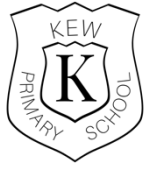




Kew Primary School 2023 Program of Inquiry



	TERM 1			TERM 2			Term 3			Term 4		
	February	March	April	May	June	July	August	September	October	November	December	
Prep	How we organise ourselves Learning requires inclusivity and respect			How the world works Exploring and observing helps us learn			How we express ourselves The world is made up of different people and places			Sharing the Planet We can contribute positively to communities		
	Who we are Feelings help us express ourselves and understand others											
Yr 1	KSK	Where we are in time and place History is important to families	How we express ourselves We use our imaginations to express ourselves			How the world works Problems can be solved through innovation		How we organise ourselves Food goes through many changes		Sharing the Planet Living things rely on their habitats		
	Who we are Actions affect wellbeing											
Yr 2	KSK	How we organise ourselves Food goes through many changes	Where we are in time and place History is important to families		How we express ourselves People communicate through storytelling		Sharing the planet Our world relies on natural resources		How the world works Light and sound are vital for our world.			
	Who we are Self-awareness leads to better learners											
Yr 3	KSK	How we organise ourselves Digital technology is essential for life	Where we are in time and place Exploration can lead to change and discovery		How the world works Materials influences design choices		How we express ourselves Symbols express personal thoughts and feelings		Sharing the Planet Human choices make a different to the environment			
	Who we are Everyone has rights and responsibilities											
Yr 4	KSK	How we organise ourselves Rules and laws reflect the society we live in	Sharing the planet Species are connected through their needs		Where we are in time and place Countries have similarities and differences		How the world works Chance is caused by scientific phenomenon		How we express ourselves Art communicates meaning and provokes varying responses			
	Who we are People share values and beliefs which foster connection											
Yr 5	KSK	Who we are Equity is different to equality	How we organise ourselves Government systems affect the people		Where we are in time and place A nation can have many perspectives		Sharing the planet Change can have a lasting effect		How the world works Science drives the explorations of space			
	How we express ourselves Beliefs and feelings can inspire action											
Yr 6	KSK	Who we are Leadership depends on communication, innovation and organisation	How we express ourselves Beliefs and feelings can inspire action		Where we are in time and place A nation can have many perspectives		How the world Works The way humans balance their use of energy impacts the natural world.		How we organise ourselves Thinking globally and acting locally can benefit the community		Sharing the planet Economic decisions can impact the environment	

