



# Santa Sabina College



## Balanced

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others



## Caring

We Show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment



## Communicators

We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.



## Inquirers

We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.



## Knowledgeable

We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



## Open-Minded

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience



## Principled

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.



## Reflective

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development



## Risk-Takers

We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs



## Thinkers

We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions

## Santa Sabina Primary School Programme of Inquiry

As a candidate Primary Years Programme (PYP) International Baccalaureate school, Santa Sabina College is excited to present their Programme of Inquiry for 2016. The PYP asks educators to identify “what is really worth knowing” for students. This Programme of Inquiry (POI) will provide students with learning experiences that are engaging, relevant, challenging and significant, in learning situations that are stimulating and provocative. As part of the curriculum, our students will inquire into, and learn about, globally significant issues in the context of units of inquiry (see below), each of which addresses a central idea relevant to a particular transdisciplinary theme. Each grade level visits each of these themes once per year – they are the headings in each box below. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. Each unit is anticipated to last 5 weeks with a week for review. The PYP provides a framework that gives support for students to be active inquirers and lifelong learners.

## Santa Sabina College Programme of Inquiry for 2016

It is important to note that the curriculum in a Primary Years Programme (PYP) school includes all student activities, academic and non-academic, for which the school takes responsibility. The PYP is **not** a subject.

### **What is a POI?**

Throughout each year students are engaged in an in-depth inquiry into six transdisciplinary themes from Kindergarten to Year 5 and four themes in Prep Class.

It is a requirement of the IB that PYP schools have a coherent, articulated POI that allows for a balanced inclusion of the subject areas; Language (Reading, Writing, Talking and Listening), Mathematics, HSIE (Human Society and its Environment and Languages), Science and Technology, Creative Arts (Music, Visual Arts, Dance and Drama) and PDHPE (Personal Development, Health and Physical Education).

### **What does the POI contain?**

- **A Unit of Inquiry** is organized under each of the **six transdisciplinary themes at each Year level:** *Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves and Sharing the Planet.* In the Early Years students investigate a unit under each of the themes: *Who we are* and *How We express ourselves*, plus two other themes of choice. The transdisciplinary themes are revisited every academic year.
- **Central Ideas** that express in one concise sentence an enduring understanding. Central Ideas are linked to the transdisciplinary theme, should be engaging, relevant, challenging and significant, and written as a concise statement. Throughout each unit student's work towards developing a thorough understanding of the Central Idea which they can support with solid evidence.
- **Key and Related Concepts** for each Unit of Inquiry. The 8 key concepts; *form, function, causation, change, connection, perspective, responsibility and reflection* help focus the direction of the units. Usually 2-3 key concepts are selected per Unit of Inquiry. Related concepts are derived from the key concepts and help deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning.
- **Lines of Inquiry** that clarify the Central Ideas and define the scope of the inquiry. Usually there are 3-4 Lines of Inquiry. The Lines of Inquiry extend the inquiry, focus student research, and deepen students' understanding.

It should be recognized that this transdisciplinary Programme of Inquiry is not merely a novel way of repackaging subject-specific content. Rather, it is a way of students using a range of subject-specific knowledge, concepts and skills in order to develop a deeper understanding of the transdisciplinary themes. **Adapted from 'Developing a Transdisciplinary Programme of Inquiry' (IB, 2012)**

## HOW KEY CONCEPTS, ATTITUDES, LEARNER PROFILE AND SKILLS ARE COVERED ACROSS THE POI 2016

All eight concepts must be represented on the Programme of Inquiry at each year level...No more than three key PYP concepts should be selected to focus on in any one Unit of Inquiry. Related concepts...deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another and between disciplinary and transdisciplinary learning.

There should be a balance of PYP concepts used throughout each transdisciplinary theme. This does not mean that each key concept must be represented under each transdisciplinary theme but rather we need to be mindful of repetition or under representation of concepts in order to ensure that there are appropriate opportunities for students to revisit and develop their understanding of all concepts.

Developing a Transdisciplinary Programme of Inquiry 2012 (pp5-6)

## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Prep

<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 relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	<b>How we express ourselves</b> 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.	<b>How the world works</b> An inquiry into: the natural world & its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on 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>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.
1		3	2	3	
<b>Central Idea:</b> Every family is unique	<b>Central Idea:</b>	<b>Central Idea:</b> We communicate through different languages	<b>Central Idea:</b> Light has different sources	<b>Central Idea:</b> <i>Everyone cooperates to help each other</i>	<b>Central Idea:</b>
<b>Lines of Inquiry:</b> What is a family  Roles and responsibility within a family  The diversity of family backgrounds and structures	<b>Lines of Inquiry:</b>	<b>Lines of Inquiry:</b> Types/forms of language (body language, sounds, signs and images)  How we use different types of language  Messages Interpretation	<b>Lines of Inquiry:</b> How to create and change colour  The effect of light on colour  Exploration of shadows	<b>Lines of Inquiry:</b> How we help each other (connection)  Different roles in our local communities (Function)  Responsibilities of individuals and groups in our local community (Responsibility)	<b>Lines of Inquiry:</b>
<b>Key Concepts:</b> Perspective Form	<b>Key Concepts:</b>	<b>Key Concepts:</b> Function, Form and Perspective.	<b>Key Concepts:</b> Change, Causation	<b>Key Concepts:</b> Responsibility Function Connection	<b>Key Concepts:</b>
<b>Related Concepts:</b> Family, Structure, System	<b>Related Concepts:</b>	<b>Related Concepts:</b> Language, Communication and Interpretation	<b>Related Concepts:</b> Energy, source, light	<b>Related Concepts:</b> School, home and local communities, cooperation	<b>Related Concepts:</b>

