



Bali IS Primary Years Programme of Inquiry 2021 - 2022

	<u>How we organise ourselves</u>	<u>How we express ourselves</u>	<u>Where we are in place and time</u>	<u>Sharing the Planet</u>	<u>How the world works</u>	<u>Who we are</u>
	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations (Gr 4?), from local and global perspectives	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	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.	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
Grade 5 10-11 years	<p><u>Central Idea</u> Responsible citizens are knowledgeable about societal systems locally and globally.</p> <p><u>Lines of Inquiry</u></p> <p>How government systems function (function)</p> <p>Human rights and responsibilities (perspective)</p> <p>Responsible citizenship (responsibility)</p>	<p><u>Central Idea</u> We all have a culture that is influenced by different factors and expressed in various ways.</p> <p><u>Lines of Inquiry</u></p> <p>Our own and others cultural identity (connection)</p> <p>How cultural identity evolves over time (change)</p> <p>How and why we express our culture (perspective)</p>	<p><u>Central Idea</u> Migration is a constant process that affects people and places.</p> <p><u>Lines of inquiry</u></p> <p>Reasons why people migrate (causation)</p> <p>Human migration throughout history (change)</p> <p>Impact of migration (perspective)</p>	<p><u>Central Idea</u> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><u>Lines of Inquiry</u></p> <p>Ecosystems, biomes and environments (form)</p> <p>How human interaction with the environment can affect the balance of system (responsibility)</p> <p>Ways in which organisms are interconnected in nature (connection)</p>	<p><u>Central Idea</u> Scientists learn about forces and motion through systematic inquiry</p> <p><u>Lines of Inquiry</u></p> <p>The impact of science and technology on human activity (causation)</p> <p>Different types of forces and how they work (function and form)</p>	<p><u>Central Idea</u> As we go through adolescence there is an increasing need to maintain our well being.</p> <p><u>Lines of inquiry</u></p> <p>Changes that occur during adolescence (change)</p> <p>Factors that promote our well being (function)</p> <p>Our relationships contribute towards our sense of self (responsibility)</p>



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Grade 4 9-10 years	<p><u>Central Idea</u> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><u>Lines of Inquiry</u> Challenges, risks and opportunities that children encounter (form)</p> <p>How children respond to challenges, risks and opportunities (perspective)</p> <p>Ways in which individuals and organisations work to protect children from risk (causation)</p>	<p><u>Central Idea</u> Our bodies are made up of interconnected systems that contribute to our health and survival</p> <p><u>Lines of Inquiry</u> Body systems and how they work (function)</p> <p>How the systems are connected to one other (connection)</p> <p>Impact of lifestyle choices on the body (responsibility)</p>	<p><u>Central Idea</u> Historical figures, civilisations and their technologies continue to impact modern day society</p> <p><u>Lines of Inquiry</u> Historical figures and civilizations (form)</p> <p>Connections between past, present and implications for the future (change)</p> <p>Historical events and artefacts that have led to innovations in technology (causation)</p>	<p><u>Central Idea</u> The design of buildings and structures depends on environmental factors, human ingenuity and available materials</p> <p><u>Lines of Inquiry</u> The materials and shapes used in making different stable, weight bearing structures (function)</p> <p>Impact of a building on the environment and of the environment on a building (perspective)</p> <p>How indigenous architecture influences the design of buildings and structures (connection)</p>	<p><u>Central Idea</u> People can create or manipulate messages to target specific audiences</p> <p><u>Lines of Inquiry</u> How images, text and music are used to influence behaviour of target audiences. (function)</p> <p>Critical evaluation of messages presented in the media (perspective)</p> <p>How people respond to messages (responsibility)</p>	<p><u>Central Idea</u> Economic activity relies on systems of production, exchange and consumption of goods and services</p> <p><u>Lines of Inquiry</u> Supply and demand (causation)</p> <p>The distribution of goods and services (connection)</p> <p>Ethical and moral behaviour of consumers (responsibility)</p>