Whole School Overview 2023

	Who we are	Where we are in time and place	How we express ourselves	How the World Works	How we organise ourselves	Sharing the Planet T4 presentations.docx
PREP	<p>Central Idea: Feelings help us express ourselves and understand others.</p> <ul style="list-style-type: none"> - What are emotions? - How can we manage our emotions? - How do our emotions impact others? <p>Reporting on: Personal and Social Capabilities</p>		<p>Central Idea: The world is made up of different people and places.</p> <ul style="list-style-type: none"> - What makes up a country special? - How do people celebrate differently? - How are people connected to different places? <p>Reporting on: Intercultural Capability</p>	<p>Central Idea: Exploring and observing helps us learn.</p> <ul style="list-style-type: none"> - How can I use my eye of a scientist? - How can we care for the world around us? - How can I plan and test ideas? <p>Reporting on: Science</p>	<p>Central Idea: Learning requires inclusivity and respect.</p> <ul style="list-style-type: none"> - How can I include others? - How can I show respect? - How can we solve problems? <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: We can contribute positively to communities.</p> <ul style="list-style-type: none"> - What is a community? - What communities am I connected to? - Who are important people and places in our community? <p>Reporting on: Geography</p>
YEAR 1	<p>Central Idea: Actions affect wellbeing.</p> <ul style="list-style-type: none"> - How choices effect a relationship? - How do other people's actions effect how I feel? - How can I be safe? <p>Reporting on: Ethical Capability</p>	<p>Central Idea: History is important to families.</p> <ul style="list-style-type: none"> - What is my family history? - How are families diverse? - How has life changed over time? <p>Reporting on: History, Intercultural Capability</p>	<p>Central Idea: We use our imaginations to express ourselves</p> <ul style="list-style-type: none"> - How can we use our imagination? - How can we appreciate the creativity of others? - STUDENT CONSTRUCTED LINE <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: Problems can be solved through innovation.</p> <ul style="list-style-type: none"> - How can objects move differently? - How do materials impact design? - How can design improve life? <p>Reporting on: Design Technology</p>	<p>Central Idea: Food goes through many changes.</p> <ul style="list-style-type: none"> - Where does food come from? - How are we responsible for food waste? - How can we make healthy choices? <p>Reporting on: -</p>	<p>Central Idea: Living things rely on their habitats.</p> <ul style="list-style-type: none"> - How are habitats diverse? - Why do wants and needs differ? - STUDENT CREATED LINE <p>Reporting on: Science</p>
YEAR 2	<p>Central Idea: Self-awareness leads to better learners.</p> <ul style="list-style-type: none"> - How am I as a learner? - How can I be resilient? - How do I impact the people around me? <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: History is important to families.</p> <ul style="list-style-type: none"> - What is my family history? - How are families diverse? - How has life changed over time? <p>Reporting on: History, Intercultural Capability</p>	<p>Central Idea: People communicate through storytelling.</p> <ul style="list-style-type: none"> - What makes stories important to individuals and groups? - How are stories shared? - How can stories teach others? 	<p>Central Idea: Light and sound are vital for our world.</p> <ul style="list-style-type: none"> - How is light created? - How is sound created? - How can we use our sense to explore the world? <p>Reporting on: Science</p>	<p>Central Idea: Food goes through many changes.</p> <ul style="list-style-type: none"> - Where does food come from? - How are we responsible for food waste? - How can we make healthy choices? <p>Reporting on: -</p>	<p>Central Idea: Our world relies on natural resources.</p> <ul style="list-style-type: none"> - What are natural resources? - How do different people use natural resources? - How can we share our resources? <p>Reporting on: Geography</p>
YEAR 3	<p>Central Idea: Everyone has rights and responsibilities.</p> <ul style="list-style-type: none"> - How to people respond to challenges? - How do we resolve disagreements? - How do personal values impact how we act? <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: Exploration can lead to change and discovery.</p> <ul style="list-style-type: none"> - Why do we explore? - What opportunities are connected to exploration? - What are the different perspectives of exploration and invasion? <p>Reporting on: History</p>	<p>Central Idea: Symbols are used for expression.</p> <ul style="list-style-type: none"> - How can thoughts, feelings and ideas be expressed through symbols? - How do people communicate? - How does identity influence perception? <p>Reporting on: Intercultural Capability</p>	<p>Central Idea: Materials influence design choices.</p> <ul style="list-style-type: none"> - What factors are considered when designing solutions? - Why are buildings designed differently around the world? - How can design promote inclusion? <p>Reporting on: Design Technology</p>	<p>Central Idea: Digital technology is essential for life.</p> <ul style="list-style-type: none"> - How are different technologies valued? - How can technology be used to share important data? - How is technology used to solve problems? <p>Reporting on: Digital Technology</p>	<p>Central Idea: Human choices make a difference to the environment.</p> <ul style="list-style-type: none"> - How do our choices have helpful or harmful effects? - What are our responsibilities towards first nations cultural sights? - What choices can we make to benefit our world? <p>Reporting on: Ethical Capability</p>

