Profile: Balanced and reflective Attitudes: Curiosity, commitment Skills: research, communication</p>	<p>Learner Profile: Inquirer, open-minded Attitudes: Respect, tolerance Skills: Social, research</p>	<p>Learner Profile: Communicator, thinker Attitudes: Creativity, appreciation Skills: Thinking – application, analysis, synthesis, evaluation, metacognition & social</p>	<p>Learner Profile: Thinker, risk-taker Attitudes: Independence, enthusiasm Skills: Thinking – Synthesis, application, acquiring knowledge, Self-management – fine-mo spatial awareness</p>	<p>Learner Profile: Principled, caring Attitudes: Independence, cooperation Skills: Thinking - Self-management Research</p>	<p>Learner Profile: Knowledgeable, reflective Attitudes: Empathy, persistence Skills: Research, Self-management, Thinking</p>
<p>English Genre: Explanation & persuasive Mathematics: Measurement, temperature, length, mass, capacity, volume Main Focus Areas: Health & PE ACPPS041, ACPMP046, ACPMP039, ACPMP036 Maths: ACMMG061, ACMMG084 and 290 Science ACSHE061, ACSHE062, ACSSU044. ACSSU049 and inquiry skills Child Protection Incursion: CSIRO Science Show Specialist Subjects: Japanese: Naming body parts PE: 2nd and 3rd lines of inquiry</p>	<p>English Genre: Recount & Report Mathematics: Locate and compare time events Main Focus Areas: HASS: ACHASSK066, ACHASSK069, ACHASSK076, ACHASSK089, ACHASSK083, ACHASSK086, ACHASSK082 and inquiry skills Visual arts ACAVAR113, ACAVAR110 ACTDEK012 Excursion: Aldinga Camp Specialist Subjects: Japanese: Stand alone & Ainu Population PE: 2nd line of inquiry Aldinga Camp: Overnight & 2 days in Term 2</p>	<p>English Genre: Narrative & Persuasive: Main Focus Areas: Mathematics: patterns and relationships ACMNA052, 056, 060, 077 ACMNA074, 057, 071, 058, 076, 078, A081, ACMMG091, The arts: ACPMP047, 043, P045, ACVAM110, 111, 112, 113, ACAMUM084, 086, 087, ACAVAR113, 112, ACAVAM110 and 1081 HASS ACHASS1057 and 1081 Health & PE: ACPMP043, 045, 047 Science: as a human endeavour: ACSHE061 Incursion: Splash performance & African drum workshop. City excursion to analyse patterns Specialist Subjects: Japanese: Black ink painting (Sumie) link to 3rd line of inquiry PE: Dance</p>	<p>English Genre: Procedure Main Focus Areas: Mathematics: Measurement and Geometry, symmetry, shapes and angles, maps, legends and diagrams ACMMG062 Science: Chemical sciences ACSSU074 ACSIS054, ACSSU074 and inquiry skills HASS: ACHASSK068 Design & technology ACTDEP018, ACTDEP014, ACSSU076, ACSIS215, ACTDEP016, ACTDEK010 ACTDEK011, ACTDEP015 Excursion: City walk & Alpha performance: (set designs) Specialist Subjects: Japanese: Learner Profile & skills PE: Tennis</p>	<p>English Genre: Report Mathematics: Statistics & Probability Fractions and decimals, 24 hour time Main Focus Areas: Science ACSSU049 as a human endeavour: ACSHE051, ASHE061, 062 and inquiry skills. HASS: ACHASS1081, ACHASSK090 Technologies: ACTDIP010, ACTDEK013, Civics and citizenship Excursion: Wingfield Recycling Centre Specialist Subjects: Japanese: Stand alone & LP Momoyama Exchange students share stories PE: Stand alone</p>	<p>English Genre: Exposition Mathematics: Financial maths, interpreting statistical information Main Focus Areas: Child Protection HASS ACHASS1078, ACHASS1075 ACHSSK067, ACHASSK065, ACHASSK066, ACTDEK013 and inquiry skills English (Languages) Maths: ACHHG065, ACMSP092, ACMSP094, AMSP093, ACMNA059, ACMMG090 The arts Incursion: Guest speakers & Action Day Specialist Subjects: Japanese: 1st and 2nd lines of inquiry PE Stand alone</p>

Belair Primary School Program of Inquiry: (Odd Year)

