The Friends' School

Morris Curriculum 2022

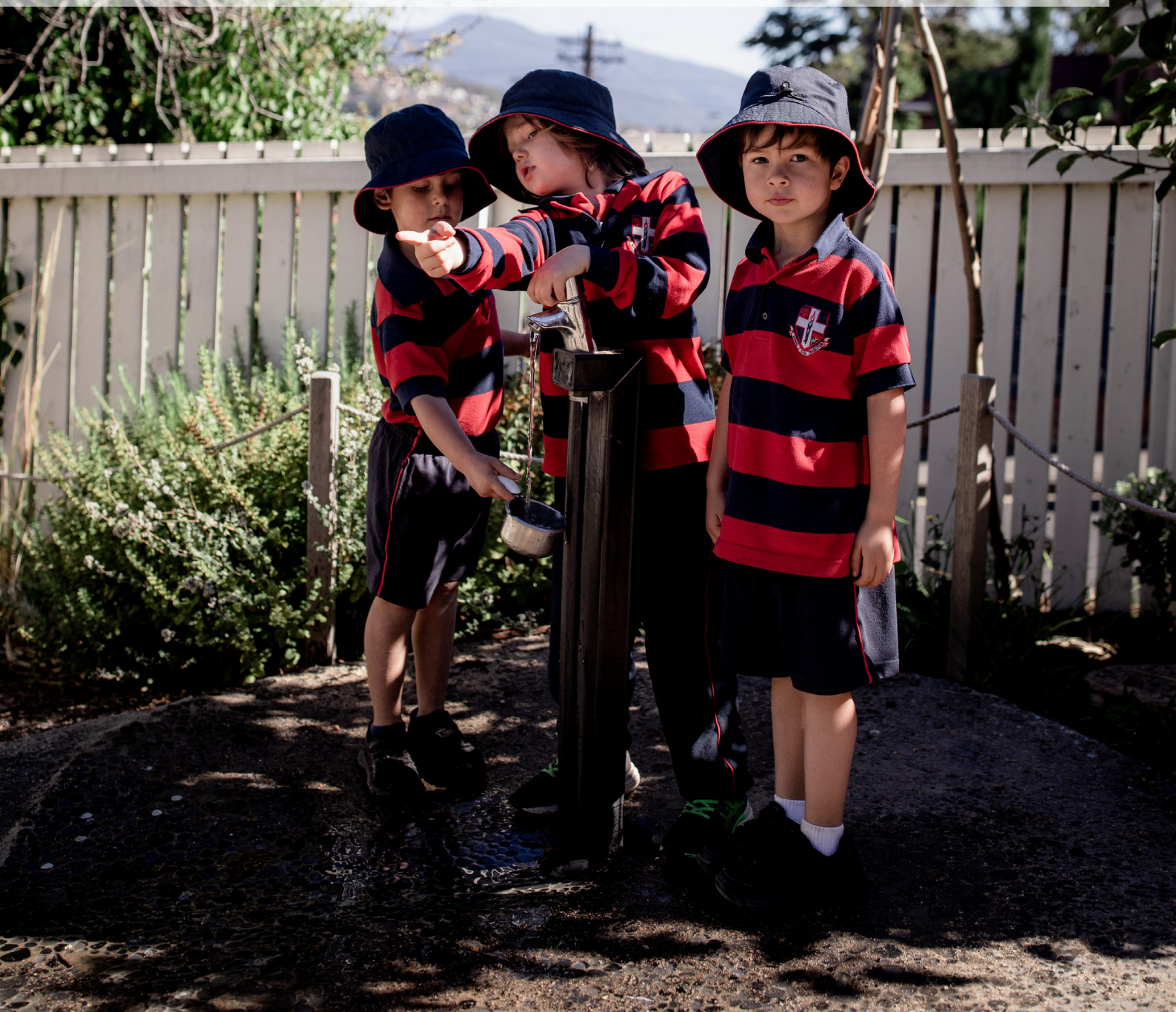
Purpose & Concerns

The Friends' School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of 'that of God' in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.



Contents

Learning Principles

Students learn best when …

They engage academically

- Students know what success looks like, and where it leads to
- Students make connections and construct meaning for themselves
- Students experience success and identify progress made
- Students learn from mistakes through meaningful reflection
- Students connect new concepts with previous learning
- Students receive constructive feedback that leads to action
- Students are active and curious in their play and learning
- Students are organised and prepared
- Students have a voice in their learning
- Students and educators are interacting, questioning and communicating collaboratively
- Teachers design engaging learning experiences with multiple entry points
- Staff model passion for learning

They are in a comfortable physical and emotional environment

- Students have confidence that they will be respected if they take a risk
- Students are challenged to consider alternative perspectives
- Students know that their physical and mental health is supported
- Students are intrinsically motivated to take action
- Students believe physically and mentally that they can
- Students' physical comforts are being addressed with a focus on simplicity
- Students and teachers value the importance of the learning environment both inside and out
- Students and teachers recognise the need for equity

They feel safe, secure and valued socially, culturally and spiritually

- Students trust the relationship, knowledge, skills and intent of other students and teachers
- Students' differences are acknowledged, respected and responded to appropriately
- Students know that their peers respect them
- Students develop a strong sense of self
- Students are not judged
- Students value sharing their learning
- Students maintain their sense of curiosity and wonder of the world around them
- Students acknowledge and understand that there is something greater in the world around them
- Students' voice is respected, listened to and considered
- Staff support all parents regarding the culture and context of learning at Friends'
- Staff embrace building relationships with all families
- Staff enact consistent expectations

Introduction

The International Baccalaureate Primary Years Program (IB PYP) focuses on the development of the whole child, offering a framework to meet the academic, cultural, physical, social and spiritual development of each person.