<p>YEAR 4</p>	<p>Central Idea: People's beliefs and attitudes foster connection.</p> <ul style="list-style-type: none"> - Where do beliefs come from? - How does persistence and adaptability help me succeed? - How do beliefs and values vary in different cultures? <p>Reporting on: Intercultural Capability</p>	<p>Central Idea: Countries have similarities and differences</p> <ul style="list-style-type: none"> - What are the geographical characteristics of places around the world? - How do Australia's neighbouring countries impact the way we live? - What can we learn from the way others live? <p>Reporting on: Geography</p>	<p>Central Idea: Art communicates meaning and provokes varying responses.</p> <ul style="list-style-type: none"> - What are the different forms art can take? - How can art be interpreted? - How can we create art for a purpose? <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: Change is caused by scientific phenomenon.</p> <ul style="list-style-type: none"> - How can scientific change be observed? - What micro and macro forces can be seen around us? - What influences can I have on scientific phenomenon? <p>Reporting on: Science</p>	<p>Central Idea: Rules and laws reflect the society we live in.</p> <ul style="list-style-type: none"> - How is a local government structured? - How do local governments influence different community? - What rules and laws affect me? <p>Reporting on: Civics and Citizenship</p>	<p>Central Idea: Species are connected through their needs.</p> <ul style="list-style-type: none"> - What effect do humans have on different species? - Why do species need each other? - What is our responsibility in sustaining biodiversity? <p>Reporting on: Ethical Capability</p>
<p>YEAR 5</p>	<p>Central Idea: Equity is different to equality.</p> <ul style="list-style-type: none"> - What does equity and equality look like beyond the classroom? - What is my responsibility to inequality and inequity? <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: A nation can have many perspectives.</p> <ul style="list-style-type: none"> - How have events from the past impacted modern perspectives? - How were past perspectives recorded and communicated? - How can we use events from the past to improve the future? <p>Reporting on: History</p>	<p>Central Idea: Beliefs and feelings can inspire action.</p> <ul style="list-style-type: none"> - Who or what inspires me? - How can I inspire others? - STUDENT CONSTRUCTED LINE <p>Reporting on: Intercultural Capability</p>	<p>Central Idea: Science drives the explorations of space.</p> <ul style="list-style-type: none"> - How is our understanding of the solar system changing? - How does technology influence discovery and understanding? - STUDENT CONSTRUCTED LINE <p>Reporting on: Digital Technology</p>	<p>Central Idea: Government systems affect people.</p> <ul style="list-style-type: none"> - How is Australia's government assembled? - How do government vary worldwide? - What are the roles and responsibilities of governments and citizens? <p>Reporting on: Civics and Citizenship</p>	<p>Central Idea: Change can have a lasting effect.</p> <ul style="list-style-type: none"> - How can change occur on a micro and macro level? - How do living things respond to geographical challenges? - How do human actions effect the earth through ecological disasters? <p>Reporting on: Geography & Science</p>
<p>YEAR 6</p>	<p>Central Idea: Achievement depends on communication, innovation and organisation.</p> <ul style="list-style-type: none"> - How can groups work together to achieve a shared goal? - What influences effective communication? - What role does gender and identity play in society? <p>Reporting on: Design Technology</p>	<p>Central Idea: A nation can have many perspectives.</p> <ul style="list-style-type: none"> - How have events from the past impacted modern perspectives? - How were past perspectives recorded and communicated? - How can we use events from the past to improve the future? <p>Reporting on: History</p>	<p>Central Idea: Beliefs and feelings can inspire action.</p> <ul style="list-style-type: none"> - Who or what inspires me? - How can I inspire others? - STUDENT CONSTRUCTED LINE <p>Reporting on: Intercultural Capability</p>	<p>Central Idea: The way humans balance their use of energy impacts the natural world.</p> <ul style="list-style-type: none"> - How energy presents in different forms? - How can energy be transformed? - How can I make responsible energy choices? <p>Report on: Science</p>	<p><u>ACTION TEAMS</u></p> <p>Central Idea: Thinking globally and acting locally can benefit the community.</p> <ul style="list-style-type: none"> - All STUDENT CONSTRUCTED LINES <p>Reporting on: Critical and Creative and Thinking</p>	<p>Central Idea: Economic decisions can impact the environment.</p> <ul style="list-style-type: none"> - What makes an effective designed solution? - How can I make ethical financial decisions? - Are businesses designed to be sustainable? <p>Report on: Economics and Business</p>