YEAR 4 /5 and 5

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 civilisations, 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 & function of organisations; 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.
Term 1 Wk 3-7	Term 1 Wk 8 – Term 2 Wk 2	Term 4 Wk 4 - 8	Term 3 Wk 1 - 7	Term 3 Wk 8 – Term 4 Wk 3	Term 2 Wk 3 – Wk 10
<i>Cultural Diversity</i> Central Idea: Cultural diversity can be respected and valued in communities	<i>Colonial history</i> Central Idea: Individuals and groups in the past and present contribute to the development of societies	<i>Media/Visual Arts</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED	<i>Changes to Earth</i> Central Idea: Natural processes and human activity cause changes to the Earth's surface	<i>Community</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED	<i>Scientific inventions</i> Central Idea: Scientific developments affect people's lives
Key Concepts: Function, responsibility, form. Related Concept: diversity, multiculturalism	Key Concepts: Related Concept:	Key Concepts: Related Concept:	Key Concepts: Related Concepts:	Key Concepts: Related Concepts:	Key Concepts: Related Concept:
Lines of Inquiry: <ul style="list-style-type: none"> Different cultures make up Australia (Form) Characteristics of specific cultures (Function) Valuing and encouraging diversity (Responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> Lives of people in colonial past Development of Australian colonies over time Changes to the environment as a result of colonial settlement 	Lines of Inquiry: <ul style="list-style-type: none"> Different media and visual art forms (form) How people interpret and respond to visuals and sound (connection) Using technologies safely to entertain, inform and persuade? an audience (responsibility) <p>???</p>	Lines of Inquiry: TO BE COLLABORATIVELY DEVELOPED	Lines of Inquiry: keep? Modify? <ul style="list-style-type: none"> Rights, responsibilities and values of a citizen in a democracy (function) Role of local government (perspective) Process of democratic voting Benefits of voting on current events in society (perspective) <p>FOCUS ON: Importance of values and processes to a democracy and role of people in legal system</p>	Lines of Inquiry: TO BE COLLABORATIVELY DEVELOPED
Learner Profile: open minded, knowledgeable, reflective Attitudes: empathy, tolerance, respect Skills: thinking, social, research	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:
English Genre: Script writing for dramatic performance Mathematics: Measurement and Geometry Main Focus Areas: Health & PE (ACPPS054) (ACPPS056) 058, 059, 060, 061, 063, 064, 066, 067. English (Languages) Drama: ACADRM031 Incursion: Alpha Performance Cinderella JAPANESE: 2nd line of inquiry PE: 1st & 2nd lines of inquiry Child Protection: The right to be safe	English Genre: Narrative (literary text) Numeracy: Main focus areas: HASS Inquiry & skills ACHASS1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082. ACHASSK083, 085, 089, ACHASSK106, 107, 1099, 112. ACHASS1097 English ACELA1489, ACELA1491, ACELA1793, ACELA1494, 1495, 1498, ACELT1605, ACELY1686 Excursion: Marion Cultural Centre & Bay Discovery Centre (Gleneilg) Specialist Teaching Areas: JAPANESE: 2nd line of inquiry PE: stand-alone & LP	English Genre: Persuasive & Response TEXT: Snow White in New York. F French Mathematics: Main Focus Areas: The arts: Media arts ACAMAR061 Music: ACAMUM084, 085, 086, 089, 088, 090 Design & technology Economics & business: ACHEK003 Science: Physical sciences ACSSU080 Incursion: ABC Tour Behind the news Specialist Teaching Areas: Japanese Inquiry: 2nd line of inquiry PE: stand-alone & LP Music: Child Protection:	Main focus areas: English Genre: Information Report Maths: Geometric reasoning, ACMMG112 ACMMGO89 – angles Main focus areas: Science Chemical Sciences ACSSU077), ACSHE083 Design & technology ACTDEK011, ACTDEK020 Incursion: adapted to Yr 5 – 8463 5920 Specialist Teaching Areas: JAPANESE: 2nd line of inquiry PE: stand-alone & key concept (causation) http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/continuum/Pages/classifying.aspx	English Genre: Explanation Main Focus Areas: HASS: ACHASSK147, HEALTH & PE: Contributing to healthy and active communities ACPPS058 ACPPS060 Mathematics Excursion: Sam Duluk Incursion Specialist Teaching Areas: Maths: Number and alg fractions & decimals ACMNA077, 078, 105. Statistics and probability: ACMSP118, 119, 120 092, 094, 095, 096, 097. Japanese Inquiry: 1st line of inquiry PE: 1st line of inquiry Child Protection: Rights and responsibilities ADD MEDIA ARTS	English Genre: Information report Mathematics: Statistics and probability – data representation and interpretation Main Focus Areas: Science science inquiry skills & biological science (ACSSU072, 73)(ACSSU043) ACHASSK 111, 113, 083, 087. HASS: geography inquiry skills Excursion: Adelaide Zoo School O/N Specialist Teaching Areas: Japanese Inquiry: Stand-alone & LP PE: stand-alone & social skills Child Protection: Protective strategies MEDIA ARTS

Belair Primary School Program of Inquiry (Odd Year)