<b>Skills</b> Social, Self Management	<b>Skills</b>	<b>Skills</b> Communication, Thinking	<b>Skills</b> Research Thinking	<b>Skills</b> Self Management, Research	<b>Skills</b>
<b>Attributes</b> Balanced, Open –Minded, Caring	<b>Attributes</b>	<b>Attributes</b> Communicators, Thinker, Reflective	<b>Attributes</b> Principled, Inquirer	<b>Attributes</b> Knowledgeable, Inquirer, Courageous	<b>Attributes</b>
<b>Attitudes</b> Appreciation, Confidence, Respect	<b>Attitudes</b>	<b>Attitudes</b> Creativity, Co-operation. Independence	<b>Attitudes</b> Empathy, Curiosity	<b>Attitudes</b> Curiosity, Commitment, Enthusiasm	<b>Attitudes</b>
<b>Transdisciplinary Links:</b> <b>English:</b> Informative Factual Texts-Description ENe-4A ENe-6B ENe-2A <b>Maths</b> 3D: MA1-14MG Data MAe-17SP Length MAe-9MG Whole Number MAe- 4NA Position MAe-16MG Area MAe-10MG Patterns & Algebra MAe- 8NA 2D MAe-15MG <b>History</b> <b>PDH</b> COES1.1 DMES1.2 INES1.3 PSES1.5 GDES1.9 <b>Science and Technology</b> STe-8NE <b>Visual Arts:</b> Self Portraits (refer to specialist program re: outcomes) <b>History</b> HTe-1 HTe-2	<b>Transdisciplinary Links:</b>	<b>Transdisciplinary Links:</b> <b>Imaginative Texts/Poetry</b> ENe-4A ENe-6B ENe-2A  <b>Maths</b> Whole Number MAe-4NA Data MAe-17SP Patterns & Algebra MAe-8NA <b>History</b> <b>PDH</b> MOES1.4 COES1.1 DMES1.2 INES1.3 PSES1.5 PHES1.12 <b>Language/Japanese</b> Culture <b>Music:</b> Instruments to tell stories (refer to specialist program re: outcomes) <b>Visual Arts:</b> Visual Images to tell stories refer to specialist program re: outcomes) <b>History</b> HTe-1 HTe-2	<b>Transdisciplinary Links:</b> <b>Science:</b> STe-9MW STe-7NE Ste-4WS  <b>PDH</b>  COES1.1 DMES1.2 INES1.3 PSES1.5  <b>Maths</b> Position MAe-16MG Time MAe-13MG 2D MAe-15MG  <b>English</b> Informative Texts Explanations  ENe-4A ENe-6B ENe-2A	<b>Transdisciplinary Links:</b> <b>Science:</b> Ste-10ME Ste-5WT  <b>PDH</b> COES1.1 DMES1.2 INES1.3 PSES1.5  <b>Maths</b> Data MAe-17SP  <b>English</b> Informative Texts Factual Report  ENe-4A ENe-6B ENe-2A	<b>Transdisciplinary Links:</b>



## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Kindergarten

<p><b>Who we are</b></p> <p>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.</p>	<p><b>Where we are in place and time</b></p> <p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p><b>How we express ourselves</b></p> <p>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.</p>	<p><b>How the world works</b></p> <p>An inquiry into: the natural world &amp; its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organise ourselves</b></p> <p>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.</p>	<p><b>Sharing the planet</b></p> <p>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.</p>
<p>Term 1: UOI 2</p>	<p>Term 3: UOI 5 Term 4: UOI 5</p>	<p>Term 4: UOI 6</p>	<p>Term 3: UOI 4</p>	<p>Term 1: UOI 1</p>	<p>Term 2: UOI 3</p>
<p><b>Central Idea:</b></p> <p>Personal characteristics and abilities shape identity</p>	<p><b>Central Idea:</b></p> <p>My family has a history</p>	<p><b>Central Idea:</b></p> <p>Stories can be communicated in a variety of ways.</p>	<p><b>Central Idea:</b></p> <p>People discover new things when they test their ideas.</p>	<p><b>Central Idea:</b></p> <p>Schools provide us with a place to learn and have fun.</p>	<p><b>Central Idea:</b></p> <p>Living things share resources in order to survive.</p>

<p><b>Lines of Inquiry:</b></p> <p>Physical characteristics</p> <p>Celebrating our identity</p> <p>Recognizing similarities and differences between myself and others</p>	<p><b>Lines of Inquiry:</b></p> <p>Significant events and experiences contribute to their personal histories</p> <p>Personal histories sources</p> <p>Communication of personal histories</p>	<p><b>Lines of Inquiry:</b></p> <p>What a story is</p> <p>Why stories are shared</p> <p>How stories can be created, shared and interpreted</p>	<p><b>Lines of Inquiry:</b></p> <p>Materials have properties that can be observed and tested</p> <p>Factors affecting movement</p> <p>Interconnectedness/connection between materials and movement</p>	<p><b>Lines of Inquiry:</b></p> <p>What makes a school</p> <p>Why people go to school</p> <p>The history of our school</p>	<p><b>Lines of Inquiry:</b></p> <p>Characteristics of living things</p> <p>The relationship within and between living things - Case Study: Ocean / Underwater</p> <p>How plants and animals respond /adapt to changes in the environment</p>
<p><b>Key Concepts:</b></p> <p>Form, Connection, Perspective</p>	<p><b>Key Concepts:</b></p> <p>Form, Change, Reflection</p>	<p><b>Key Concepts:</b></p> <p>Form, Function, Perspective</p>	<p><b>Key Concepts:</b></p> <p>Form, Causation, Change</p>	<p><b>Key Concepts:</b></p> <p>Form, Responsibility, Function</p>	<p><b>Key Concepts:</b></p> <p>Connection, Responsibility, Function</p>
<p><b>Related Concepts:</b></p> <p>identity, diversity, character</p>	<p><b>Related Concepts:</b></p> <p>journeys, opportunities</p>	<p><b>Related Concepts:</b></p> <p>story, presentation</p>	<p><b>Related Concepts:</b></p> <p>discovery, experimentation</p>	<p><b>Related Concepts:</b></p> <p>teamwork, organisation/ institution</p>	<p><b>Related Concepts:</b></p> <p>survival, interdependence, adaptation</p>
<p><b>Skills</b></p> <p>Communication, Self Management</p>	<p><b>Skills</b></p> <p>Communication, Research</p>	<p><b>Skills</b></p> <p>Thinking, Communication</p>	<p><b>Skills</b></p> <p>Thinking, Communication</p>	<p><b>Skills</b></p> <p>Social, Communication</p>	<p><b>Skills</b></p> <p>Thinking, Research</p>
<p><b>Attributes</b></p> <p>Communicator, Caring, Balanced</p>	<p><b>Attributes</b></p> <p>Principled, Balanced, Reflective</p>	<p><b>Attributes</b></p> <p>Inquirer, Courageous</p>	<p><b>Attributes</b></p> <p>Thinker, Open-Minded, Courageous</p>	<p><b>Attributes</b></p> <p>Knowledgeable, Caring</p>	<p><b>Attributes</b></p> <p>Inquirer, Reflective</p>
<p><b>Attitudes</b></p> <p>Appreciation, Commitment, Confidence</p>	<p><b>Attitudes</b></p> <p>Empathy, Integrity</p>	<p><b>Attitudes</b></p> <p>Appreciation, Creativity, Tolerance</p>	<p><b>Attitudes</b></p> <p>Curiosity, Enthusiasm, Independence</p>	<p><b>Attitudes</b></p> <p>Confidence, Co-operation</p>	<p><b>Attitudes</b></p> <p>Curiosity, Respect</p>

