

The Primary Years Programme

MACCLESFIELD.P.S PROGRAMME OF INQUIRY 2023

BRINGING IT ALL TOGETHER

FOUNDATION						
Transdisciplinary Themes Four TD themes each year	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.	Where we are in place and time 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.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	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.	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.
CENTRAL IDEA	Although we are unique we have similarities to the family we are part of	Children from all over the world, over time, have shown the need to play	People experience many different feelings and emotions	The weather and changes in the seasons affect the everyday life of living things across the world	Farms are developed for different purposes	Living things need certain conditions in order to grow and stay healthy
Lines of Inquiry	We all have different characteristics Individuals have varied strengths Families help us to remember and celebrate change Our experiences may be unique or similar to other people	People like playing for various reasons As we get older play changes Older family members may have played differently when they were younger Children all over the world play	We feel different emotions We can manage our angry feelings when we recognise them It's important to recognise the feelings of others We can solve our problems in many different ways	People modify their behaviour and dress according to the weather Changes in the seasons affect animals and plants Different cultures use concepts of time and weather in different ways	Farms make produce that humans can use There are many different farms for different purposes We can use farm produce in many different ways There are tools to make farming life easier	All living things have needs Living things have various physical characteristics to help them survive Humans can impact on the conditions that allow living things to thrive We have a responsibility for other living things
CONCEPTS	Form Function	Change Causation Function	Perspective Connection Responsibility	Causation Change Function	Responsibility Form Function	Function Form
APPROACHES TO LEARNING	Communication Social Thinking	Thinking Self-management Communication	Social Communication	Research Thinking Social	Research Thinking	Self-management Research Social
LEARNER PROFILE ATTRIBUTES	Balanced Open-minded Communicators	Open-minded Risk-takers Balanced	Communicators Reflective Principled	Knowledgeable Thinkers Inquirers	Principled Thinkers Caring	Inquirers Caring Risk-takers
Specialist	ART	P.E	MUSIC	JAPANESE		

GRADE: 1-2	TERM 1	TERM 3	TERM 1-2	TERM 3-4	TERM 4	TERM 2
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	There are roles and responsibilities in families	The past shapes present communities	Feelings influence the way we behave and can affect others	People use science in their daily lives	We can work together to achieve a common goal	The features of living things help them to adapt to their habitat to enable survival
Lines of Inquiry	We communicate our understanding of how families can be different Roles and responsibilities can be different for each family member We can think and reflect how family roles may change overtime for many reasons	We can research how communities change over time. It is important to communicate the history of how communities evolve and grow. It is important to think about how the past has an impact on the present.	We can make good choices over poor choices through self-management . We manage and communicate feelings and emotions in different ways We use social skills to support each other with our emotions	We can think about the impact of science on our lives- causation We can research scientific principles to help us understand how things work - function We can ask questions to explore similarities and differences in science - form	We can communicate our ideas to solve problems - connection . We can think about how communities are organised - function . We can use our social skills to work together as a human-made system.	Differences in habitat Animals need for survival - change Finite resources within an habitat - connection
CONCEPTS	Responsibility Perspective	Change Causation	Perspective Connection Responsibility	Form Causation Function	Function Connection	Connection Change
APPROACHES TO LEARNING	Communication Thinking	Research Thinking Communication	Social Communication Self-management	Thinking Research	Communication Thinking Social	Self-management Research
LEARNER PROFILE ATTRIBUTES	Reflective Open-minded Communicators	Knowledgeable Inquirers	Balanced Principled Open-minded	Inquirers Thinkers Knowledgeable	Communicators Risk-Takers Thinkers	Caring Balanced
Specialist	JAPANESE			ART	P.E MUSIC	