Year 6/7

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 civilisations, 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 & function of organisations; 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.
Term 2 Wk 4-7	Term 3 Wk 6 – Term 4 Wk 2 (Expo)	Term 4 Wk 3-8	Term 2 Wk8 – Term 3Wk 5	Term 1 Wk 8 –Term 2 Wk 3	Term 1 Wk 2-7
<i>Human Identity</i> Central Idea: Identity is changed and shaped by experiences, relationships, cultural background, physical changes, beliefs and values.	Ancient Civilisations Central Idea: Civilisations evolve through significant events in time and place.	<i>Communication</i> Central Idea: People experiment with different techniques to communicate critical and creative thinking.	<i>Earth, space</i> Central Idea: People develop and debate different theories of the universe to understand how it works.	<i>Liveability</i> Different factors influence how people perceive places and liveability. <i>Do this at the beginning of the year next time.</i>	<i>Biodiversity</i> Central idea Biodiversity is essential and relies on a balance of organisms in ecosystems.
Key Concepts: Form, change, perspective Related Concepts: adolescence, transitions, life and living, gender, systems.	Key Concepts: Causation, change, responsibility Related Concepts: civilisation, continuity, evolution, systems, beliefs,	Key Concepts: Form, function, change, Related Concepts:	Key Concepts: CHOOSE ANY OTHER responsibility, reflection Related concepts: properties, states, technological advances, inventions	Key Concepts: Function, connection, reflection, Related concepts: liveability, interconnection, place,	Key Concepts: Connection, responsibility, perspective. Related concepts: organisms, biodiversity, classification
Lines of Inquiry: <ul style="list-style-type: none"> Defining the different stages in a human's life (Form) Relationships, physical, social, emotional and spiritual changes that affect adolescents (Change) Similarities and differences between males and females (Perspective) How science informs decisions people make. (Perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> Development and legacies of ancient societies Legacies that have changed in ancient civilisations (change) Responsibility of preserving ancient legacies (responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> Artistic elements (form) Developed by students at the beginning of the inquiry with teachers and peers	Lines of Inquiry <ul style="list-style-type: none"> TO BE COLLABORATIVELY DEVELOPED 	<ul style="list-style-type: none"> Function of remote, rural and city areas. (Function) Connections and perceptions people have about places (local and global) How technology connects and influences perceptions about places (connection) (What makes one place more liveable than another?) Reflection 	Lines of Inquiry: <ul style="list-style-type: none"> Classification using global systems (connection) Different points of view about protecting biodiversity (perspective) Scientific knowledge and its influence on human actions and awareness (responsibility)
Learner Profile: Caring, reflective Attitudes: Confidence, integrity, tolerance Skills: Social and Self-management	Learner Profile: Inquirer, Knowledgeable Attitudes: , creativity, cooperation, independence Skills: Research and thinking	Learner Profile: All of them Attitudes: All of them Skills: all of them	Learner Profile: Principled, Communicator Attitudes: responsibility, respect, empathy Skills: Self-management, communication	Learner Profile: Open-minded, risk-taker Attitudes: curiosity, empathy, , commitment Skills: Social, thinking, communication	Learner Profile: Principled, Caring Attitudes: appreciation, enthusiasm Skills: Communication, research, thinking
English Genre: Narrative Novel: <i>Life of Pi (spiritual changes)</i> Mathematics: Statistics and Probability Main focus areas: HASS: ACHASSK140, 141, Health & PE: ACPPS055, 056, 057, 074, 075, 076 ACPPSO51, 052, 053, 054, 070, 072, 073. Science ACSSU113, ACSIS108 Technologies: ACTDEK021, 032, 033 Visual arts: Footsteps Dance Excursion Inside Out movie at Mitcham Japanese: Stand-alone & LP PE: 1 st , 2 nd , 3 rd lines of inquiry Child Protection: Relationships	English Genre: Historical narrative (letter) Mathematics: Timelines, history number systems Main focus areas: HASS ACHASSK164, 165, 166, 167, 168, 169, 170, 1721, 172, 173, 174, 175, 176, 177. Design & technology Science: ACSHE119, ACSHE223, ACSHE098 Excursion: Adelaide Museum Japanese: Stand-alone & key concepts PE: stand-alone & LP Child Protection: Recognising and reporting abuse	English Genre: Evaluation text (ACELA1518) Language variations and change Mathematics: Main focus areas: The arts: ACADAM011, ACADRM037, ACAMAM064, ACAVAM116, 010, 036, 063, 089, 115. English (Languages) Science: Chemical science Excursion: Come out (May 22, 2015) Specialist Teaching Areas: Japanese: Support independent inquiries PE: support independent inquiries Child Protection: Protective strategies	English Genre: Persuasive / explanation Mathematics: Main focus areas: Science: ACSSU115, ACSIS124, ACSSU117, ACSIS103 and inquiry skills Design & technology Maths History Media arts: TBI Child Protection Excursion: Japanese: 1 st line of inquiry PE: stand-alone & LP Child Protection: Protective strategies	English Genre: Mathematics: Chance ACMS167 and 168. Main focus areas: HASS: ACHASSK189, 190, 191, 192 The arts: media arts Civics and citizenship: ACHGK044 Science: Earth and space sciences ACSSU096 Technologies: ACTDIP016, 017, 025, 026, 027. Excursion: Students to plan excursion Japanese: transportation in Japanese cities, rural and remote settlements PE: stand-alone & LP Child Protection: The right to be safe	English Genre: Information text Mathematics: Data Main focus areas: HASS Science ACSSU094, ACSSU111, ACSSU112, ACSIS125, ACSIS126 and inquiry skills Excursion: Monarto Japanese: Stand-alone & key concepts PE: stand-alone & LP Child Protection: The right to be safe