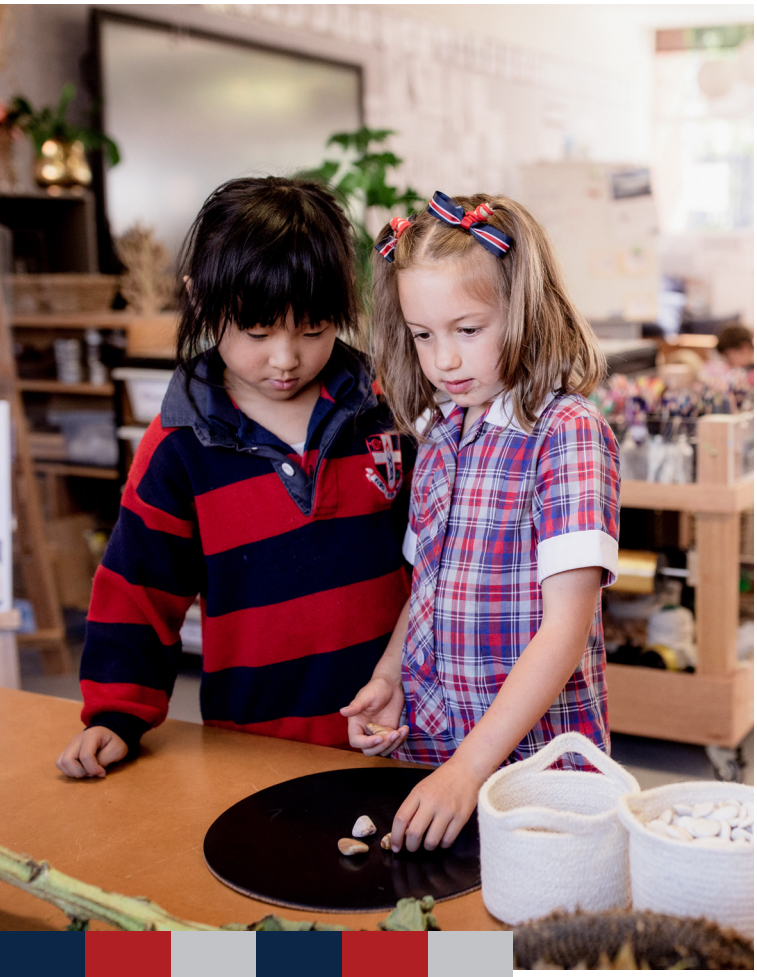
At the heart of the PYP is structured, purposeful, conceptually driven, planned inquiry that actively engages children. The explicit learning outcomes from the Australian Curriculum and the Early Years Learning Framework are used to inform the planning process.

Students are an integral part of the learning process; they are encouraged to become independent and have agency and ownership of their learning. We aim to develop children's intercultural understanding and promote global citizenship.

The Program of Inquiry (PoI) incorporates all areas of learning.
Classroom and specialist teachers work together to plan rich authentic programs. All teachers from 3 year old Kindergarten to Year 6 are involved in developing the Program of Inquiry and reviewing it annually.

International Baccalaureate Organisation Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people to help create a better, more peaceful world through intercultural understanding and respect.



To this end it works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB PYP at The Friends' School

- The IB PYP and the Purpose and Concerns aim to develop students who are internationally-minded
- The IB PYP and the Purpose and Concerns focus on the development of the whole person.
- They encourage children to integrate ideas and make connections across traditional subject areas.
- The Australian Curriculum; the Early Years Learning Framework and internationally recognised standards are the basis for curriculum design and implementation.

IB Learner Profile

The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. Through developing and demonstrating the attributes of the learner profile it provides an important foundation for international-mindedness and global citizenship. The learner profile supports students in taking action for positive change.

IB Learners strive to be:

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

Principled • They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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

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

Reflective • They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Balanced • They understand the importance of intellectual, physical, spiritual and emotional balance to achieve personal wellbeing for themselves and others.

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

Open-Minded • They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience

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

Thinkers • They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Concepts

Each year, as children explore different subject matter they regularly revisit seven key questions. These conceptual questions help them to focus their inquiries, develop conceptual understandings and make connections across subjects and year levels.

- What is it like? (Form)
- How does it work? (Function)
- How is it changing? (Change)
- Why is it like this? (Causation)
- How is it connected to other things? (Connection)
- What are the points of view? (Perspective)
- What is our responsibility? (Responsibility)

Approaches to Learning

Within their learning throughout the program of inquiry, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills develop students' understanding of how they learn and are valuable in supporting their thinking, not only in the Units of Inquiry and classroom program but also for any teaching and learning that occurs within the broader community.

