

## Middle Years (Years 3 and 4) – 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>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>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 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>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>31<sup>st</sup> Jan – 17<sup>th</sup> Mar</b>	<b>20<sup>th</sup> Mar – 19<sup>th</sup> May</b>	<b>22<sup>nd</sup> May – 30<sup>th</sup> Jun</b>	<b>17<sup>th</sup> Jul – 1<sup>st</sup> Sept</b>	<b>4<sup>th</sup> Sept – 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> Our cultural experiences help shape our identity and understand others.</p> <p><b>Key Concepts:</b> Form, Causation, Reflection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of culture can be observable and non-observable</li> <li>- How culture affects our decisions and lifestyle</li> <li>- Understanding our own culture allows us to have greater insight into other people</li> </ul> <p><b>Learner Profile</b> Open-Minded, Caring</p>	<p><b>Central Idea</b> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><b>Key Concepts:</b> Form, Perspective, Reflection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Challenges, risks and opportunities that children encounter (local and global)</li> <li>- How children respond to challenges, risks and opportunities</li> <li>- Ways in which individuals and organizations work to protect children from risk</li> </ul> <p><b>Learner Profile</b> Risk Takers</p>	<p><b>Central Idea</b> Nations grow through exploration and settlement, which impacts on the Indigenous people.</p> <p><b>Key Concepts:</b> Connection, Change, Causation</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Indigenous peoples connection to country and place</li> <li>- The impact of exploration on societies</li> <li>- The effects of relationships between indigenous people and new settlers.</li> </ul> <p><b>Learner Profile</b> Principled, Reflective</p>	<p><b>Central Idea</b> Throughout history people have interacted with each other and communicated using The Arts.</p> <p><b>Key Concepts:</b> Change, Connection, Perspective</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- How people communicate through the arts</li> <li>- The role of the arts in different cultures, place and times</li> <li>- Development of art forms over time</li> </ul> <p><b>Learner Profile</b> Communicators</p>	<p><b>Central Idea</b> People apply their understanding of forces and energy to invent and create.</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Inventions that impact peoples' lives</li> <li>- How circumstances lead to the creation of important inventions</li> <li>- How understanding forces and energy helps inventors</li> </ul> <p><b>Learner Profile</b> Inquirer, Knowledgeable</p>	<p><b>Central Idea</b> Physical and virtual spaces provide people with opportunities to make connections and establish a sense of community.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Purpose of public spaces</li> <li>- Characteristics of different public spaces</li> <li>- How people use public spaces</li> </ul> <p><b>Learner Profile</b> Balanced, Thinkers</p>
Excursions and incursions			<b>29<sup>th</sup> May</b> Heritage Walk Excursion	<b>31<sup>st</sup> July – 2<sup>nd</sup> Aug</b> Year 4 Camp	<b>6<sup>th</sup> – 8<sup>th</sup> September</b> Year 3 Camp  <b>11<sup>th</sup> September</b> Forces in Motion Incursion	<b>20<sup>th</sup> November (TBC)</b> Jells Park
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	<b>22<sup>nd</sup> – 26<sup>th</sup> May</b> Celebration of Learning Week/ Education Week  <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>14<sup>th</sup> September</b> 'Night to Shine' Concert	<b>14<sup>th</sup> December</b> Christmas Concert