Belair Primary School Program of Inquiry: Even Year (2016)

Year 1/2

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. <i>Essential foundation unit of inquiry</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 civilisations, 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. <i>Essential foundation unit of inquiry</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.	An inquiry into the interconnectedness of human-made systems and communities; the structure & function of organisations; 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.
Term 1 (A & B)	Term 3 (A) 1 -5, (B) T 1 6 - 11	Term 2 (A & B)	Term 1 (A) 5 – 10 (B) T3 1 - 5	Term 3 (A)	Term 4
<i>Decisions</i> Central Idea: Individuals make decisions connected to wellbeing.	<i>Significant places</i> Central Idea: People make connections to places over time.	<i>Expression</i> Central Idea: People around the world experience and create different art forms.	<i>Force</i> Central Idea Forces are at work in daily life. (revised 1/3/16)	<i>Systems</i> Central Idea: People develop and use systems to connect with others.	<i>Living things</i> Central Idea: Living things have special features and interact with each other in the environment.
Key Concepts: Causation, connection, reflection Related Concepts: Choices, well-being, decision-making	Key Concepts: Connection, causation, reflection Related Concepts: Time, place, space, significance, relationships	Key Concepts: Function, change, perspective. Related Concepts: imagination, observation, expression	Key Concepts: Causation, change, perspective Related Concepts: Movement, force, push and pull, reactions.	Key Concepts: Form, connection, responsibility Related Concepts: interconnection, place, space, systems	Key Concepts: Form, function, responsibility Related Concepts: environment, habitat, survival, eco systems, interconnection Skills:
Lines of Inquiry: <ul style="list-style-type: none"> Balanced decisions How decisions we make affect wellbeing: allergies and intolerances Reflecting on our health and wellbeing 	Lines of inquiry: <ul style="list-style-type: none"> Reasons why some places are significant to different people (causation) Personal connections to different places (locally and globally) Indigenous connections to places through marriage, birth and residence (connection) Reflect on ways to care for places (reflection) 	Lines of Inquiry: <ul style="list-style-type: none"> Where and why people create art forms (form) Dance sequences (Footsteps Term 3) Experimentation with different materials, techniques and processes (change) Interpreting Indigenous art forms and appreciating different points of view (perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> How physical force is used (causation) Applying force to change things (change) How force has been used in different cultures (perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> How people share information Information systems people use to Connect people in Australia and around the world ACHASSK049 Create, organise ideas and information using information systems in a safe online Environment ACTDIP006 	Lines of Inquiry: <ul style="list-style-type: none"> Characteristics of animals Behaviour and role of living creatures in Their environment. (butterfly gdn & Kuula Our responsibility to support the survival of animals in their habitats
Learner Profile: Balanced, reflective Attitudes: Independence, respect Skills: Social, and Self -management	Learner Profile: Open-minded, reflection Attitudes: Tolerance, respect Skills: Thinking and Research	Learner Profile: Risk-takers, communicators Attitudes: Creativity, confidence Skills: Communication and Social	Learner Profile: Inquirer, knowledgeable Attitudes: Curiosity, enthusiasm Skills: Thinking and Communication	Learner Profile: reflective, caring Attitudes: Respect, empathy Skills: Research and Thinking: synthesis, analysis, application	Learner Profile: Caring, principled Attitudes: Responsibility, commitment Skills: Research and Self-management
English Genre: Personal diary, recipes Maths: Fractions, Number and algebra Main focus areas: Health & PE (ACPPS021) 015, 018, 028 English (Languages) Excursion: Belair National Park / Hazelwood Park Specialist Subjects: JAPANESE: Greetings & LP PE: 1st & 2nd lines of inquiry	English Genre: Informative response text Maths: Number – timeline, collecting and graphing data Main focus areas: HASS (ACHASSK049) 050, 051 The arts Excursion: Adelaide Oval & Memorial walk Specialist Subjects: JAPANESE: 1st line of inquiry & LP PE: stand-alone & LP	English Genre: Procedural / narrative Maths: Measurement; time, length Main focus areas: The arts: Footsteps Let's stamp out Bullying: 1.45 pm performance English Incursion: Specialist Subjects: JAPANESE: 1st, 2nd and 3rd lines of inquiry Kamishibai PE: 3rd line of inquiry Aboriginal & Torres Strait Islander histories & cultures: OI.3, OI.5, OI.9 Asia & Australia's engagement with Asia: OI.1, OI.4	English Genre: Explanation, diagrams Maths: Statistics and probability Data representation and interpretation: ACMSP262, 263, ACMSP048 – 050 Main focus areas: Science: Physical Sciences ACSSU005, ACSSU033 and inquiry skills Design & technology ACTDEK002, 003 Digital Technologies: ACTDIP002, ACTDIP004 Incursion: Sci World PUSH AND PULL (Team A) St Kilda Playground (Team B) Specialist Subjects: JAPANESE: stand-alone & key concepts PE: 1st and 2nd lines & indigenous games Aboriginal & Torres Strait Islander histories & cultures: Explore ancient tools that use force	English Genre: Recount narrative Maths: Measurement & geometry ACMMG044, ACMMG045, 046. Main focus areas: HASS (Geography) inquiry skills and ACHASSK047, ACHASSK048, ACHASSK049, 050, 051. Technologies: Design & Tech: ACTDEP005. 007, 009, Digital technologies: ACTDIK001, ACTDIP003, 994, 005, 006, 005, 006 Excursion: Adelaide Airport / Radio / TV station Specialist Subjects: JAPANESE: 1st, 2nd lines of inquiry PE: 1st line of inquiry	English Genre: questioning & infor. report Maths: Location and transformation: mapping Main focus areas: Science: inquiry skills and ACSSU017, ACSSU211, ACSSU030, HASS: (Geography) ACHASSK049 Incursion: Botanic Gardens / Lab on legs School Butterfly Garden, Kuula Yarta, Rokewood Scrub, Gardens and local parks. Specialist Subjects: JAPANESE: Creatures in Japan, naming features and habitats. PE: stand-alone & LP Sustainability: OI.4