<p><b>Transdisciplinary Links: Science and Technology:</b>  <b>History:</b> : HTe-1  HTe-2  <b>PDH:</b>  COES1.1  DMES1.2  PSES1.5  INES1.3</p> <p><b>English:</b> Informative Texts  Personal Recount and Factual Description  ENe-4A  ENe-6B  ENe-2A</p> <p><b>Mathematics::</b> Whole  Number  MA1-4NA  Data MA1-17SP  Length  MAe-9MG</p>	<p><b>Transdisciplinary Links: History:</b> HTe-1  HTe-2  <b>PDH:</b>  INES1.3  GDES1.9  PHES1.12</p> <p><b>English:</b>  Informative Texts:  Personal/Factual Recounts  ENe-4A  ENe-6B  ENe-2A</p> <p><b>Mathematics:</b>  Patterns &amp; Algebra  MAe-8NA</p>	<p><b>Transdisciplinary Links: Science and Technology :</b>  <b>n/a</b>  <b>History:</b> HTe-1  HTe-2</p> <p><b>PDH:</b>  INES1.3</p> <p><b>English:</b>  Imaginative Texts  Narrative, Poetry, Drama</p> <p>ENe-4A  ENe-6B  ENe-2A</p> <p><b>Mathematics:</b> Patterns and Algebra NA1-8NA  Time  MEe-1M3G</p>	<p><b>Transdisciplinary Links: Science and Technology</b> STe-9ME  STe-6NE  Ste-4WS</p> <p><b>PDH:</b>  INES1.3  SLES1.13</p> <p><b>English:</b>  Informative Texts  Explanations</p> <p>ENe-4A  ENe-6B  ENe-2A</p> <p><b>Mathematics:</b> Mass MAe-12MG</p> <p>Volume &amp; Capacity  MAe-11MG</p>	<p><b>Transdisciplinary Links: Science and Technology:</b>  STe-10ME  STe-5WT</p> <p><b>PDH:</b>  COES1.1  DMES1.2  PSES1.5  INES1.3  IRES1.11</p> <p><b>English:</b> Informative Texts  Factual Description</p> <p>ENe-4A  ENe-6B  ENe-2A  <b>Maths:</b> 2D</p> <p>MAe-15MG  Patterns &amp; Algebra MA1-8NA</p>	<p><b>Transdisciplinary Links: Science:</b> STe-8NE  STe-7NE  STe-5WT</p> <p><b>PDH:</b>  INES1.3</p> <p><b>English:</b> Informative Texts  Factual Report</p> <p>ENe-4A  ENe-6B  ENe-2A</p> <p><b>Mathematics:</b> Position  MAe-16MG</p> <p>Area  MAe-10MG</p>
<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>	<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>	<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>	<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>	<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>	<p><b>Specialist Links</b>  Language  Music  PE  Visual Arts  Drama</p>
<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences: STEM:Robotics:</b> BeeBots-tell a story using a BeeBot</p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b></p>

## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Year 1

<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 relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	<b>How we express ourselves</b> 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.	<b>How the world works</b> An inquiry into: the natural world & its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on 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>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>Term 1: UOI 1</b>	Term 3: UOI 5 Term 4: UOI 5	<b>Term 4: UOI 6</b>	<b>Term 2: UOI 3</b>	<b>Term 3: UOI 4</b>	<b>Term 1: UOI 2</b>
<b>Central Idea:</b> Relationships influence our lives	<b>Central Idea:</b> Change and continuity in family life over time	<b>Central Idea:</b> Traditions help unify people/society	<b>Central Idea:</b> Energy can be observed through sound and light.	<b>Central Idea:</b> <i>Transport systems respond to community needs</i>	<b>Central Idea:</b> Natural resources support daily life
<b>Lines of Inquiry:</b> Friends and their characteristics Ways to make and keep friends Positive relationships affect our lives	<b>Lines of Inquiry:</b> Similarities and differences in family life over time (between generations) Sequence of time Significance of personal /family event/s	<b>Lines of Inquiry:</b> Family traditions and celebrations that bring people together Appreciation of universal milestones that connect us (celebrations in different cultures) Significance/meanings that people assign to celebrations and traditions (symbolism)	<b>Lines of Inquiry:</b> Different sources for light and sound Purpose of sound and light Energy can exist in the form of light and sound	<b>Lines of Inquiry:</b> Different transport systems Relationships between different transport systems and the environment. How transport impacts on our lives.	<b>Lines of Inquiry:</b> Earth's natural resources Humans use of earth's natural resources (to meet needs Responsibilities towards their use and management
<b>Key Concepts:</b> Responsibility , Perspective, Function	<b>Key Concepts:</b> Change, Reflection, Perspective	<b>Key Concepts:</b> Form, Connection, Perspective	<b>Key Concepts:</b> Causation Reflection	<b>Key Concepts:</b> Form, Connection, Function	<b>Key Concepts:</b> Causation Connection, Responsibility
<b>Related Concepts:</b> relationships	<b>Related Concepts:</b> identity, social, inheritance	<b>Related Concepts:</b> unity, traditions	<b>Related Concepts:</b> energy, sound, light	<b>Related Concepts:</b> services, network, support, needs	<b>Related Concepts:</b> interdependence, systems
<b>Skills</b> Social, Self Management	<b>Skills</b> Communication, Research	<b>Skills</b> Thinking, Self Management	<b>Skills</b> Thinking, Social, Communication	<b>Skills</b> Thinking, Communication, Self Management	<b>Skills</b> Social, Communication, Research