GRADE: 2	TERM 2	TERM 3-4	TERM 3	TERM 4	TERM 1	TERM 1-2
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	Knowing about our family histories enables us to discover our cultural origins and develop an historical awareness	The impact of changing technology on people's lives	People's lives are enriched by imaginative minds	Living things grow and change	We all have rights and responsibilities as citizens	The choices we make have an impact on our environment
Lines of Inquiry	-Investigating our family origins, history and traditions gives us perspective on who we are. -Family histories can be alike or different and influence how they function . -Things about our family may have changed over time.	Changes in technology shape our daily life Past technology influences today's technology - Function	We communicate and express our ideas, imagination, feelings, beliefs and values in a variety of forms We all perceive art differently Our emotions are reflected in the way we express ourselves - connection	Living things have needs to help them grow - connection . Everything changes as it grows There are different stages in a life-cycle - form	We need to communicate to work together to function and solve problems. -We can think about how communities are organized and how they can work effectively. We can use our social skills to work together as a human-made system.	-We need to think about how our choices impact the earth. -We can research the finite resources that we need to share to help the environment. -We are responsible to look after the environment and communicate our learning.
CONCEPTS	Change Perspective Function	Function Change	Form Perspective Connection	Connection Change Form	Perspective Causation Responsibility	Responsibility Causation
APPROACHES TO LEARNING	Thinking Research Social	Research Thinking Social	Self-Management Communication Social	Research Thinking	Social Thinking Communication	Communication Research Thinking
LEARNER PROFILE ATTRIBUTES	Knowledgeable Reflective Open-minded	Thinkers Communicators Inquirers	Open-minded Risk-takers Balanced	Inquirers Knowledgeable Caring	Balanced Open-minded Thinkers	Principled Caring Reflective
Specialist	JAPANESE		MUSIC ART		P.E	

GRADE: 3	TERM 1	TERM 1-2	TERM 3	TERM 2	TERM 3-4	TERM 4
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	The choices we make in our lives impact our own health and wellbeing	Today's culturally diverse society is a reflection of migration	The ideas, values and beliefs of cultures influence how they express themselves	The functionality of a structure's design is influenced by its purposes and its properties	Community organisations need structure to function	The dynamic balance of nature is impacted by human activity
Lines of Inquiry	We are responsible for our own eating and exercising choices that have consequences. Our habits affect our health and wellbeing. Lots of different things can influence our health and wellbeing. We can take actions to maintain and improve my health in the future.	There are many reasons people migrate. Immigration changes our society. Nations grow through exploration and settlement, which has consequences for indigenous people.	People have different cultural beliefs that they express in various ways. People are connected by their ideas, values and beliefs. There are similarities and differences in the way different cultures express their ideas, values and beliefs	Natural and processed materials have a range of physical properties. Materials have different properties that make them useful for different jobs. Products are designed for different purposes.	Organisations have structure. Individuals contribute to an organization. Communities need different organisations to function.	All living things are connected and dependent on each other for survival. Human actions can have an effect on the balance of nature. It is our responsibility to care for the environment.
CONCEPTS	Causation Responsibility	Change Causation	Perspective Connection	Form Function Perspective	Function Change Responsibility	Responsibility Connection Change
APPROACHES TO LEARNING	Self-management	Research Thinking	Communication Research Social	Thinking Research	Social Self-management	Research
LEARNER PROFILE ATTRIBUTES	Balanced Reflective	Open-minded Inquirers Principled	Knowledgeable Caring Open-minded	Risk-takers Inquirers Thinkers	Principled Communicators Knowledgeable	Caring Knowledgeable
Specialist	P.E ART		MUSIC	JAPANESE		

GRADE: 4	TERM 1	TERM 1-2	TERM 2	TERM 3	TERM 4	TERM 3-4
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	Cultures experience varying levels of connectedness to their land, community and values.	Exploration can influence a way of living	We use different forms of communication to express our emotions.	Scientific principles are used in everyday life	Community services are designed to reflect the needs of its citizens	Humans have found challenges in sharing finite resources fairly amongst all people worldwide.
Lines of Inquiry	There are different cultures Different values influence a culture's identity We are all connected to the land and community	There are many different reasons for exploration Exploring is discovering Every exploration has consequences	The identification and labeling of a variety of emotions and the socially acceptable responses to them How and why others share ideas and emotions through different forms of communication	The process scientists use to conduct their experiments The physical and chemical sciences and how they impact the world around them.	The wants and needs of citizens How community services meet the needs of its citizens Why communities need different organisations to function	Finite and infinite resources The distribution of finite resources Challenges to have equitable access to resources
CONCEPTS	Connection Perspective	Form Perspective Causation	Function Responsibility	Change Form	Causation Function	Responsibility Causation
APPROACHES TO LEARNING	Research	Communication	Self-management	Research	Thinking	Social
LEARNER PROFILE ATTRIBUTES	Open-minded Principled Inquirers	Knowledgeable Open-minded	Communicators Risk takers	Inquirers Thinkers	Balanced Communicators	Caring Reflective Principled
Specialist	JAPANESE	ART	MUSIC		P.E	