Belair Primary School Program of Inquiry: (Even Year) 2016

Year 3 & 3 / 4

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 civilisations, 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 & function of organisations ; 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.
Term 1 (Weeks 1 – 4)	Term 3 (Weeks 1 - 5)	Term 3 (2018 do in Term 2)	Term 1 (Weeks 5 – 10)	Term 4 (Weeks 1 – 8)	Term 2 Weeks 1 - 9
<i>Relationships</i> Central Idea: People connect with one another through relationships.	<i>Exploration</i> Central Idea: Human exploration is challenging and leads to new discoveries in communities.	<i>Traditional Stories</i> Central Idea: Traditional stories can lead us to wonder and make sense of the world.	<i>Earth's rotation</i> Central Idea: Earth's rotation on its axis changes things in the world.	<i>Volunteering</i> Central Idea: People volunteer and contribute to communities in different ways.	<i>Classification</i> Central Idea: <i>Classification helps people to understand living and non-living things that depend on one another.</i>
Key Concepts: Connection, change responsibility Related concepts: dependence, empathy, cause and effect, reconciliation	Key Concepts: Function, change, perspective Related concepts: discoveries, place and space, interconnection	Key Concepts: Function, perspective, reflection Related concepts: tradition, self-expression,	Key Concepts: Form, Causation, connection Related concepts: Interconnectedness, rotation, cycles	Key Concepts: Function, reflection, responsibility, Related concepts: volunteering, significance, organisation, commemorations	Key Concepts: Form, change, causation, Related concepts: endangerment, classification, cause and effect
Lines of Inquiry: <ul style="list-style-type: none"> Identifying different relationships in our lives Team building (PE, connection) Effect of interests, strengths and challenges relationships (connection) Strategies to support rights and responsibilities in relationships (responsibility) 	Lines of Inquiry <ul style="list-style-type: none"> Purpose of exploring places (function) Contributions made by explorers Changes to exploration over time (change) Challenges faced by explorers (technology and characteristics of places) 	Lines of Inquiry <ul style="list-style-type: none"> Purpose of traditional stories (function) Interpreting traditional stories (perspective) Reflecting on how traditional stories are communicated (reflection) Communicating stories through music, dance and drama. (Catie) 	Lines of Inquiry: <ul style="list-style-type: none"> The shapes, sizes and movements of the Sun, Moon and Earth (form) Night and day (causation) Fair scientific tests Angles as a measurement of rotation 	Lines of Inquiry: <ul style="list-style-type: none"> Role of paid and unpaid workers in society (local, global) (function) Contribution made by local volunteers in organising events and commemorations (reflection) Our responsibility to contribute as a volunteer (local and global) Thinking mathematically and scientifically as a volunteer (reflection) 	Lines of Inquiry: <ul style="list-style-type: none"> Classifying once living, living and non-living things (form) Life cycles and food webs (change) Consequences of changing climates and places on living things (<i>forestry, housing developments, etc</i>) (causation)