<b>Attributes</b> Communicator, Principles, Balanced	<b>Attributes</b> Open-Minded, Balanced, Reflective	<b>Attributes</b> Inquirer, Knowledgeable, Thinker	<b>Attributes</b> Inquirer, Thinker, Courageous	<b>Attributes</b> Communicator, Caring	<b>Attributes</b> Inquirer, Knowledgeable, Reflective
<b>Attitudes</b> Co-operation, Respect, Independence	<b>Attitudes</b> Appreciation, Empathy, Integrity	<b>Attitudes</b> Creativity, Respect, Commitment	<b>Attitudes</b> Confidence, Curiosity, Enthusiasm	<b>Attitudes</b> Cooperation, Empathy, Tolerance	<b>Attitudes</b> Appreciation, Creativity, Respect
<b>Transdisciplinary Links: Science and Technology</b> ST1-14BE ST1-4WS ST1-5WT <b>History</b> HT1-1 (1) HT1-4 <b>PDH</b> COS1.1 DMS1.2 INS1.3 PSS1.5 IRES1.11  <b>English</b> Focus: Informative Descriptions Related: Poetry/ Narrative  EN1-1A EN1-2A EN1-4A  <b>Mathematics:</b> Area  MA1-10MG	<b>Transdisciplinary Links: Science and Technology</b> ST1-12MW ST1-16P ST1-5WT <b>History</b> HT1-1 HT1-2 HT1-4  <b>PDH</b> GDS1.9  <b>English</b> Informative/Imaginative: Historical Recount/Memoir  EN1-1A EN1-2A EN1-4A  <b>Mathematics</b>  Whole Number MAI-4NA Time MAI-13MG	<b>Transdisciplinary Links: Science and Technology: N/A</b> <b>History</b> HT1-1 HT1-2 HT1-4  <b>PDH</b> <b>English</b> Focus: Informative: Factual Description EN1-1A EN1-2A EN1-4A  <b>Mathematics n/a</b>	<b>Transdisciplinary Links: Science and Technology</b> ST1-6PW ST1-4WS ST1-5WT  <b>History</b> <b>PDH</b> SLES1.13  <b>English</b> .Focus: Informative: Procedure  EN1-1A EN1-2A EN1-4A  <b>Mathematics</b> Patterns & Algebra MA1-8NA	<b>Transdisciplinary Links: Science and Technology</b> ST1-14BE ST1-5WT  <b>History</b> <b>PDH</b> <b>English</b> Persuasive Text  EN1-1A EN1-2A EN1-4A  <b>Mathematics</b>  Volume and Capacity MAI-11MG Time MAI-13MG 3D MAI-14MG	<b>Transdisciplinary Links: Science and Technology</b> ST1-9ES ST1-10LW ST1-4WS  <b>History</b> <b>PDH</b> PHES1.12  <b>English</b> Focus: Informative: Report  EN1-1A EN1-2A EN1-4A  <b>Mathematics</b> Data MAI-17SP Position MAI-16MG Patterns & Algebra MAI-8NA
<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama
<b>Learning Experiences:</b>	<b>Learning Experiences:</b>  Archive Incursion	<b>Learning Experiences:</b>	<b>Learning Experiences:</b> <b>STEM Robotics:</b> / Bee-Bots: Explore light and sound through use of robots and construction of robotics	<b>Learning Experiences:</b>	<b>Learning Experiences:</b>  Excursion to Georges Hall



## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Year 2

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
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.	An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	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.	An inquiry into: the natural world & its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	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.	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.
Term 1: UOI 1	Term 1: UOI 2	Term 2: UOI 3	Term 4: UOI 6	Term 3: UOI 4	Term 3: UOI 5 Term 4: UOI 5
<b>Central Idea:</b> People's relationships with each other can have an effect on well being.	<b>Central Idea:</b> Artefacts connect us to our past	<b>Central Idea:</b> People use the arts to inspire and express their perspective.	<b>Central Idea:</b> Weather affects our lives and the environment	<b>Central Idea:</b> Communication and technology connects people and communities	<b>Central Idea:</b> Actions impact on the continuance of animals.
<b>Lines of Inquiry:</b> How we develop relationships How relationships affect us Roles and behavior within relationships	<b>Lines of Inquiry:</b> Aspects of the past we can see today Similarities and differences between objects from past and present (toy focus) Impact of technology	<b>Lines of Inquiry:</b> The diverse ways in which people express themselves The importance/responsibility of the arts in communicating/ cultural traditions The arts can be a used to express perspectives	<b>Lines of Inquiry:</b> Water cycle and how it works Causes of weather. Human response to weather/ events.	<b>Lines of Inquiry:</b> How different communication systems work Why particular communication systems are used How new technology affects the way we communicate	<b>Lines of Inquiry:</b> Differentiation between <b>endangered</b> animals and <b>extinct</b> Reasons for endangered animals Human actions affect endangered animals
<b>Key Concepts:</b> Causation, Responsibility, Reflection	<b>Key Concepts:</b> Function, Change, Reflection	<b>Key Concepts:</b> Connection, Reflection, Perspective	<b>Key Concepts:</b> Connection, Function	<b>Key Concepts:</b> Form, Connection, Function	<b>Key Concepts:</b> Causation, Responsibility, Reflection
<b>Related Concepts:</b> choices, adaptation, consequences	<b>Related Concepts:</b> change, toys	<b>Related Concepts:</b> arts, expression, uniqueness, identity	<b>Related Concepts:</b> Weather, change, consequences	<b>Related Concepts:</b> communication, connection, systems	<b>Related Concepts:</b> survival, consequences, action
<b>Skills</b> Social, Self Management	<b>Skills</b> Social Research	<b>Skills</b> Communication, Research	<b>Skills</b> Thinking, Research	<b>Skills</b> Thinking, Social	<b>Skills</b> Self Management, Research