GRADE: 5	TERM	TERM	TERM	TERM	TERM	TERM
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	Values build community	Actions of individuals can have an influence on civilisations	Expression influences form	An understanding of science and technology can improve the quality of our lives	The economy shapes the world around us	Access affects opportunity
Lines of Inquiry	Values change with experience Individual values and responsibilities, support and develop a community Individual rights can cause chaos or harmony The lack of Aboriginal rights and how it has changed over time Politics	An inquiry into: -The impact ideologies have on civilizations -The responsibility individuals have within society for it to function well -Continued recognition of First Nations people in society, and their voice in our nation. -	Through the Arts (including performing arts) people use different forms of expression to convey their uniqueness as human beings How different genres of writing can express our ideas in the variety of ways How we express ourselves (when reading aloud (script/acting rehearsals)) will be determined by the style of writing The diversity and richness of Indigenous language and how it has influenced the English language	Technological and scientific advancements have changed our lifestyles Media and ICT have evolved over time How Indigenous knowledge is used to look after plants, animals, and landscape.	The function of an economy in everyday society Consequences arise from economic decisions. An individual's role in the economy will change over time	Opportunities present in different ways Opportunities can be different depending on a number of factors (where you live/work/go to school/your finances). Opportunities can be inspired by our connections with others. As a society we are moving towards providing equal opportunity to all We can be responsible for change
CONCEPTS	Connection Responsibility	Perspective Responsibility	Change Perspective Form	Function Form Causation	Responsibility Function Causation	Causation Change Connection
APPROACHES TO LEARNING	Research Social	Communication Research Thinking	Social Communicators	Thinking Self-management Research	Self-management Social Communicators	Research Thinking
LEARNER PROFILE ATTRIBUTES	Caring Reflective Balanced	Open-minded Knowledgeable Communicators	Risk-takers Open-minded	Inquirers Open-minded	Principled Risk-taker	Balanced Thinkers Communicators
Specialist	JAPANESE		ART P.E MUSIC			

GRADE: 6	TERM	TERM	TERM	TERM	TERM	TERM
Transdisciplinary Themes	<i>Who we are</i> 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.	<i>Where we are in place and time</i> 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.	<i>How we express ourselves</i> 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.	<i>How the world works</i> 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.	<i>How we organise ourselves</i> 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.	<i>Sharing the Planet</i> 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.
CENTRAL IDEA	Our identity makes us who are	Our relationships with individuals and society are influenced by subjectivity.	Appreciation of aesthetics is informed by our own experiences.	Natural and human made creations impact our environment	The decisions we make in society affect people in different ways	Peace overcomes conflict
Lines of Inquiry	An inquiry into the personal qualities and strengths that we each have. An inquiry into why people feel they need to be a certain way (peer pressure, acceptance, friendships, judgment, media persuasion) An inquiry into the need to accept diversity	Shifting ingrained prejudices in society The impact different cultures have on our lives The effect our actions have on building stronger relationships	An inquiry into how we discover and express our appreciation of aesthetics An inquiry into the way we use aesthetics to express our own values and beliefs	An inquiry into the impact scientific discoveries have on our environment An inquiry into the impact technological advances have on our environment An inquiry into the function of new creations and how we manage the impact they have on our environment	The value of thinking global but acting local The role of social media in influencing our decisions	peaceful ways to diffuse conflict (Causation and Responsibility) the reasons conflict occurs (Causation) how differing views can co-exist (Responsibility)
CONCEPTS	Causation Responsibility	Perspective Responsibility	Function Connection	Change Function Causation	Form Perspective	Responsibility Perspective Causation
APPROACHES TO LEARNING	Research Self-management	Thinking Self-management Caring	Self-management Social	Communication Research	Social Communication	Research Thinking
LEARNER PROFILE ATTRIBUTES	Balanced Communicator	Principled Thinkers	Risk-takers Reflective Balanced	Inquirers Thinker	Communicators Open-minded Principled	Caring Knowledgeable Open-minded
Specialist	P.E	JAPANESE	MUSIC			ART