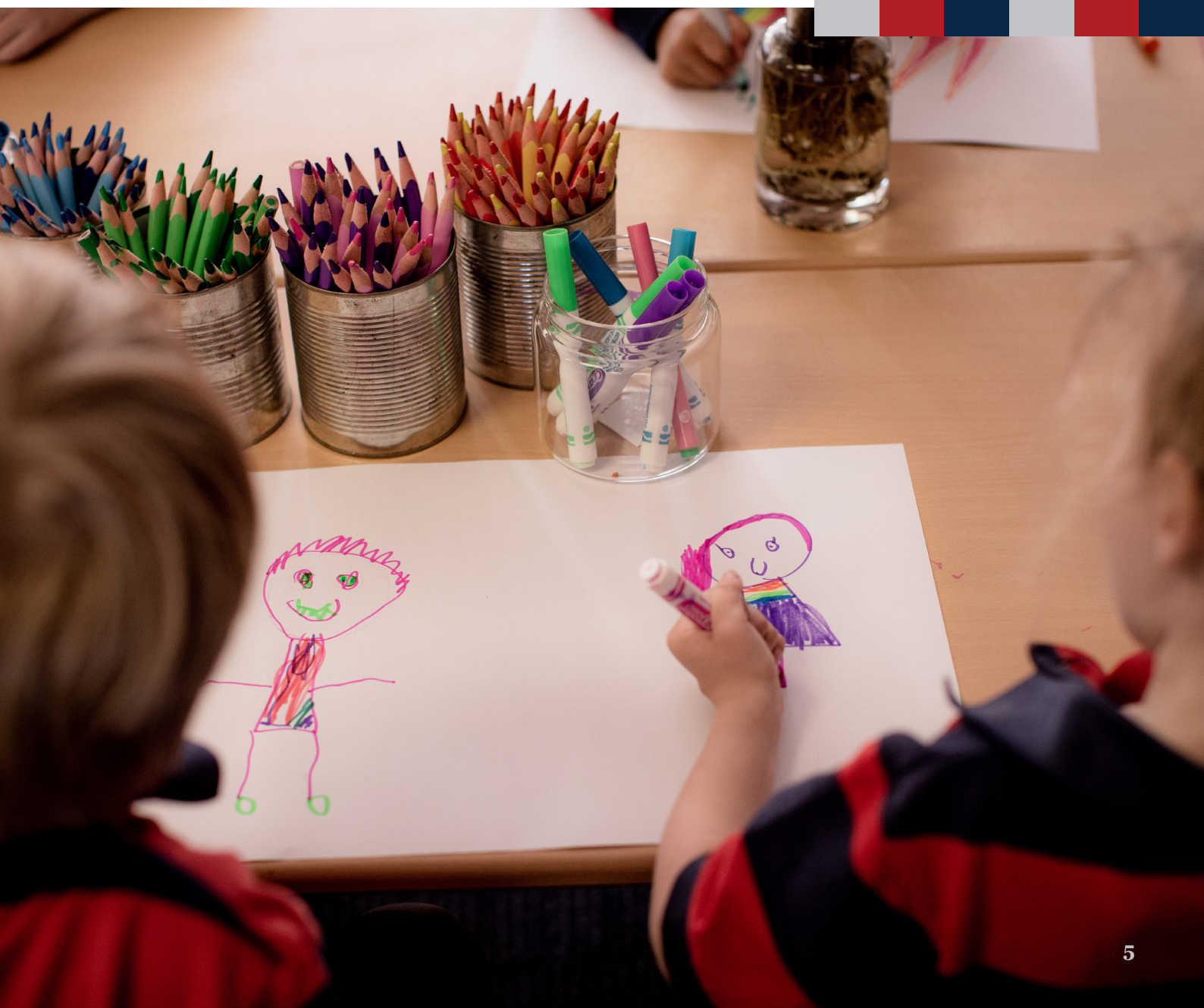
Agency and Action

At Morris, students are supported to take ownership for their own learning. Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. Agency occurs when students have choice about their learning and when their voice and ideas are welcomed and built upon within the classroom. Students set their own goals and reflect upon their learning.

In addition to developing knowledge, concepts, skills and agency, we support students to take thoughtful and appropriate action. We offer all learners the opportunity and power to choose their actions, to act and to reflect on these actions in order to make a difference to the world. Students are challenged to take responsibility

for the world in which they live.

Students take action in many forms, both at school and at home. These actions range from sharing resources they find, inviting parents and other guests to contribute expertise, conducting independent inquiries and sharing their findings, reaching out to others within the class and school and making environmentally responsible changes at school and at home. At times this can also extend to initiating, promoting and supporting a wide range of service activities within the school and wider community.



Knowledge Areas

At Morris much of the learning is approached in a transdisciplinary manner under the umbrella of the PYP themes as outlined in the Program of Inquiry. Alongside this, skills and knowledge that are specific to each of the disciplines are planned for and taught.

Language

English is the language of instruction at the school, but Friends' endorses and enables both the learning of new languages and the continued use of a student's home language when that language is not English. We believe that all learning areas have a key role to play in building students' literacy skills.

We are all language learners and teachers at Morris. This includes:

- Teaching and learning in English.
- Acknowledgement and support of home languages.
- English as an Additional Language and dialect (EALD) support when required.
- Teaching and learning of Japanese as an additional language to all students from 4 Year Old Kindergarten to Year 6.

English is learned in a variety of contexts in every classroom. There are times each week when students work in small groups where specific skills are developed according to children's current level of understanding and need. This is particularly evident in reading, writing and spelling. While aspects of the English program are taught separately from the Program of Inquiry, frequently there are direct connections and opportunities to acquire, practise and demonstrate language skills during the Units of Inquiry.

We celebrate and encourage the diversity of world languages that our students bring. The langauges support students to build meaning and make connections. The IB PYP calls this process of moving between different languages "translanguaging". For example, researching in home language and then synthesising into English. As a students language profile and needs are identified, support for English as an additional language is provided.

Japanese Language Program

Morris students from 4 Year Old Kindergarten to Year 6 participate in the Japanese language program with a specialist lesson once a week. The Japanese program, where possible works with classroom Units of Inquiry and aims to develop communication skills and the capability for reflection on language use and learning. It supports the IB PYP in the development of intercultural understanding by providing the opportunity for students to engage with other cultures and peoples in meaningful ways.

Mathematics

Mathematical learning is focused through the development of the Australian Curriculum Proficiencies of understanding, fluency, problem solving and reasoning. Number work is introduced and developed during focused Mathematics sessions. Wherever there is a natural connection, elements of the Mathematics program are learned and applied within the Units of Inquiry. Measurement, Geometry and Statistics and Probability lend themselves to authentic integration into our Program of Inquiry.

Humanities and Social Sciences

The History, Geography, Civics and Citizenship and Economics and Business curriculum are incorporated into the Program of Inquiry, and often sits in the *Where we are in time and place*, *Who we are*, and *How we organise ourselves* units.

Science

The Science curriculum sits within the Program of Inquiry, where the knowledge and skills of science are addressed within the *How the world works, Sharing the planet*, and *How we organise ourselves* units.

The Arts

From 3 Year Old Kindergarten, children attend specialist Music classes each week, and from Year 1 they also attend specialist Art classes. Drama is incorporated into the English program, and Dance into the Physical Education and Music programs. Alongside the process of developing subject-specific skills and knowledge, much of the learning is linked to the concepts within the Units of Inquiry. Classroom teachers also incorporate opportunities for children to further delve into the arts in their classroom programs.

Personal, Social & Physical Education

Physical Education

Students participate in a specialist Physical Education program either in two half-hour sessions or a one hour session each week. In addition, the teachers run daily PE sessions and children are also given the opportunity to opt into outdoor games during lunchtime run by Year 6 leaders.

Health

The Health curriculum is incorporated into Units of Inquiry and through the development of self-management skills in the areas of personal hygiene, healthy lifestyles and healthy eating within both the classroom and PE programs. The Physical Education program recognises the importance of maintaining a healthy lifestyle, the body's response to exercise, the development of physical fitness and what it means to be physically, mentally and socially healthy. The Growing Up Program, promotes safe and protective behaviours and is implemented for all students at Morris.