<b>Attributes</b> Communicator, Caring, Balanced	<b>Attributes</b> Knowledgeable, Thinker, Reflective	<b>Attributes</b> Open-Minded, Courageous, Balanced	<b>Attributes</b> Inquirer, Thinker, Open- Minded	<b>Attributes</b> Inquirer, Knowledgeable, Reflective	<b>Attributes</b> Communicator, Thinker, Reflective
<b>Attitudes</b> Cooperation, Empathy, Respect	<b>Attitudes</b> Appreciation, Curiosity, Respect	<b>Attitudes</b> Confidence, Creativity, Integrity	<b>Attitudes</b> Creativity, Curiosity, Enthusiasm	<b>Attitudes</b> Cooperation, Independence, Tolerance	<b>Attitudes</b> Appreciation, Commitment, Respect
<b>Transdisciplinary Links: Science and Technology</b> ST1-14BE ST1-4WS ST1-5WT  <b>History</b> <b>PDH</b> COS1.1 DMS1.2 INS1.3 PSS1.5 PSS1.5  <b>English</b> Focus: Informative: Explanation (cause and effect)  EN1-6B EN1-7B EN1-8B  <b>Mathematics: n/a</b>	<b>Transdisciplinary Links: Science and Technology</b> ST1-7PW ST1-13MW ST1-4WS ST1-5WT  <b>History</b> HT1-2 HT1-3 HT1-4  <b>PDH</b> INS1.3 GDS1.9 <b>English</b> Focus: Informative- Explanation /Imaginative: Historical Recount/Memoir EN1-6B EN1-7B EN1-8B  <b>Mathematics</b> Time MA1-13MGSpace & Geometry–2D MA1-15MG	<b>Transdisciplinary Links: Science and Technology</b> <b>History</b> <b>PDH</b> INS1.3  <b>English</b> Imaginative: Poetry, Narrative, Description  EN1-6B EN1-7B EN1-8B  <b>Mathematics</b> <ul style="list-style-type: none"> <li>• Position MA1-16MG</li> <li>• Data MA1-18SP</li> <li>• Patterns Algebra MA1- 8NA &amp; MA1-4NA</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST1-8ES ST1-4WS ST1-5WT  <b>History</b> <b>PDH</b> INS1.3  <b>English</b> Focus Informative: Procedure/ Explanation EN1-6B EN1-7B  <b>Mathematics</b> <ul style="list-style-type: none"> <li>• Chance MA1-19SP</li> <li>• Data MA1-18SP</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST1-15I ST1-5WT  <b>History</b> HT1-3 HT1-4  <b>PDH</b> INS1.3 IRES1.11  <b>English</b> Focus: Persuasive Texts  EN1-6B EN1-7B EN1-8B  <b>Mathematics</b> <ul style="list-style-type: none"> <li>• 3D Space MA1-14MG</li> <li>• Mass MA1-12MG</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST1-11LW (5) ST1-4WS ST1-5WT  <b>History</b> <b>PDH</b> SLS1.13  <b>English</b> <b>Mathematics</b> <ul style="list-style-type: none"> <li>• Data MA1-18SP</li> <li>• Length MA1-9MG</li> </ul>
<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language: Transdisciplinary links Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama

<b>Learning Experiences:</b>	<b>Learning Experiences:</b> Incursion: Sydney Living Museum Secondary Science Lab visit <b>STEM/ Robotics:</b> create a LEGO model/create a LEGO robot. Compare.	<b>Learning Experiences:</b> Excursion: MCA Experts Speakers representing different art forms	<b>Learning Experiences:</b>	<b>Learning Experiences:</b>	<b>Learning Experiences:</b>
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## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Year 3

<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 relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	<b>How we express ourselves</b> 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.	<b>How the world works</b> An inquiry into: the natural world & its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on 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>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.
Term 1: UOI 1	Term 2: UOI 3	Term 3: UOI 4	Term 1: UOI 2	Term 3: UOI 5 Term 4: UOI 5	Term 4: UOI 6
<b>Central Idea:</b> Different factors affect personal well-being.	<b>Central Idea:</b> Human interactions and settlements are influenced by the Earth's physical geography.	<b>Central Idea:</b> We discover more when we reflect on other ways of knowing.	<b>Central Idea:</b> Matter can be manipulated, modified and changed to meet specific needs	<b>Central Idea:</b> Structures are influenced by design and purpose	<b>Central Idea:</b> Human actions and natural processes shape the Earth's surface
<b>Lines of Inquiry:</b> The concept of well-being- emotional and social and spiritual well being . Factors that contribute to well-being . Connection between service and quality of life	<b>Lines of Inquiry:</b> Location and characteristics of places . Population patterns . The effect of settlement on the importance of country and place to indigenous people	<b>Lines of Inquiry:</b> Ways of 'knowing' . Cultures can be explored through 'ways of knowing' (including significant cultural celebrations and commemorations – Australia) . Appreciating different cultural perspectives	<b>Lines of Inquiry:</b> The 3 states of matter . Ways in which matter can change between states (heat) . Properties of matter have evolved over time and determine use	<b>Lines of Inquiry:</b> The historical development of buildings and human settlement . The design and adaptation of structures for different purposes . Structures for the future	<b>Lines of Inquiry:</b> The effect of the earth's rotation . How has the earth's surface changed over time . How we gather and use information from the movement of the earth
<b>Key Concepts:</b> Connection, Responsibility , Function	<b>Key Concepts:</b> Causation, Change, Perspective	<b>Key Concepts:</b> Form, Connection, Perspective	<b>Key Concepts:</b> Form, Causation, Change	<b>Key Concepts:</b> Form, Connection, Function	<b>Key Concepts:</b> Responsibility, Reflection
<b>Related Concepts:</b> well-being, mindfulness	<b>Related Concepts:</b> discovery, change	<b>Related Concepts:</b> diversity, differences, learning	<b>Related Concepts:</b> matter, manipulation	<b>Related Concepts:</b> systems, adaptation, structures	<b>Related Concepts:</b> sustainability, resources

