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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.