Social and Emotional

Opportunities for the development of social and emotional understanding and skills is an integral part of the Physical Education program and is embedded within the Units of Inquiry and developed through many of the approaches to learning. We believe that being able to build relationships with others, express and manage their own emotions and develop responsible decision making skills helps students to learn more effectively, forge successful connections with others and develop resilience.

Outdoor Education

Students at Morris are involved in Outdoor Education. 4 Year Old Kindergarten enjoy a specialised program that includes regular visits to a local natural landscape. Prep to Year 5 students have a number of excursions throughout the year focusing on a bush and beach experience. The Year 3 to 6 Program also includes overnight camps. Outdoor Education at Morris is an experiential program and many connections are made to units of inquiry. Through adventure, challenges and exploration within our natural environment we support the student's emotional, intellectual, physical and spiritual growth in Outdoor Education across the years.

The pursuit of outdoor skills and knowledge encompasses concepts including safety, awareness, the environment, and all aspects of physical and social skill development. The positive physical, mental and social challenges encourage self-exploration, questioning and risk taking that builds independence, self-confidence, perseverance and resilience.

Library

The library plays a central role supporting the teaching and learning across the curriculum. The teacher librarians collaboratively plan with the classroom teachers to facilitate transdisciplinary learning and to meet the needs of our diverse learners. Students have a library lesson with a teacher librarian once a week, during which time students develop information literacy skills and explore literature with the aim of encouraging a life-long love of reading. The library provides a range of online (both eBook and eAudio) and print resources to support all learners. A growing collection of books in a range of foreign languages is also available for students to borrow. The library is open before and after school and during breaks and parents are welcome to access the library.

Information Communication Technology (ICT)

The Friends' School encourages and supports the use of new and evolving technologies to enhance teaching and learning.

Technology supports all curriculum areas and underpins the learning within the Program of Inquiry. Classroom programs encompass the Australian Curriculum elements of investigating, creating, collaborating, organising and becoming digital citizens. The students are given opportunities to use dual platforms (the iPad and/or laptop), to program robotic devices, make wearable technology, design through our 'Maker Spaces', use circuitry, code and program and use a variety of Apps and software to underpin and support or publish their learning. We educate our students to interact digitally in a socially responsible way, requiring all students adhere to our Digital Citizenship Guide and Computer Use Agreement.

Morris Co-curricular Program

Co-curricular programs at The Friends' School are about 'Letting our lives speak', and are flexible, student-centred, and aligned with the International Baccalaureate's requirements of engagement in Creativity, Activity and Service expectations for learners. The aim of the Co-curricular Program at The Friends' School is for students to experience a balance of activities that cater for the whole person.

At Morris optional programs are offered in the areas of Music, Sport and Co-curricular Clubs, and are optional. They are offered before and after school and at break times. The Co-curricular Clubs vary each term and some examples include, drawing, gardening, chess and rubik's cube club.

Reporting & Assessment

Opportunities for building partnerships

Sharing and Understanding Learning

Reporting is the means by which students, teachers and parents develop a shared knowledge, through feedback, of what constitutes current understanding and skills based on evidence. Therefore the primary purpose of assessment is to inform the next step for the learner to extend their knowledge, skills and understandings.

We aim to involve the student, the parent and the teacher in the assessment and reporting process throughout each year of a student's learning. In this process we reflect the philosophy and objectives of the International Baccalaureate Primary Years Program (PYP) and meet the requirements of the Australian National Curriculum and the Early Years Learning Framework. The essential elements of the PYP are included in our reporting process along with feedback to students.

PYP Essential Elements

- the acquisition of knowledge
- the understanding of concepts
- the development of approaches to learning (skills)
- the development of the learner profile
- the decision to take action and engage with a sense of agency.

Year Level Information Night

This is held within the first few weeks of term, providing an opportunity for the teacher to share information with the parents about the coming year and parents to share information with the teacher regarding their child.

Portfolios

Portfolios are available on Seqta Engage from early in the year for students to share with family and friends.

Portfolios are co-created between students, teachers and other members of the learning community. They are a documented record of students learning and thinking, displaying reflection on personal learning and growth and demonstrating involvement in a variety of learning engagements and inquries.

In key learning areas these will be mapped back to the Australian Curriculum and the Early Years Learning Framework requirements. At the end of each semester a learning summary will be included.