<b>Skills</b> Communication, Self Management	<b>Skills</b> Thinking, Research	<b>Skills</b> Research, Communication	<b>Skills</b> Research, Communication	<b>Skills</b> Thinking Communication	<b>Skills</b> Self-Management, Research
<b>Attributes</b> Principles, Balanced, Reflective	<b>Attributes</b> Inquirer, Courageous, Reflective	<b>Attributes</b> Thinker, communicator, open- minded	<b>Attributes</b> Inquirer, Balanced	<b>Attributes</b> Communicator, Thinker, Open- Minded	<b>Attributes</b> Knowledgeable, Caring, Reflective
<b>Attitudes</b> Co-operation, Enthusiasm, Integrity	<b>Attitudes</b> Empathy, Respect, Tolerance	<b>Attitudes</b> Creativity, Confidence, Tolerance	<b>Attitudes</b> Confidence, Co-operation, Independence	<b>Attitudes</b> Creativity, Empathy, Appreciation	<b>Attitudes</b> Appreciation, Curiosity, Respect
<b>Transdisciplinary Links: Science and Technology</b> <b>History</b> <b>PDH</b> COS2.1 DMS2.2 INS2.3 PSS2.5 GDS2.9 IRS2.11 PHS2.12 SLS2.13  <b>English</b> Imaginative Texts (representing ideas/feelings etc) EN2-1A EN2-2A EN2-4A  <b>Mathematics: n/a</b>	<b>Transdisciplinary Links: Science and Technology</b> ST2-8ES ST2-10LW ST2-4WS <b>History</b> HT2-3 HT2-5 <b>PDH</b> DMS2.2 INS2.3 INS2.3 PSS2.5  <b>English</b> Informative Texts : Factual description/ explanation EN2-1A EN2-2A EN2-4A  <b>Mathematics</b> <ul style="list-style-type: none"> <li>Whole Number MA2-4NA Length MA2-9MG Data MA2-18SP</li> <li>2D MA2-15MG</li> <li>Area MA2-10MG</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> <b>History</b> HT2-1 HT2-2 HT2-5  <b>PDH</b> DMS2.2 INS2.3 PSS2.5 GDS2.9  <b>English</b> Persuasive Texts EN2-1A EN2-2A EN2-4A  <b>Mathematics</b> <ul style="list-style-type: none"> <li>Patterns &amp; Algebra MA2-8NA</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST2-6PW ST2-12MW ST2-13MW ST2-4WS  <b>History</b> <b>PDH</b> DMS2.2 INS2.3 INS2.3 SLS2.13 <b>English</b> Informative Texts Procedure EN2-1A EN2-2A EN2-4A  <b>Mathematics</b> <ul style="list-style-type: none"> <li>Time MA2-13MG</li> <li>Volume &amp; Capacity MA2-11MG</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST2-14BE ST2-15I ST2-5WT  <b>History</b> <b>PDH</b> DMS2.2 INS2.3 PSS2.5 <b>English</b> Informative: Factual Descriptions EN2-1A EN2-2A EN2-4A  <b>Mathematics</b> <ul style="list-style-type: none"> <li>3D MA2-14MG</li> </ul>	<b>Transdisciplinary Links: Science and Technology</b> ST2-8ES ST2-10LW ST2-4WS  <b>History</b> <b>PDH</b> DMS2.2 INS2.3 PSS2.5  <b>English</b> Informative: Explanatory / Report EN2-1A EN2-2A EN2-4A  <b>Mathematics</b> <ul style="list-style-type: none"> <li>Mass MA2-12MG</li> <li>Position MA2-17MG</li> <li>Time MA2-13MG</li> </ul>

<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language: Transdisciplinary links Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>
<p><b>Learning Experiences:</b> Expert Speakers: Well Being</p>	<p><b>Learning Experiences:</b> Excursion to West Head</p>	<p><b>Learning Experiences:</b> Expert Speakers: Cultures</p>	<p><b>Learning Experiences:</b> Secondary Science Lab experience <b>STEM/ Robotics:</b> explore change in matter/ materials used in robotics to meet needs. Development of lego over time</p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b></p>

## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Year 4

<p><b>Who we are</b></p> <p>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.</p>	<p><b>Where we are in place and time</b></p> <p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p><b>How we express ourselves</b></p> <p>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.</p>	<p><b>How the world works</b></p> <p>An inquiry into: the natural world &amp; its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organise ourselves</b></p> <p>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.</p>	<p><b>Sharing the planet</b></p> <p>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.</p>
<p><b>Term 1: UOI 1</b></p>	<p><b>Term 2: UOI 4</b> <b>Term 3: UOI 4</b></p>	<p><b>Term 3: UOI 5</b></p>	<p><b>Term 2: UOI 3</b></p>	<p><b>Term 4: UOI 6</b></p>	<p><b>Term 1: UOI 2</b></p>
<p><b>Central Idea:</b></p> <p>Effective leadership inspires action.</p>	<p><b>Central Idea:</b></p> <p>People seek to explore the unknown.</p>	<p><b>Central Idea:</b></p> <p>The circle is a form of expression</p>	<p><b>Central Idea:</b></p> <p>Problem solving extends human capabilities and leads to inventions and innovation.</p>	<p><b>Central Idea:</b></p> <p>Consumerism determines production and distribution systems</p>	<p><b>Central Idea:</b></p> <p>Ecosystems need balance to thrive</p>
<p><b>Lines of Inquiry:</b></p> <p>The attributes and qualities of a leader</p> <p>Influential Leaders</p> <p>How personal (their) leadership qualities can inspire action</p>	<p><b>Lines of Inquiry:</b></p> <p>Mindset for exploration</p> <p>Significant explorations of Australia (First Fleet)</p> <p>Consequences of exploration</p>	<p><b>Lines of Inquiry:</b></p> <p>The circle as an aesthetic form (art)</p> <p>The circle is a symbol which represents beliefs and values</p> <p>The circle from indigenous cultural perspectives</p>	<p><b>Lines of Inquiry:</b></p> <p>Effect of forces (how simple machines principles work) <i>(simple machines principles)</i></p> <p>Forces/ (simple machine) <i>principles used inventions and innovations</i></p> <p>The uses of forces (simple machines) principles to solve problems in daily life</p>	<p><b>Lines of Inquiry:</b></p> <p>Meeting needs based on supply and demand</p> <p>The systems involved in the production of goods</p> <p>Consumer choice, rights and responsibilities</p>	<p><b>Lines of Inquiry:</b></p> <p>Biomes and ecosystems</p> <p>Interconnectedness within and between ecosystems</p> <p>How humans can affect the balance of ecosystems</p>

