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| **Big Idea/Concept** | **Community** | | **Environmental** | | **Technological** | | **Personal** | |
| **Living Together:**  **How do we live and learn together?** | | **Our place in space: How do we care for our world?** | | **Science:**  **What do we know? Why is it so?** | | **All about Me: Who am I? What is good for me?** | |
| **Classroom Community**  Classroom Community: What are the characteristics of a great learner? (Getting Along, Tolerance, Respect, learning) | ***Who am I? Who are we?***  **An inquiry into:** Identifying groups we belong to, rules and our similarities and differences. | | ***How do we care for our garden?***  **An inquiry into:** How do plants grow and why are they important to us and animals? | | ***Why should we recycle?***  **An inquiry into:** identify and describe the changes in materials and how they can be re-used*.* | *Drug Education Incorporating* | ***What foods keep us healthy?***  **An inquiry into:** We need to eat a variety of healthy foods and exercise to keep ourselves healthy. | **P/1 0dd year** |
| ***How do we care for our animals?***  **An inquiry into:** Living things live in different places where their basic needs are met. e.g. food, water, shelter. | | ***How does the weather change?***  ***An inquiry into:*** *Daily and seasonal changes affect plants, animals and our everyday lives.* | ***How do we keep safe?***  **An inquiry into:** How to keep yourself safe, at home, at school and in the community. | **Even year** |
| ***Our Community***  What makes our local community special?  **An inquiry into:** our local Kings Park community and how it is changing. | | **Water and us**  Why is water so important?  **An inquiry into:** why water is so important to us | | **Seasons and science**  **The Cycle of Life**  How do living things grow and change?  **An inquiry into**: How living things grow and change during their lives | ***All for one and one for all…***  *Why is important to play and work together?*  **An inquiry into:** how we can work and play together as a team. | **2** |
| ***Victoria***  *What makes Victoria special?*  **An inquiry into:** the geographical diversities of Victoria. | | **Living and non-living things**  ‘How do living and non – living things (biotic and abiotic) interact with each other?  ‘How is life different if you lived in the water?’  **An inquiry into:** The observable features, which form the basis for grouping living and non-living things. | | **Heat in action**  ‘What is heat and how does it change things?’  **An inquiry into:** How heat is produced and how liquids and solids respond and react to it. | ***Keeping Us Safe***  *How can I be safe?*  **An inquiry into:** Different situations children may face and making right and safe choices. | **3** |
| ***You* and *I***  *What does it mean to be Australian?*  **An inquiry into:** our colonial past and the adventures of Captain Cook who shaped our country’s European history. From there students ask how am I Australian? | | ***Now you see it, now you don’t.***  *How does the way we live affect all living things?*  **An inquiry into:** Students will understand the delicate balance biodiversity plays and the role of each animal within a food chain. Classes will also investigate human impact on the environment. | | **Energy at work**  *What are forces? How do forces affect objects?*  **An inquiry into:** the use of forces in everyday life and how push and pull affects the force of an object. | ***Go for your life***  *Why does it matter what I eat?*  **An inquiry into:** Looking at peoples food choices and how we have a balanced diet by eating a variety of the five food groups. | **4** |
| **Team Building**  What do we know about the lives of people in Australia’s Colonial past? How did they influence how Australia is today?  **An inquiry into:** colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people. | | **My place in space**  How does the solar system work and how is Earth part of the solar system? How do living things survive on Earth?  **An inquiry into:**  The Earth is part of a system of planets orbiting around a star (the sun). Students investigate how living things survive on Earth. | | **Solids, Liquids and Gases**  What are solids, liquids and gases and what part do they play in our lives?  **An inquiry into**: the differences in observable properties of solids, liquids and gases and how they behave in different ways. | ***Body systems***  *What do I need to be healthy?*  **An inquiry into:** how our bodies work and how they are influenced by unhealthy behavior or substances. | **5** |
| **Light**  *How does light improve our lives?*  **An inquiry into:** the Sun as a source of light. Light from a source forms shadows and can be absorbed, reflected and refracted (*solar cars*). |
| **Australia as a nation**  What is needed for a community to work? How do communities organise themselves?  **An Inquiry into:** What contribution have significant individuals, groups and events made to the development of Australian society. | | ***A Global Warning***  *How can we make a change to help* our *Earth?*  **An inquiry into:** After studying the consequences of global warming, students will make changes to their life and others to reduce their carbon impact on Earth. | | **Science in our world**  *Where is science in our world and how do we use it?*  **An inquiry into:** Students explore how science is used in everyday life noting how technology influences us. Chemical based. | ***What’s happening to me?***  *What is puberty? How does it change my body?*  **An inquiry into:** Looking into the physical and mental changes of puberty and how students can understand those changes to make better decisions. | **6** |

Term 4

Term 3

Term 2

Term 1

stts use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.