Learner Profile :Reflective, Caring Attitudes: Integrity, cooperation Skills: Social – accepting responsibility, respecting others, co-operating, resolving conflict Self-management – organisation, safety, codes of behaviour	Learner Profile: Risk-takers, inquirers Attitudes: Enthusiasm, curiosity Skills: Research – formulating questions, organising data, interpreting data, presenting Communication –listen, speak, read, write	Learner Profile: Open-minded, communicators. Attitudes: Creativity, tolerance Skills: Communication – Non-verbal communication, listening, speaking, reading, writing Thinking – Comprehension, application, analysis, synthesis, metacognition	Learner Profile: Knowledgeable, reflective Attitudes: Curiosity, independence Skills: Thinking Acquisition of knowledge, comprehension, Application, Research –	Learner Profile: Knowledgeable, thinkers Attitudes: Empathy, commitment Skills: Self-management Gross motor, fine-motor, time management, spatial awareness, Social – Group decision making, adopting a variety of group roles,	Learner Profile: Caring, principled Attitudes: Respect, appreciation Skills: Thinking - Acquisition of knowledge, comprehension, dialectical thought, Research Formulating questions, collecting data, Interpreting data, presenting research findings
Main focus areas: Genre: Narrative English: Literacy; Interacting with others Numeracy: Number – relationships element ACMSPO96, 097, 070, 079, 068, 069, 054, 055 Main focus areas: Health & PE: team building & play is the way <i>Personal, social and community health</i> <i>ACPPS033, 037, 038, 042</i> The arts, drama: ACADDM031 and 032 Child Protection: rights and responsibilities English Incursion: Alpha Performance (Active Ed) Specialist Subjects: JAPANESE: 1st line of inquiry PE: 1st & 3rd lines of inquiry	Main focus areas: Genre: Diary excerpt & descriptive Found poetry English: Texts in context Numeracy: spatial reasoning, measurement, history of Hindu-Arabic and Ancient Egyptian number systems. Main focus areas: HASS: ACHASSK084, ASHASSI075, ACHASSK085 Design & technology Science: Heat, Solids and liquids (ACSSU046, 049, ACSIS065, Excursion: Douglas Mawson Exhibition Specialist Subjects: Japanese: Hirogana and stand-alone unit PE: stand-alone & 3rd lines of inquiry	Main focus areas: Genre: Narrative (persuasive) English: Literature, Text structure and organisation Numeracy: Grid maps, multiple multiplication, division whole numbers Main focus areas: HASS: ACHASSK065 and inquiry skills The arts, drama, dance, music, visual, media English Incursion: Tiddalick the Frog Drama Toolbox Performance and Splash Book Week Performance Specialist Subjects: JAPANESE: 1st, 2nd and 3rd lines of inquiry PE: stand-alone & key concepts Music: 4th line of inquiry	Main focus areas: Genre: Information report & Persuasive text English: Key words related to UOI Main focus areas: Numeracy: Time, Shape, geometric reasoning; angles as a measurement of rotation, understand large numbers in context.ACMMG064, 085, 063, 089, 066, 086. Science: (ACSSU048) rotation ACSSU76 (gravity and magnetic forces. Inquiry skills: 053, 064, 066 Incursion: Inflatable DOME Science World HASS: ACHASSK068, ACHGKK010 Specialist Subjects: JAPANESE: 2nd and 3rd lines of inquiry PE: skill development for sports day & LP	Main focus areas: Genre: Note-taking, report English: Expressing and developing ideas Numeracy: Money and financial maths, statistical information Main focus areas: HASS (ACHASSK064), (ACHASSK065) Science -ACHE062 and inquiry skills Excursion: Discovery Centre: Guide Dogs Belair National Park, School community volunteers (incursion) Specialist Subjects: JAPANESE: 3rd line of inquiry PE: 1st and 2nd lines of inquiry	Main focus areas: Genre: Information Report and digital narrative (Windows / Where the Forest Meets the Sea) Numeracy: Interpret data displays, interpret maps and diagrams, interpret chance events, symmetry in the environment. Main focus areas: Science Biological sciences (ACSSU044)ACSH051, ACSSU073, ACSHE065, ACSSU075 HASS ACHASSK085, and 088 ACDTEP017, ACSHE062, ACSHE051 Technologies: ACTDEK010, 014, 015, 016, 017, 018. ACTDIK007, 008, 009, 010, 011, 012, 013. Excursion & School grounds: Cleland, Kuula Yarta & Rokewood Scrub Activities Specialist Subjects: Japanese: Encroachment on habitats & Tanuki and investigate other ways of classifying things with a brain in the Japanese language PE: stand-alone & LP

