



I • P • S Reception Programme of Inquiry 2016-17

Year Level	Who we are 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; and what it means to be human.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.	Sharing the planet 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.
Reception	<p>Title: <i>Belonging</i></p> <p>Central idea: Belonging emerges from connections we make with people and places.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - groups we belong to (form) - norms of behaviour with different groups (function) - our responsibility towards others (responsibility) <p>Key concepts: form, function, responsibility</p> <p>Related concepts: belonging, identity, behaviour</p> <p>Learner Profile: caring, communicator, principled</p>	<p>Title: <i>Emotions</i></p> <p>Central idea: People recognise and respond to emotions in different ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - names of emotions (form) - emotional triggers (reflection) - possible choices (perspective) <p>Key concepts: perspective, reflection, form</p> <p>Related concepts: feelings, emotions, behaviour</p> <p>Learner profile: open-minded, caring, reflective</p>	<p>Title: <i>Change</i></p> <p>Central idea: Change can be observed in living and non-living things.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - how living things change (change) - how non-living things can be changed (change) - how we know something has changed (reflection) - how change is connected to our daily lives (connection) <p>Key concepts: change, connection, reflection</p> <p>Related concepts: growth, lifecycles</p>	<p>Title: <i>Caring for Animals</i></p> <p>Central idea: People have a responsibility to care for the animals around them.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - the different roles animals play in people's lives (function) - the impact shelter, food and nurturing have on animals (causation) - our responsibility for the well-being of animals (responsibility) <p>Key concepts: Function, causation, responsibility</p> <p>Related concepts:</p>



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	Subject foci: PSPE Social Studies Visual Arts Math Music	Subject foci: PSPE Visual Arts Language Music	Learner Profile: thinker, inquirer, knowledgeable Subject foci: Science Social studies The Arts Language	relationships, responsibility Learner profile: caring, principled, knowledgeable Subject foci: Science Social studies Language
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