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Grade 3 8-9 years	<p style="text-align: center;"><u>Central Idea</u></p> <p>Through the arts, people use different forms of expression to convey their uniqueness as human beings.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>Diverse ways in which people express themselves (form)</p> <p>Role of art in culture and society (function)</p>	<p style="text-align: center;"><u>Central Idea</u></p> <p>Earth is part of an interconnected solar system.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>The interconnectedness of the Earth, Sun and the Moon (connection)</p> <p>Characteristics of objects in our solar system (function)</p> <p>Advances in technological research (change)</p>	<p style="text-align: center;"><u>Central Idea</u></p> <p>What we believe and value is an important part of who we are.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>Similarities and differences between various belief systems (form)</p> <p>Different perspectives and cultures (perspective)</p> <p>How belief systems impact our daily lives (causation)</p>	<p style="text-align: center;"><u>Central Idea</u></p> <p>Exploration leads to discoveries, opportunities and new understandings.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>Reasons for different kinds of exploration (causation)</p> <p>How exploration has changed over time (change)</p> <p>Consequences of exploration (perspective)</p>	<p style="text-align: center;"><u>Central Idea</u></p> <p>To meet our needs and wants, people make choices that impact animals.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>Different types of living things (form)</p> <p>Why people make choices that impact animals (causation)</p> <p>Our responsibility for the future survival of animals (responsibility)</p>	<p style="text-align: center;"><u>Central Idea</u></p> <p>Organisations and individuals work together towards having an impact on local and global problems.</p> <p style="text-align: center;"><u>Lines of Inquiry</u></p> <p>The impact of local and global problems (connection)</p> <p>Responsibilities of individuals and groups in response to problems (responsibility)</p>



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Grade 2 7-8 years	<p><u>Central Idea</u></p> <p>Our imagination allows us to think, create and reflect on how we express ourselves.</p> <p><u>Lines of Inquiry</u></p> <p>How do we show and use thinking (function)</p> <p>Logical and creative expression (perspective)</p>	<p><u>Central Idea</u></p> <p>People can make choices in order to sustain the Earth's resources</p> <p><u>Lines of Inquiry:</u></p> <p>Finite and infinite resources (perspective)</p> <p>Personal choices that can help sustain the environment (responsibility)</p> <p>Reusing and recycling different materials (change)</p>	<p><u>Central Idea</u></p> <p>Homes reflect family values and local cultures</p> <p><u>Lines of Inquiry</u></p> <p>The concept of home (perspective)</p> <p>How homes reflect family values and local culture (connection)</p> <p>Factors that determine where people live (causation)</p>	<p><u>Central Idea</u></p> <p>People use maps and globes to learn about and explore the interconnectedness of the world.</p> <p><u>Lines of Inquiry</u></p> <p>How we represent place (form)</p> <p>Representations of place through time (function)</p> <p>The relationship of our location to other parts of the world (connection)</p>	<p><u>Central Idea</u></p> <p>Energy can be converted from one form to another and used in various ways.</p> <p><u>Lines of Inquiry</u></p> <p>Different forms of energy and how it is used (form)</p> <p>Transfer of energy through electrical circuits (causation)</p> <p>Sustainable energy practice (change)</p>	<p><u>Central Idea</u></p> <p>Communities provide interconnected services designed to meet people's needs</p> <p><u>Lines of Inquiry</u></p> <p>Reasons people live / visit the local community (causation)</p> <p>Services needed to support a community (function)</p> <p>How these services meet the needs of the community (connection)</p>