Parent Teacher Discussions

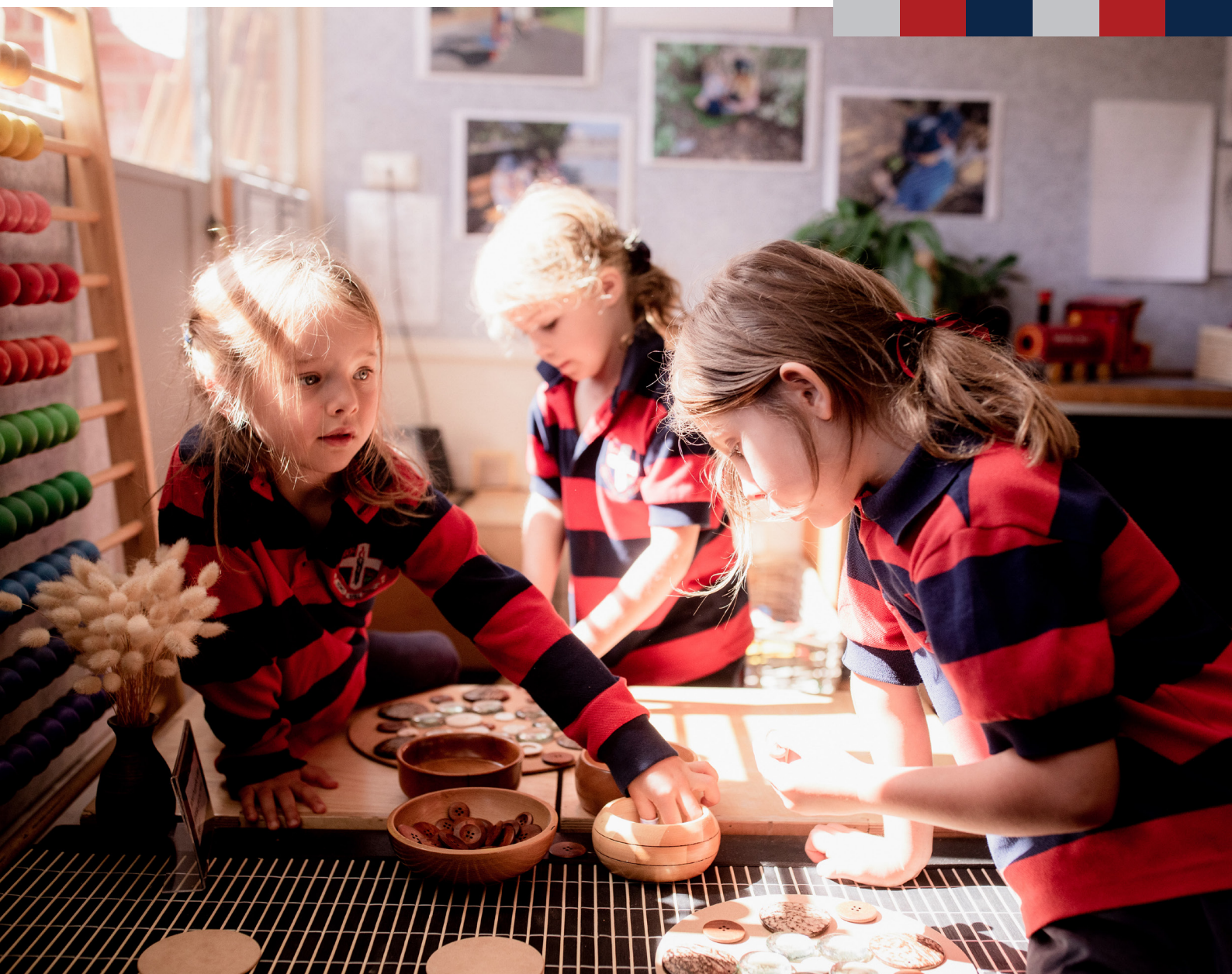
These conversations are an opportunity for the parent and teacher to discuss the details of their child's academic progress, learning behaviours, and social and emotional wellbeing. They will occur throughout the year on a cyclical basis. Families are welcome to contact teachers at any time throughout the year.

Student Led Conversations

These discussions are important opportunities for the students to lead conversations with their family, share progress, explain learning and talk about strategies and skills they are developing as they continue to grow and learn. These conversations will occur in Term 2 and Term 4 each year.

Open Classrooms

Periodically throughout the year each Year level holds an "open classroom". This is an opportunity for parents and community members to interact with the students and engage in conversation about their learning and the skills they are developing as learners, in the classroom.



Morris Program of Inquiry & Year Level Expectations in English & Mathematics

The transdisciplinary themes mark the starting point of student inquiries. It is within the context of each theme that students explore related central ideas and assimilate knowledge. The six themes provide guidance as to what the students will inquire into.

They allow for authentic embeddedness of subject areas, invite students to engage in dialogue about real issues in the world and connect us globally.

In the appendix that follows, each year level's Program of Inquiry is presented, along with the achievement standards for each a year level for English and Mathematics.

Learning in 3 Year Old Kindergarten

The 3 Year Old Kindergarten curriculum is the first important opportunity for children to engage with the learning program of the School. It brings together our core influences of The Quaker Values, The International Baccalaureate Primary Years Program (PYP), The Early Years Framework: Belonging, Being and Becoming and The Reggio Emilia approach.

The International Baccalaureate Primary Years Program (PYP)

In 3 Year Old Kindergarten the International Baccalaureate PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The Units of Inquiry reflect themes of global significance and include the transdisciplinary themes: *Sharing the Planet, Who We Are, How We Express Ourselves* and *How the World Works*. The PYP fosters attitudes and attributes that support children to become the most effective learner they can be. We encourage children to be curious about the world they live in and actively encourage them to wonder about the everyday things they are seeing and see the extraordinary. The program has a strong focus on developing a sense of place and connection to a learning community.

The Early Years Learning Framework: Belonging, Being and Becoming

This is the Australian Framework for Early Childhood settings for children from birth to five years. The play-based framework is used to plan learning experiences and communicate with families about their child's learning journey.

The Reggio Emilia Approach

Originating in post war Italy, the Reggio Emilia approach has been embraced by Early Childhood Educators around the globe. It is both an inspiration and validation of our practice. We view children as competent, active learners and teachers collaborate with children as they construct meaning about the world in which they live. Parents are viewed as partners and considered an essential part of the learning journey. The environment is viewed as the 'third teacher' and created to encourage and support children to represent their thinking independently, in "one hundred languages" of communication and expression.

3 Year Old Kindergarten Program of Inquiry

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; what it means to be human.

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Central Idea:
People learn about themselves through their interactions with other people, places and materials.

An Inquiry Into:
• Who we are as individuals • The connections and relationships in our lives • places and materials we connect with.

Concepts: Connection, Form, Perspective

Related Concepts: Diversity, Tolerance, contexts, materiality, individuality, community.

Where we are in Place & Time • An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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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.

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Central Idea:
Ideas, interests and experiences can be explored and represented in different ways

An Inquiry Into:
• The different strategies we use to express our ideas, interests and experiences • The ways our feelings and emotions are experienced and expressed
• Different creative media that support self-expression

Concepts: Form, Perspective

Related Concepts: Performance, Expression, Communication, Emotion

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea:
Environments and artefacts offer opportunities to explore and investigate the natural world.

An Inquiry Into:
• The different elements and features of the world around us • The process of change in the natural world
• The connections between people and the natural world

Concepts: Causation, Connection, Change

Related Concepts: Seasons, Sustainability, Transformation, Scientific Phenomenon, Artefacts, Composition and Decomposition.

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.

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Central Idea:
Living things grow and change in unique ways.

An Inquiry Into:
• Different types of living things • Patterns of growth and change

Concepts: Change, Form, Causation

Related Concepts: Lifecycles, Habitats, Growth

How we Organise Ourselves • 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.