Belair Primary School Program of Inquiry: (Even Year) 2018

Year 4 /5

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 civilisations, 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 & function of organisations; 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.
T 1 (Weeks 1 – 4)	T 3 (Weeks 6 – 10)	Term 3 Weeks 1-5	T 2 Weeks 3 - 10	Term 4	T 1 Weeks 5 – T2 W 2
<i>Health messages</i> Central Idea: Health messages in the media influence people	<i>European settlement in Australia?</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED	<i>Drama/dance</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED	<i>Classification of materials</i> Central Idea: Materials have observable properties and uses??	<i>Digital technology and consumer choice</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED	<i>Living things</i> Central Idea: TO BE COLLABORATIVELY DEVELOPED
Key Concepts: Related Concepts:	Key Concepts: Related Concepts:	Key Concepts: Related Concepts:	Key Concepts: Related concepts:	Key Concepts: Related concepts :	Key Concepts: Related concepts:
Lines of Inquiry: • TO BE COLLABORATIVELY DEVELOPED	Lines of Inquiry: • TO BE COLLABORATIVELY DEVELOPED • Nature and consequence of contact with Aboriginal and Torres Strait Islander Peoples traders, settlers and explorers. (Perspective)	Lines of Inquiry: • TO BE COLLABORATIVELY DEVELOPED	Lines of Inquiry •	Lines of Inquiry • Factors (different views) that influence consumer choices (change)? •	Lines of Inquiry: • Factors that lead to adaptation (change) • Behaviours and structural features of living things that help them survive (function) • Effects of humans on life cycles (connection)
Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills:	Learner Profile: Caring, balanced Attitudes: Appreciation, independence Skills: Research and Self-management
English Genre: Exposition Numeracy: Statistics and Probability Main focus areas: Health & PE ACPP057, ACPPS039, ACPPS051, The arts: ACADRM035, ACADRR038, ADADRM037.ACAMA059. ACAMAM060, ACAMAM058 English ACELA1490, ACELA1498, ACELY1679, ACELY1694 Incursion: Alpha Performance (Hercules 2016) Specialist Teaching Areas: Japanese: What determines our beliefs and values & LP connection PE: 3 rd line of inquiry	English Genre: 140 word tweet Maths: Statistics and probability Main Focus Areas: HASS: ACHASSK109, ACHASSK110, ACHASSK106, ACHASS1097, ACHASSK086, ACHASSK108, ACHASSK136 Design & technology The arts: ACAMURA087, ACAMUR091, ACADRM033, ACADRR034 Excursion: Specialist Teaching Areas: Japanese Inquiry: 3 rd line of inquiry PE: stand-alone & LP Child Protection: Relationships	Main focus areas: English Genre: Art journal recount Numeracy: Main focus areas: The arts: ACDRM036, ACADRM032, ACAVAM116, ACAM114, ACAVAM116, ACAVAR117. Science ACSSU080 Incursion: Footsteps dance Specialist Teaching Areas: JAPANESE: 1 st , 2 nd and 3 rd lines of inquiry <i>Fine line ink drawings and puppetry</i> PE: stand-alone & LP	English Genre: Procedure (Student Choice) Found Poems Numeracy: Shape 3D objects and 2D Main Focus Areas Science: Earth and space sciences. ACSSU080 Physical Sciences Technologies: ACTDIK007, ACTDIP009 Excursion: Planetarium Specialist Teaching Areas: Japanese Inquiry: Stand-alone & LP PE: stand-alone & LP ADD MUSIC: PERCUSSION	Main focus areas: English Genre: Persuasive poster, article, presentation ACELS1490, ACELA1494, Numeracy: Money and financial maths. ACMNA080 Measurement & geometry Main focus areas: Science: ACSSU074, Science as human endeavour: ACHSHE083, HASS. ACHASSK090 Design & Technologies:ACTDEP014 – ACTDEP018 ACTDEK019 & 023. ACTDEP024 – 028. World Feast Game Excursion: Market & Nature Playground Action Day stalls Specialist Teaching Areas: JAPANESE: 2 nd line of inquiry PE: stand-alone & LP	Main focus areas: English Genre: Procedure Novel: February Dragon, C. Thiele, Bushfire Numeracy: Number and Algebra ACMMG087 ACMMG088 Main focus areas: Science: Earth & Space science ACSSU075 ACSSU075, Physical Sciences ACSSU076, Science as human endeavour: ACSHE081, 089, 231. HASS ACHASI104, ACHASSK114, ACHASSI081 Incursion: CFS, & bushfire equipment Specialist Teaching Areas: JAPANESE: stand-alone & LP PE: stand-alone & LP