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Grade K/1 Cycle A (2022 - 2023) Grade 1 5-7 years	<u>Central Idea</u> Stories can inform, entertain and can be communicated in many ways. <u>Lines of Inquiry</u> Elements of a story (form) Storytelling around the world (connection) How to tell a story (perspective)	<u>Central Idea</u> The choices people make affect their health and well-being. <u>Lines of Inquiry</u> A balanced lifestyle (form) Making healthy choices (responsibility) How to care for our body. (function)	<u>Central Idea</u> Science helps us to explore light and sound <u>Lines of Inquiry</u> Scientific methods (function) How light and sound travel (form) The use of light and sound (Connection)	<u>Central Idea</u> Making products depends on various systems. <u>Lines of Inquiry</u> How are products made (change) Connection between steps in a system. (function) The needs of products and services. (causation)	<u>Central Idea</u> Artifacts contribute to our understanding of our histories. <u>Lines of Inquiry</u> How do we know about the past (causation) Artifacts contribute to our understanding of the past (connection) Our personal history (change)	No Gr 1 Sharing the planet unit.



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Grade K/1 Cycle B (2021 - 2022) Kindergarten 5-7 years	<u>Central Idea</u> People’s relationships with each other can have an impact on well-being <u>Lines of Inquiry</u> Ways we develop relationships (change) Relationships affect us (causation) Roles and behaviours within relationships (responsibility)	<u>Central Idea</u> Nature inspires the arts <u>Lines of Inquiry</u> Types of creative expression (form) Using our creativity to express our ideas in different ways (perspective) Creative expression helps us understand the world around us (connection)	<u>Central idea</u> We can build successful communities <u>Lines of inquiry</u> What makes up a successful community. (function) What communities we belong to. (connection) The roles people and things have within our community. (responsibility)	<u>Central idea</u> Plants are a life sustaining resource for us and other living things <u>Lines of inquiry</u> What plants provide for us and other living things (connection) The structure of a plant (form) Caring for plant life (change)	<u>Central Idea</u> Our daily lives are connected to the earth’s natural cycles <u>Lines of Inquiry</u> The Earth’s natural cycles (causation) Our connection to the earth’s natural cycles (connection) Role of the sun and properties of sunlight (function)	No Where we are in Place and Time unit



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Preschool Cycle B (2021 - 2022) 3 - 5 years	<u>Central Idea</u> Discovering who we are can help us connect with new situations <u>Lines of Inquiry</u> Myself and my needs (form) Me and my social relationships (responsibility) Me and my new environment (connection)	<u>Central Idea</u> Journeys lead to people's new understanding about the world. <u>Lines of Inquiry</u> Different purposes of journeys (causation) People's perspective on journeys (perspective) Choices and decisions involved in making journeys (responsibility)	<u>Central Idea</u> Through play we express our idea and extend our creativity <u>Lines of Inquiry</u> Different types of play (form) Expressing ideas and feelings through play (connection) The creative processes behind play (causation)	<u>Central Idea</u> People learn about how the world works through observation and inquiry <u>Lines of Inquiry</u> How questioning develop our thinking (function) How people investigate, observe, reflect (responsibility) How people observe and record changes (change)	No Preschool How we organize ourselves unit	No Preschool Sharing the Planet unit



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Preschool Cycle A 2022 - 2023 3 - 5 years	<u>Central Idea</u> Living things in our care share the same basic needs <u>Lines of Inquiry</u> Living things change. (change) It's important to care for plants and animals in our world. (responsibility) Plants, animals and humans have essential relationships. (connection)	<u>Central Idea</u> Understanding the properties of materials means that we can use them in different ways. <u>Lines of Inquiry</u> The properties of materials (form) Changing properties of materials (change) Uses of materials for different purposes (function)	<u>Central Idea</u> Every day we learn about who we are and what we can do. <u>Lines of Inquiry</u> What makes us who we are (causation) Similarities and differences between ourselves and others (change) My Learning Journey (causation)	<u>Central Idea</u> We celebrate the things that are important to us in different ways. <u>Lines of Inquiry</u> Reasons people celebrate (connection) supported by Music Features of celebrations (form) The different ways people celebrate (perspective)	No Preschool How we organise ourselves unit	No Preschool Where we are in place and time unit



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