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Learning in 4 Year Old Kindergarten

The 4 Year Old Kindergarten curriculum is dynamic and responsive to current trends while remaining focused on our core influences of The Quaker Values, The International Baccalaureate Primary Years Program (PYP), The Early Years Framework: Belonging, Being and Becoming and The Reggio Emilia Philosophy.

The International Baccalaureate Primary Years Program (PYP)

In 4 Year Old Kindergarten the International Baccalaureate PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The units of inquiry reflect themes of global significance and include the transdisciplinary themes: *Sharing the Planet, Who We are, How We Express Ourselves* and *Where We Are in Place and Time*. The PYP fosters attitudes and attributes that support children to become the most effective learner they can be. We encourage children to be curious about the world they live in and actively encourage them to wonder about the everyday things they are seeing and see the extraordinary. The program has a strong focus on developing a sense of place and connection to earth.

The Early Years Learning Framework: Belonging, Being and Becoming

This is the Australian Framework for Early Childhood settings for children from birth to five years. The play-based framework is used to plan learning experiences and communicate with families about their child's learning journey.

The Reggio Emilia Approach

Originating in post war Italy, the Reggio Emilia approach has been embraced by Early Childhood Educators around the globe. It is both an inspiration and validation of our practice. We view children as competent, active learners and teachers collaborate with children as they construct meaning about the world in which they live. Parents are viewed as partners and considered an essential part of the learning journey. The environment is viewed as the 'third teacher' and created to encourage and support children to represent their thinking independently in "one hundred languages" of communication and expression.

4 Year Old Kindergarten Program of Inquiry

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; what it means to be human.

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Central Idea:
Learning communities flourish when individuals understand the perspective and ideas of others and take thoughtful action.

An Inquiry Into:
• What are the things that are similar and unique • In what ways do we share our culture with others • How are we connected to each other in the world • How can our actions show that we understand individual / cultural perspectives

Concepts: Connection, Form, Perspective

Related Concepts: Respect, Diversity, Belonging, Empathy

Specialist Connection: Japanese

Where we are in Place & Time • An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

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Central Idea:
Belonging to a place generatesopportunities for action to promote harmony.

An Inquiry Into:
• Places we belong to • The impact of places on people • Our impact on places around us

Concepts: Causation, Change, Responsibility

Related Concepts: Sustainability, Stewardship, Peace & Active Participation

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.

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Central Idea:
Stories, imagination and creativity spark new ways of expressing ourselves.

An Inquiry Into:
• Stories of personal significance • How we use creativity and imagination to share stories in different ways • The ways stories connect us

Concepts: Form, Perspective

Related Concepts: Communication, Emotion

Specialist Connection: Japanese, Music

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea:
Understanding materials impacts on the way we use them.

An Inquiry Into:
• Properties of materials • Experimenting with materials • Creating and exhibiting materials

Concepts: Form, Change, Function, Causation

Related Concepts: Respect, Connection, Innovation, Creativity, Transformation.

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.

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How we Organise Ourselves • 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.

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Expected Year Level Outcomes for Prep

English: listening, reading and viewing

By the end of the Prep year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

English: speaking, writing and creating

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to share meaning and convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper and lower-case letters.

Mathematics

By the end of the Prep year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students develop and answer questions to collect information.

Prep Program of Inquiry

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; what it means to be human.

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Central Idea: 1st
Understanding the learner profile helps us understand who we are as learners.

An Inquiry Into:
• The diverse way in which people learn and approach their learning • The ways we learn best • The choices we make when learning

Concepts: Perspective, Connection, Responsibility

Related Concepts: Beliefs, Opinions, Initiatives,

Relationships

Where we are in Place & Time • An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

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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.

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Central Idea: 4th
We can use different materials to express our ideas and wonderings.

An Inquiry Into:
• The diverse ways in which we express ourselves can be communicated • The ways we individually respond can be shaped by our perspective • How we make connections, inquire and reflect on our world helps us to express ourselves more clearly

Concepts: Perspective, Connection, Form

Related Concepts: Respect, Collaboration, Subjectivity

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 3rd
Light changes the way we see and understand the world around us.

An Inquiry Into:
• Light and how it promotes curiosity and understanding about our world • How light shapes our experience • How light influences life

Concepts: Form, Function, Causation, Change

Related Concepts: Illumination, Refraction, Interference, Communication

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.

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How we Organise Ourselves • 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.

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Central Idea: 2nd
Planning an exhibition relies on systems of communication, collaboration and cooperation.

An Inquiry Into:
• The sequence of steps in planning an event • The decisions that are required to plan an event • How we reach a consensus in decision making

Concepts: Function, Responsibility, Causation

Related Concepts: Performance, collaboration, processes, negotiation, celebration

Expected Year Level Outcomes for Year 1

English: listening, reading and viewing

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

English: speaking, writing and creating

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show an understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper-case and lower-case letters.

Mathematics

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They break up numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

Year 1 Program of Inquiry

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; what it means to be human.

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Central Idea: 5th
The choices people make affect their health and the way their body functions.

An Inquiry Into:
• The different parts of the human body and their interconnectedness • The relationshp between the foods we eat and a healthy body • The balance between physical and mental health and wellbeing

Concepts: Responsibility, Form, Function, Causation

Related Concepts: Choice, Concequence, Balance

Where we are in Place & Time

• An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 6th
Reflecting on the past helps build the future.

An Inquiry Into:
• How artefacts reveal information about life in the past • How evidence is interpreted • How findings are used for future planning

Concepts: Change, Form, Connection

Related Concepts: Archaeology, Palaeontology, Artefacts, Interpretation

Specialist Connection: Japanese, Art

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.

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Central Idea: 2nd
Messages without words can be a powerful form of communication.

An Inquiry Into:
• The many ways in which messages are communicated • The ways in which we individually respond are shaped by our perpsective • How we decode, analyse and interpret to build our understanding

Concepts: Perspective, Causation

Related Concepts: Creativity

Specialist Connection: Japanese, Music, Art, Library

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 3rd
Investigating sound helps us to understand the would around us.

An Inquiry Into:
• How sound is produced • The many uses of sound • The relationship between sound and the ways the world is sensed

Concepts: Form, Function, Causation

Related Concepts: Observation, Prediction, Behaviour

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.