<b>Key Concepts:</b> Responsibility, Reflection Perspective	<b>Key Concepts:</b> causation, change, perspective	<b>Key Concepts:</b> Form, Connection, Reflection	<b>Key Concepts:</b> Causation, Function, Change	<b>Key Concepts:</b> causation, connection(reflection), function	<b>Key Concepts:</b> Responsibility, form, causation, connection
<b>Related Concepts:</b> Leadership, action	<b>Related Concepts:</b> change, migration	<b>Related Concepts:</b> symbols, circle, expression, representation	<b>Related Concepts:</b> force / efficiency	<b>Related Concepts:</b> innovation, entrepreneurship, design, process	<b>Related Concepts:</b> ecosystems, interdependence, balance
<b>Skills</b> Social, Communication, Self Management	<b>Skills</b> Thinking, Communication, Research	<b>Skills</b> Research, Thinking	<b>Skills</b> Social, Self Management, Research	<b>Skills</b> Thinking, Research	<b>Skills</b> Research, Communication, Social
<b>Attributes</b> Communicator, Principled, Balanced	<b>Attributes</b> Principled, Open-Minded, Reflective	<b>Attributes</b> Knowledgeable, Open- Minded, Balanced	<b>Attributes</b> Inquirer, Knowledgeable, Thinker	<b>Attributes</b> Inquirer, Thinker, Courageous	<b>Attributes</b> Knowledgeable, Thinker, Reflective
<b>Attitudes</b> <b>Commitment, Confidence, Integrity</b>	<b>Attitudes</b> Appreciation, Integrity, Respect	<b>Attitudes</b> Curiosity, Creativity, Tolerance	<b>Attitudes</b> Commitment, curiosity, enthusiasm	<b>Attitudes</b> Creativity, Empathy, Respect	<b>Attitudes</b> Appreciation, Commitment, Respect
<b>Transdisciplinary Links:</b> <b>Science and Technology</b> <b>History</b> HT2-4 ( <i>Leadership during Colonisation period</i> ) HT2-5 <b>PDH</b> COS2.1 DMS2.2 INS2.3 PSS2.5 GDS2.9 IRS2.11 SLS2.13 <b>English</b> Persuasive Texts/linked to Leadership speeches etc EN2-6B EN2-7B EN2-8B <b>Mathematics: n/a</b>	<b>Transdisciplinary Links:</b> <b>Science and Technology</b> <b>History</b> HT2-4 HT2-5 <b>PDH</b> DMS2.2 INS2.3 PSS2.5 <b>English</b> Informative and Imaginative Texts EN2-6B EN2-7B EN2-8B <b>Mathematics</b> • Length MA2-9MG • Area MA2-10MG	<b>Transdisciplinary Links:</b> <b>Science and Technology</b> ST2-11LW ST2-4WS ST2-5WT <b>History</b> HT2-2 HT2-5 <b>PDH</b> DMS2.2 INS2.3 PSS2.5 <b>English</b> Imaginative Texts EN2-6B EN2-7B EN2-8B <b>Mathematics</b> • Patterns & Algebra MA2-7NA	<b>Transdisciplinary Links:</b> <b>Science and Technology</b> ST2-7PW ST2-13MW ST2-15I ST2- 16P ST2-4WS ST2-5WT <b>History</b> <b>PDH</b> COS2.1 DMS2.2 INS2.3 PSS2.5 <b>English</b> Focus: Informative: Procedure/Explanatory Texts EN2-6B EN2-7B EN2-8B <b>Mathematics</b> • 2D Space MA2-15MG	<b>Transdisciplinary Links:</b> <b>Science and Technology</b> ST2-16P, ST2-13MW ST2-4WS ST2-5WT <b>History</b> <b>PDH</b> DMS2.2 INS2.3 PSS2.5 PHS2.12 <b>English</b> Informative: flowcharts etc EN2-6B EN2-7B EN2-8B <b>Mathematics</b> Fractions & Decimals MA2-7NA Chance MA2-19SP Multiplication & Division MA2-6NA	<b>Transdisciplinary Links:</b> <b>Science and Technology</b> ST2-9ES ST2-11LW ST2-4WS ST2-5WT <b>History</b> <b>PDH</b> DMS2.2 INS2.3 PSS2.5 <b>English</b> Persuasive Texts - advertisements etc EN2-6B EN2-7B EN2-8B <b>Mathematics</b> • Position MA2-17MG

<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language: Transdisciplinary links Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>	<p style="text-align: center;"><b>Specialist Links</b></p> <p>Language Music Visual Arts PE Drama</p>
<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b> Expert Speakers</p>	<p><b>Learning Experiences:</b> Experts representing different art forms re: Visual Arts and Dance Tallong Outdoor Education Experience</p>	<p><b>Learning Experiences:</b> Secondary Science Lab experience</p>	<p><b>Learning Experiences:</b> <b>STEM/ Robotics:</b> stimulus for inventions/ provocation to promote creativity, risk taking-mindset needed for Inventions</p>	<p><b>Learning Experiences:</b></p>

