

## Junior Years (Years 1 and 2) – 2017 PYP Program of Inquiry

Transdisciplinary Themes	<b>WHO WE ARE</b> 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.	<b>WHERE WE ARE IN PLACE AND TIME</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations; from local and global perspectives.	<b>HOW WE EXPRESS OURSELVES</b> An inquiry in to the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>HOW WE ORGANISE OURSELVES</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>HOW THE WORLD WORKS</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	<b>SHARING THE PLANET</b> 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.
	<b>31<sup>st</sup> Jan – 10<sup>th</sup> Mar</b>	<b>13<sup>th</sup> Mar – 12<sup>th</sup> May</b>	<b>15<sup>th</sup> May – 30<sup>th</sup> Jun</b>	<b>17<sup>th</sup> Jul – 25<sup>th</sup> Aug</b>	<b>28<sup>th</sup> Aug – 27<sup>th</sup> Oct</b>	<b>30<sup>th</sup> Oct – 21<sup>st</sup> Dec</b>
Units of Inquiry	<p><b>Central Idea</b> Personal safety and healthy relationships with each other can impact our wellbeing and learning.</p> <p><b>Key Concepts:</b> Connection, Causation, Reflection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Feeling safe as an individual</li> <li>- Roles and behaviors within relationships</li> <li>- Feeling impact on learning</li> </ul> <p><b>Learner Profiles</b> Principled, Risk Taker</p>	<p><b>Central Idea</b> A community’s response to significant events provides an insight into the history and values of that community.</p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- The ways which significant events may be recognized locally and/or globally.</li> <li>- How a significant event has an impact on a community</li> <li>- Why viewpoints differ about significant events</li> </ul> <p><b>Learner Profiles</b> Knowledgeable, Open-Minded</p>	<p><b>Central Idea</b> Images communicate ideas and information.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- The use of still and moving images in different mediums</li> <li>- How design elements of images supports communication</li> <li>- How we interpret and respond to images</li> </ul> <p><b>Learner Profiles</b> Inquirers</p>	<p><b>Central Idea</b> Communities require systems to function.</p> <p><b>Key Concepts:</b> Function, Causation, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Types of systems</li> <li>- Why systems are needed</li> <li>- How systems are interconnected</li> </ul> <p><b>Learner Profiles</b> Communicator, Balanced</p>	<p><b>Central Idea</b> All living things go through a process of change.</p> <p><b>Key Concepts:</b> Change, Causation, Connection.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Patterns of growth</li> <li>- How living things change over their lifetime</li> <li>- Factors that can influence life cycles</li> </ul> <p><b>Learner Profiles</b> Thinkers</p>	<p><b>Central Idea</b> When interacting with natural environments humans make choices that have an impact on other living things.</p> <p><b>Key Concepts:</b> Form, Responsibility, Change</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of different habitats</li> <li>- Human impacts on natural habitats</li> <li>- How living things respond to changing environmental conditions.</li> </ul> <p><b>Learner Profiles</b> Caring, Reflective</p>
Exursions and Incursions	<b>20<sup>th</sup> February</b> RACV Road Safety				<b>4<sup>th</sup> September</b> Cranbourne Botanical Gardens	<b>20<sup>th</sup> November</b> Healesville Sanctuary
Opportunities for Connecting with Student Learning	<b>7<sup>th</sup> and 9<sup>th</sup> February</b> Getting To Know You Interviews	<b>5<sup>th</sup> May (9.00am)</b> Reading Information Session  Opportunity for community to share events they celebrate or commemorate.	<b>22<sup>nd</sup> – 26<sup>th</sup> May</b> Celebration of Learning Week/ Education Week including Open Gallery afternoon in classrooms. <b>27<sup>th</sup> &amp; 29<sup>th</sup> Jun</b> Three Way Conferences	<b>26<sup>th</sup> July (6.30- 8.00pm)</b> F to 6 Math Information Session  <b>21<sup>st</sup> – 25<sup>th</sup> Aug</b> Celebration of Learning Week	<b>26<sup>th</sup> October (2.30pm)</b> Foundation and Junior School Performing Arts Concert	<b>14<sup>th</sup> December</b> Christmas Concert  Invitation to community with any experience/knowledge of environmental issues.