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Central Idea: 1st
Conflict can be solved through caring communication.

An Inquiry Into:
• The concept of peace • Solving conflict
• The emotions we feel

Concepts: Causation, Responsibility, Perspective

Related Concepts: Community, Relationships

Specialist Connection: Physical Education

How we Organise Ourselves

• 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.

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Central Idea: 4th
Successful communities depend on effective systems.

An Inquiry Into:
• Different types of communities • The acceptance of new individuals into a community • The relationship between who works within a system

Concepts: Form, Connection, Responsibility

Related Concepts: Interconnection, Diversity

Expected Year Level Outcomes for Year 2

English: listening, reading and viewing

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

English: speaking, writing and creating

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper and lower-case letters.

Mathematics

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations (flip or slide or turn). Students make sense of collected information.

Students count to and from 1,000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

Year 2 Program of Inquiry

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; what it means to be human.

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Central Idea: 1st
Our perspectives help us learn and make us unique.

An Inquiry Into:
• People's unique qualities • Understanding perspective • How group dynamics influence perspective • How we learn best

Concepts: Perspective, Responsibility

Related Concepts: Learning, Uniqueness

Where we are in Place & Time

• An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 4th
Ideas are shared and evolve to meet our needs.

An Inquiry Into:
• Our needs and wants • Changes in Technology • Impact of technological advancements

Concepts: Change, Causation, Reflection

Related Concepts: Technology, Evolution, Civilisations, Impact

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.

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Central Idea: 3rd
Identity can be expressed through the arts.

An Inquiry Into:
• Identity of individuals or groups • Artistic forms of expression • Cultural influences on identity and expression

Concepts: Form, Connection

Related Concepts: Identity, Expression, Art

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 6th
Living things have characteristics and features that enable them to live successfully in their environment.

An Inquiry Into:
• The characteristics of an invertebrate • The role of invertebrates within an ecosystem • The life cycle of an invertebrate

Concepts: Form, Change, Causation

Related Concepts: Extinction, Classification, Survival

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.

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Central Idea: 2nd
Use of resources impacts the natural environment.

An Inquiry Into:
• The needs of communities • Types of resources • Sustainable living

Concepts: Connection, Responsibility, Resources

Related Concepts: Environments, Impact

Specialist Connection: Japanese, Art

How we Organise Ourselves

• 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.

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Central Idea: 5th
People communicate for purposes.

An Inquiry Into:
• Forms of communication • How the media constructs information to engage people • Propoganda

Concepts: Function, Form, Responsibility

Related Concepts: Manipulation, Interpretation, Communication, Persuasion

Expected Year Level Outcomes for Year 3

English: listening, reading and viewing

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

English: speaking, writing and creating

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Mathematics

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies including for simple multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10,000. They classify numbers as either odd or even. They recall addition and subtraction facts, and multiplication and related division facts for x2, x3, x5 and x10. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

Year 3 Program of Inquiry

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; what it means to be human.

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Central Idea: 5th
The working systems of the human body help to maintain personal health.

An Inquiry Into:
• What is unique about the human anatomy • Our body systems impact on the way we feel and how we act • The human body and comparisons with other animals

Concepts: Form, Connection

Related Concepts: Similarities / Differences, Behaviour, Classification, Relationships

Specialist Connection: Art

Where we are in Place & Time • An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 6th
People explore, explain and create to understand the world. **An Inquiry Into:**
• The scientific explanations of the creation of the universe • How religions and cultures explain creation of the universe • How science and beliefs inform our actions

Concepts: Perspective, Connection

Related Concepts: Belief, Prejudice, Opinion, Truth

Specialist Connection: Library, Japanese

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.

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Central Idea: 1st
Compassionate communication contributes to relationships.

An Inquiry Into:
• What informs personal feelings • Way of relating to others • How people contribute to communities

Concepts: Form, Reflection

Related Concepts: Individuality, Values, Qualities, Beliefs

Specialist Connection: Japanese, Art, Physical Education

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 4th
Heat enables innovation.

An Inquiry Into:
• How heat can be produced and transferred • How materials can change in state • Living things manipulate heat

Concepts: Causation, Change

Related Concepts: Transformation, Reaction, Impact

Specialist Connection: Music

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.

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Central Idea: 3rd
People have a collective responsibility to preserve places in the environment.

An Inquiry Into:
• Why some places in the environment are protected
• Different perspectives of stewardship of the earth
• How our actions can preserve places in the environment

Concepts: Form, Responsibility, Causation

Related Concepts: Adaption, Habitat, Conservation and Preservation

Specialist Connection: Japanese, Art, Outdoor Education

How we Organise Ourselves • 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.

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Central Idea: 2nd
The use of communication technology is shaped by personal choices and social awareness.

An Inquiry Into:
• How technology is always changing • The different ways we can communicate through technology • Our responsibilities as digital citizens

Concepts: Change, Connection, Responsibility

Related Concepts: Innovation, Relationships, Communication

Specialist Connection: Japanese

Expected Year Level Outcomes for Year 4

English: listening, reading and viewing

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

English: speaking, writing and creating

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Mathematics

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Year 4 Program of Inquiry

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; what it means to be human.

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Central Idea: 1st
Collaborative communities have rights and responsibilities.

An Inquiry Into:
• How an effective community operates • An individuals rights and responsibility to a community • How our actions affect a community

Concepts: Function, Causation, Responsibility

Related Concepts: Values, Relationships, Rights, Initiative

Specialist Connection: Music, Art

Where we are in Place & Time • An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 3rd
The world is understood through exploration.

An Inquiry Into:
• Elements of a significant journey or exploration • The motivations for undertaking a significant journey • Impacts and concequences for people and places of a significant journey • Significant journeys throughout history

Concepts: Causation, Perspective, Change, Reflection

Related Concepts: Impact, Motivation, Significance

Specialist Connection: Japanese, Art, Music

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.

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Central Idea: 6th
Creativity is central to the way we share stories.

An Inquiry Into:
• How people have used puppets to share culture, express ideas and tell stories • The voice as a form of expression • The use of voice in the development of characters

Concepts: Connection, Perspective, Responsibility

Related Concepts: Creativity, Expression, Change

Specialist Connection: Art, Music

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 4th
Scientific understanding helps in the preservation and management of resources.