Belair Primary School PYP Program of Inquiry: (Even Year) 2016

Year 6/7

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
<p>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.</p> <p>Essential foundation unit of inquiry</p>	<p>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 civilisations, from local and global perspectives.</p>	<p>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.</p> <p>Essential foundation unit of inquiry</p>	<p>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.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure & function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>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.</p>
Term 2 Wk 9 – Term 3 Wk 2	Term 1 Weeks 2 - 6	Term 3 Weeks 3-8	Term 3 Wk 9 – Term 4 Wk 6	Term 1, Wk 7 – Term 2 Wk 2	Term 2 Wk 3-8
<p>Inclusion Central Idea: Individuals and groups can build inclusive and diverse communities.</p>	<p>Interconnection Central Idea: Suggest revising to: Connection with other people and places creates changes in our world.</p>	<p>Imagination Central Idea: Artists are inspired by the environment to create and communicate their thinking.</p>	<p>Equity Central Idea: Equity is affected by access to renewable and non-renewable resources.</p>	<p>Who's in charge? T4 Central Idea: People develop systems of government to maintain order and direct society.</p>	<p>T3 6-10 & T4 1-2 Central Idea: Students to develop their own central ideas after choosing a real-life issue to investigate connected to 'Sharing the Planet.'</p>
<p>Key Concepts: Form, reflection, perspective Related Concepts: stereotypes, culture</p>	<p>Key Concepts: Form, connection, change Related Concepts: interconnection, culture economics</p>	<p>Key Concepts: Connection, change, causation Related Concepts: reality, imagery, expression</p>	<p>Key Concepts: Function, perspective, reflection Related concepts: consumption, renewable and non-renewable energy, transformation of energy</p>	<p>Key Concepts: Function, causation, responsibility Related concepts: democracy, citizenship, Governance, justice</p>	<p>Key Concepts: All key concepts Related concepts: students will choose their own</p>
<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Defining a diverse inclusive society (values, Identifying strategies to promote wellbeing and inclusivity in communities Challenging different opinions and investigating benefits of valuing diversity and promoting inclusivity (discriminatory language) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Location of major countries in Asia Pacific region (form) Global connections between people and places (connection) Significant events that influence change in the world. (change) <p>Look at Yr 6 AC Geography questions</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Elements, techniques and processes involved in visual arts Representing the world through different mediums How the natural world inspires creativity Creating soundscapes (MUSIC) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> Uses of renewable and non-renewable resources(function) Transferring and transforming energy (change) Distribution and access to fresh water (reflection) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> How government systems operate(function) Roles of local, state and federal levels (function) Protection of rights through justice system (causation) Citizenship rights and responsibilities (responsibility) 	<p>Lines of Inquiry: Students to choose:</p> <p>Individually: 1 or 2 key concepts & lines of inquiry Group: key concept and line of inquiry Teachers will adjust the number of lines of inquiry for their students to differentiate</p>
<p>Learner Profile: Open-minded, principled Attitudes: empathy, tolerance Skills: Thinking and Communication</p>	<p>Learner Profile: Reflective, balanced Attitudes: appreciation, enthusiasm Skills: Social and Research</p>	<p>Learner Profile: Communicators, thinkers Attitudes: confidence, curiosity Skills: Communication, meta cognition Thinkers</p>	<p>Learner Profile: risk-takers, reflective Attitudes: independence, commitment Skills: Research and Self-management</p>	<p>Learner Profile: knowledgeable, inquirers Attitudes: respect, tolerance Skills: Thinking and Research</p>	<p>Learner Profile: Caring, inquirer Attitudes: cooperation, integrity Skills: Social and Self- management</p>
<p>Focus Areas: Health and PE, Civics and Citizenship English Genre: Persuasive & Narrative Numeracy: Statistics and Probability Main Focus Areas Health & PE ACPPS051, HASS ACHASSK1996, 197, 198 and 140, ACHASSK140 Inquiry skills The arts: Civics & Citizenship ACHCK051, 52, 53 Excursion: TBD JAPANESE: 1st, 2nd and 3rd lines of inquiry PE: stand-alone & LP Child Protection:</p>	<p>Focus Areas: Media report English Genre: Factorial explanation Numeracy: Data representation and interpretation, describe probabilities using fractions, decimals and percentage. Describe and interpret data displays using median, mean and range. Main Focus Areas HASS ACHASSK138, 139, 140, 141, 149, 150, 151, 199, 200, 201, 202 English (Languages) Science ACSSU115 ACSSU086 Excursion: Get Connected Books JAPANESE: 1st lines of inquiry PE: 3rd line of inquiry & key concept Child Protection:</p>	<p>Focus Areas: English Genre: Description & explanation Texts ACELT1621) ACELY1711 Numeracy: Location and transformation Main Focus Areas The arts: Music ACAMUM088, 089, 092 - 098 Excursion: Art gallery & Botanic Gardens Japanese: ATTEND PLANNING Japanese animation characters JAPANESE: 1st, 2nd and 3rd lines of inquiry PE: stand-alone & LP Child Protection:</p>	<p>Focus Areas: English Genre: Information report A Long Walk to Water Linda Sue Park Numeracy: Measurement and number Main Focus Areas Science ACSSU097, ACSIS110. ASSSU116, 104, 095 & inquiry skills HASS ACHASS182, 183, 184, 185, 186, 187. Economics and Business Mathematics Design and technology ACTDEK020, 034, 031, 023 The arts: visual arts Excursion: Desalination Plant JAPANESE: stand-alone & LP PE: stand-alone & LP Child Protection:</p>	<p>Focus Areas: English Genre: Persuasive text Novel: Lord of the Flies Numeracy: Data representation & interpretation: ACMS169 to ACMS172. Main Focus Areas HASS ACHASSK134, 135, 143, 144, 145, 146, 148, 193, 194, 195 Civics & Citizenship ACHCK047,048, 049 English (Languages) Excursion: Adelaide Law Courts JAPANESE: stand alone & key concepts PE: stand-alone & LP Child Protection:</p>	<p>Focus Areas: English Genre: Multimodal presentation Novel: Numeracy: Percentages and data analysis Main Focus Areas Excursion: JAPANESE: in Japan PE: social and self-management skills Child Protection:</p>