## SANTA SABINA PROGRAMME OF INQUIRY 2016 – Year 5

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p>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.</p>	<p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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.</p>	<p>An inquiry into: the natural world &amp; its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>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.</p>	<p>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.</p>
<b>Term 4: UOI 6</b>	<b>Term 2: UOI 3</b>	<b>Term 1: UOI 1</b>	<b>Term 3: UOI 4</b>	<b>Term 1: UOI 2</b>	<b>Term 3: UOI 5</b> <b>Term 4: UOI 5</b>
<p><b>Central Idea:</b> Change is an inevitable part of the human experience.</p>	<p><b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings</p>	<p><b>Central Idea:</b> Communities reflect the values of their members.</p>	<p><b>Central Idea:</b> The art of design is influenced by science</p>	<p><b>Central Idea:</b> Systems we put in place to manage and sustain natural resources</p>	<p><b>Central Idea:</b> Equality relies on the balance of power</p>
<p><b>Lines of Inquiry:</b> Change is constant and inevitable</p> <p>Significant changes/ rites of passage in their own lives and the feelings they evoke (negative and positive)</p> <p>Different approaches and strategies to manage our response to change</p>	<p><b>Lines of Inquiry:</b> Cause and effect for exploration <i>(Early Australian colonies, Migration in nineteenth century and Space Exploration)</i></p> <p>Tools for exploration <i>(Early Australian colonies, Migration in nineteenth century and Space Exploration)</i></p> <p>Consequences on geography, communities, cultures and individuals <i>(Early Australian colonies, Migration in nineteenth century and Space Exploration)</i></p>	<p><b>Lines of Inquiry:</b> Our place in the global community (form)</p> <p>Values, beliefs and traditions within the SSC community (reflection)</p> <p>The actions of individuals and groups within communities</p>	<p><b>Lines of Inquiry:</b> The design process</p> <p>Scientific principles in everyday life/ experiences</p> <p>Successful designs are driven by scientific principles, aesthetics, function and sustainability</p>	<p><b>Lines of Inquiry:</b> Natural Systems</p> <p>Humans develop systems to access natural resources</p> <p>Our responsibility to maintain the delicate balance of planet earth</p>	<p><b>Lines of Inquiry:</b> Declaration of human rights and how apply them to their own lives</p> <p>Power that comes from the access to resources. (knowledge, status, finances, natural resources, networks, political freedom, gender)</p> <p>Potential of the 'powerful' (themselves, individuals, organisations) to reduce injustice</p>
<p><b>Key Concepts:</b> change, causation, reflection, form</p>	<p><b>Key Concepts:</b> connection, perspective, reflection</p>	<p><b>Key Concepts:</b> Form, Reflection, Responsibility</p>	<p><b>Key Concepts:</b> form, (change), function, (connection)</p>	<p><b>Key Concepts:</b> Form, Connection</p>	<p><b>Key Concepts:</b> perspective, causation, reflection</p>
<p><b>Related Concepts:</b> rite of passage, personal growth, learning, opportunities</p>	<p><b>Related Concepts:</b> exploration, inquisitive, curiosity, courage</p>	<p><b>Related Concepts:</b> communities, values</p>	<p><b>Related Concepts:</b> design, innovation, creativity, scientific principles, sustainability</p>	<p><b>Related Concepts:</b> systems, processes, resources</p>	<p><b>Related Concepts:</b> power, justice, resources, equality, balance, rights, responsibilities</p>

<b>Skills</b> Communication, Self-Management	<b>Skills</b> <b>Communication, Thinking</b>	<b>Skills</b> Thinking, Social	<b>Skills</b> Communication, Thinking	<b>Skills</b> Research, Social	<b>Skills</b> Research, Communication
<b>Attributes</b> Communicator, Principled Open-Minded	<b>Attributes</b> Inquirer, Knowledgeable, Courageous	<b>Attributes</b> Communicator, Principled, Open-minded	<b>Attributes</b> Reflective, Thinker, Communicator, Inquirer	<b>Attributes</b> Thinker, Courageous, Reflective	<b>Attributes</b> Knowledgeable, Principled, Open-minded
<b>Attitudes</b> Creativity, Curiosity, Appreciation	<b>Attitudes</b> Curiosity, Integrity	<b>Attitudes</b> Appreciation, Co-operation, Creativity	<b>Attitudes</b> Commitment, Enthusiasm, Cooperation, Tolerance	<b>Attitudes</b> Appreciation, Respect	<b>Attitudes</b> Empathy, Tolerance, Integrity
<b>Transdisciplinary Links: Science and Technology</b> <b>History</b> <b>PDH</b> DMS3.2 GDS2.9 IRS3.11 PHS3.12  <b>English</b> Imaginative texts EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Time MA3-13MG	<b>Transdisciplinary Links: Science and Technology</b> ST3-8ES ST3- 4WS  <b>History</b> HT3-2 HT3-5  <b>PDH</b> <b>English</b> Informative Texts/Reports EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Length (2 weeks) MA3-9MG	<b>Transdisciplinary Links: Science and Technology</b> <b>History</b> HT3-1 HT3-5  <b>PDH</b> COS3.3 INS3.3 PSS3.5 IRS3.11  <b>English</b> Focus: Informative Texts EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Whole Number MA3-4NA • Position MA3-17MG	<b>Transdisciplinary Links: Science and Technology</b> ST3-7PW ST3-13MW ST3-14BE ST3-4WS ST3-5WT  <b>History</b> <b>PDH</b> <b>English</b> Informative: Procedure/Explanatory texts EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Patterns and Algebra MA3-8NA  • Area MA3-10MG	<b>Transdisciplinary Links: Science and Technology</b> ST3-9ES ST3-11LW ST3-4WS ST3-5WT  <b>History</b> <b>PDH</b> COS3.3 INS3.3 PSS3.5  <b>English</b> Informative/Flowcharts etc EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Position (1 week) MA3-17MG  • Time MA3-13MG	<b>Transdisciplinary Links: Science and Technology</b> ST3-16P ST3-5WT  <b>History</b> HT3-4 HT3-5  <b>PDH</b> SLS3.15  <b>English</b> Persuasive Texts/ Imaginative texts EN3-1A EN3-2A EN3-3A  <b>Mathematics</b>  • Data MA3-18SP
<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language: Transdisciplinary links Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama	<b>Specialist Links</b> Language Music Visual Arts PE Drama

<p><b>Learning Experiences:</b> Expert Speakers</p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b></p>	<p><b>Learning Experiences:</b> Secondary Science Lab experience MCA Excursion <b>STEM/ Robotics:</b> create a model/product using robotics that meets aesthetic and functionality requirements</p>	<p><b>Learning Experiences:</b> Expert Speakers Tallong Outdoor Education Experience</p>	<p><b>Learning Experiences:</b> Expert Speakers</p>
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## HOW THE TRANSDISCIPLINARY THEMES ARE ADDRESSED IN THE POI

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
PREP	<p>An inquiry into: the nature of the self;</p> <p>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.</p>		<p>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; or appreciation of the aesthetic</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>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.</p>	
Kindergarten	<p>An inquiry into: the nature of the self;</p> <p>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.</p>	<p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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; or appreciation of the aesthetic</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>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.</p>	<p>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.</p>

Year 1	<p>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.</p>	<p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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; or appreciation of the aesthetic</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>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.</p>	<p>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.</p>
Year 2	<p>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.</p>	<p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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; or appreciation of the aesthetic</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>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.</p>	<p>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.</p>
	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet

Year 3	<p>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.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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; or appreciation of the aesthetic</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>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.</p>	<p>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.</p>
Year 4	<p>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.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>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; or appreciation of the aesthetic.</p>	<p>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; the impact of scientific and technological advances on society and on the environment..</p>	<p>*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.</p>	<p>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.</p>

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