An Inquiry Into:
• The ocean as an ecosystem • The potential impacts on the ecosystem • How science helps people understand and manage the impact of human action

Concepts: Responsibility, Change, Causation

Related Concepts: Interconnectedness, Classification, Ecosystems, Preservation

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.

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Central Idea: 5th
Energy can be transformed and harnessed to support life on earth.

An Inquiry Into:
• The different forms of energy • How energy is harnessed
• The impact of energy use on the environment
• Need for sustainable energy practices

Concepts: Form, Function, Causation

Related Concepts: Energy, Power, Consumption, Pollution, Cause and Effect, Heat, Light

Specialist Connection: Physical Education

How we Organise Ourselves • 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.

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Central Idea: 2nd
Life is transformed when cultures interact.

An Inquiry Into:
• The nature of contact between Aboriginal and Torres Strait Islander peoples • Stories of the First Fleet • The diversity of Australia's First Peoples.

Concepts: Causation, Change, Reflection

Related Concepts: Cause and Effect, Trade, Empire, Navigation, Competition, Curiosity, Discovery

Specialist Connection: Art

Expected Year Level Outcomes for Year 5

English: listening, reading and viewing

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

English: speaking, writing and creating

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Mathematics

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Year 5 Program of Inquiry

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; what it means to be human.

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Central Idea: 2nd
Reflecting when resilience is challenged allows for growth in wellbeing.

An Inquiry Into:
• What it means to be a healthy human being • How strategies can be developed to enhance emotional, mental, social and spiritual wellbeing • How individual wellbeing can positively influence group wellbeing

Concepts: Function, Connection, Responsibility

Related Concepts: Balance, Choice, Growth, Independence

Specialist Connection: Japanese, Art, Physical Education

Where we are in Place & Time

• An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 4th
Recognising bias helps form a balanced understanding of history.

An Inquiry Into:
• How history is understood • How our values and beliefs affect our understanding of the world • Understanding the past can aid ethical decision making

Concepts: Change, Causation, Perspective

Related Concepts: Persuasion, Bias, Individuality

Specialist Connection: Physical Education, Music, Library

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.

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Central Idea: 1st
Thinking can unlock a world of possibilities.

An Inquiry Into:
• How the arts helps us express ideas • Artists use techniques to evoke emotions • How ideas can be represented conceptually

Concepts: Function, Perspective

Related Concepts: Persuasion, Individuality, Empathy, Appreciation

Specialist Connection: Art, Music, Japanese

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 3rd
Exploring the unknown enables understanding of the natural world and it's laws.

An Inquiry Into:
• The laws that govern the natural world • Curiosity leads to questioning and discovery • How transferring knowledge can help when solving problems

Concepts: Form, Function

Related Concepts: Exploration

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.

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Central Idea: 6th
Responsible action involves understanding the needs of individuals, communities and society.

An Inquiry Into:
• Defining and catagorising service and action • How local organisations aim to support people and the environment in our local and global community • How solutions required for responsible action require an understanding of the needs of others

Concepts: Responsibility, Connection, Causation

Related Concepts: Equity, Human Rights, Action, Charity

Specialist Connection: Physical Education

How we Organise Ourselves

• 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.

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Central Idea: 5th
The interdependence of humans and the natural world creates challenges for sustainability.

An Inquiry Into:
• The interconnectedness of human made systems • How collaboration facilitates interconnectedness

Concepts: Responsibility, Connection

Related Concepts: Sustainability, Systems, Creativity

Specialist Connection: Music, Japanese

Expected Year Level Outcomes for Year 6

English: listening, reading and viewing

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

English: speaking, writing and creating

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Mathematics

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

Exhibition

Towards the end of Year 6, students engage in an in-depth, collaborative inquiry. They demonstrate independence and responsibility for their own learning and explore multiple perspectives. They exhibit ongoing development of the attributes of the learner profile. They demonstrate engagement with the five essential elements of the program: knowledge, concepts, skills, attitudes and action. They synthesise and apply their learning of previous years, and reflect on their journey through the PYP.

Year 6 Program of Inquiry

Five of these are undertaken each year, and the sixth is undertaken as the exhibition which may be modified or re-written

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; what it means to be human

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Central Idea: 5th / 6th
Spirituality is diverse and impacts on community.

An Inquiry Into:
• Spiritual and religious practices • The impact of diversity on community wellbeing

Concepts: Reflection, Perspective, Form

Related Concepts: Tolerance

Specialist Connection: Japanese

Where we are in Place & Time

• An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.

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Central Idea: 1st
People and events contribute to societal change.

An Inquiry Into:
• Societal change in Australia since the 1900s • The formation of a national identity • People who migrate to Australia

Concepts: Causation, Change

Related Concepts: Identity, Migration, Formation

Specialist Connection: Art, Japanese

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.

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Central Idea: 5th / 6th
Communities are connected through cultural expression.

An Inquiry Into:
• Cultural and geographical connectedness • Ways culture is shared and preserved

Concepts: Perspective, Connection

Related Concepts: Purpose, Culture, Beliefs, Relationships, Celebrations, Interconnectedness, Place & Space

Specialist Connection: Art, Japanese

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; the impact of scientific and technological advances on society and on the environment.

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Central Idea: 3rd
Understanding scientific principles contributes to a changing world.

An Inquiry Into:
• Scientific principles • Scientific skills and processes
• Using science and innovation to problem solve

Concepts: Function, Change

Related Concepts: Energy, Matter

Specialist Connection: Music, Art, Physical Education

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.

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Central Idea: 4th
Equitable access to resources is a challenge.

An Inquiry Into:
• Types of natural resources • Human rights issues associated with sharing resources • Humanity's relationship with the natural world

Concepts: Responsibility, Causation, Connection

Related Concepts: Migration, Impact, Origin

How we Organise Ourselves

• 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.

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Central Idea: 2nd
Systems of governance impact the development of the community in which they operate.

An Inquiry Into:
• The roles and responsibilities of the Government in Australia • How democracy works • Other systems of governance around the world

Concepts: Function, Form, Responsibility

Related Concepts: Citizenship, Systems, Rights

Specialist Connection: Japanese