



St Mark's
Church School

Primary Years Programme of Inquiry
2018



	Term 1 Sharing the planet	Term 2 Who We Are	Term 3 How We Organise Ourselves	Term 4 How We Express Ourselves
Trans disciplinary theme:	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 the nature of self; the beliefs and personal values; physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; 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.
Central Idea:	It is the responsibility of everyone to look after the environment.	Knowing what our bodies need and can do helps us challenge ourselves further.	Journeys we take can connect us with our community.	Understanding our ideas and feelings can help us learn about ourselves and other people.
Key concepts:	Change, Causation, Responsibility	Change, Function, Responsibility	Connection, Form, Function	Perspective, Connection, Reflection
Related Concepts:	Impact, Pollution, Conservation of water & wildlife, Systems	Growth, Review, Impact, Behaviour, Initiative	System, Role, Pattern	Communication, Beliefs, Relationships, Consequences
An inquiry into:	<ul style="list-style-type: none"> The impact of our actions on the environment Things we should we do to care for and respect our environment How we make sure we do not waste resources 	<ul style="list-style-type: none"> What our bodies need to grow and move Changes in our bodies when we exercise How we can challenge ourselves 	<ul style="list-style-type: none"> How we organise the journeys we take Connections we make with our community Patterns and maps guide us on our journeys 	<ul style="list-style-type: none"> Identifying our feelings Ways that we can express ourselves How our feelings connect us to other people
Learner profile:	Principled, Caring, Reflective, Thinker	Risk-taker, Balanced, Open minded	Inquirers, Thinker, Knowledgeable	Caring, Reflective, Communicator, Well-Balanced
Approaches to Learning: (Skills)	Self Management Thinking	Thinking Skills Self-Management Skills	Self Management skills Research Skills Thinking skills	Social skills Communication skills



	Term 1a Who we are	Term 1b Sharing the planet	Term 2a How we organise ourselves	Term 2b Where we are in place and time	Term 3 How the world works	Term 4 How we express ourselves
Trans disciplinary theme:	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into 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 interconnectedness of human-made systems and communities; the structure and function of organizations; Societal decision-making; economic activities and their impact on humankind and the environment.	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 civilizations, from local and global perspectives.	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 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.
Central Idea:	Being reflective about how we learn can help us achieve our goals.	The survival of living things is connected to our interaction with the environment.	Communities function when people work together.	Homes around the world vary according to their location.	Change and adaptation can affect the survival of the species.	People recognise important events through celebrations and traditions.
Key concepts:	Form, Function, Reflection	Connection, Perspective	Connection, Responsibility, Function	Causation, Form, Change	Change, Causation	Reflection, Connection, Causation
Related Concepts:	Cooperation, Identification, Categorising and evidence, Goals	Biodiversity, Habitats, Responsibility	Cooperation, Communication, Roles	Uses of materials, Locality, Diversity, Impact, Homes, Resources	Adaptation, Classification, Body Movement, Habitats	Belief, Culture, Value
An inquiry into:	<ul style="list-style-type: none"> Developing a community of learners (Treaty of Waitangi) My strengths and weaknesses (growth mindset) <ul style="list-style-type: none"> Goal setting 	<ul style="list-style-type: none"> Biodiversity Endangered animals Our responsibility in the environment 	<ul style="list-style-type: none"> How communities function Community roles Characteristics of a community 	<ul style="list-style-type: none"> Types of homes The effect of environments on homes Materials used in homes (Changes in homes over time) 	<ul style="list-style-type: none"> Life cycles Living/non-living classification Adaptations 	<ul style="list-style-type: none"> Cultural celebrations The similarities and differences between various cultures <ul style="list-style-type: none"> Traditions
Learner profile:	Risk-taker, Reflective	Principled, Caring	Communicators, Inquirers, Reflective	Knowledgeable, Thinkers, Open-minded	Caring, Balanced	Caring, Open-minded, Balanced
Approaches to Learning: (Skills)	Social - accepting responsibility Research - observing, collecting data and recording Thinking - acquisition of knowledge, application Communication - speaking, writing Self-management - codes of behaviour	Social - cooperating, group decision-making Research - planning, recording data Thinking - comprehension Communication - listening, writing, viewing Self-management - fine motor skills, organisation	Social - cooperating Research - organising, interpreting data Thinking - synthesis Communication - listening, reading, viewing Self-management - gross motor, safety, codes of behaviour	Social - respecting others Research - formulating questions, planning Thinking - dialectical thought Communication - listening, speaking, presenting Self-management - organisation, time management	Social - adopting a variety of group roles, accepting responsibility Research - observing, collecting data, presenting research findings Thinking - acquisition of knowledge, application, analysis Communication - reading, presenting Self-management - healthy lifestyle, informed choices	Social - cooperating, resolving conflict Research - formulating questions, organising data, interpreting data, presenting research findings Thinking - evaluation, metacognition Communication - nonverbal communication Self-management - spatial awareness



Trans disciplinary theme:	Term 1a 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.	Term 1b 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 civilizations, from local and global perspectives.	Term 2a 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.	Term 2b How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; Societal decision-making; economic activities and their impact on humankind and the environment.	Term 3 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.	Term 4 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:	Taking responsibility for choices can enable people to learn and play together.	Understanding our place in the world helps develop global awareness.	A variety of signs and symbols facilitates local and global communication.	Transportation systems are directly related to the needs of a community.	Living things are affected by the earth's natural cycles.	Plants are a life-sustaining resource for us and for all living things.
Key concepts:	Reflection, Perspective	Connection, Perspective	Form, Responsibility	Function, Connection	Change, Causation	Form, Connection
Related Concepts:	Responsibility, Choice, Identity, Community	Context, Location, Orientation, Citizenship	Culture, Media, Pattern, Safety	Systems, Landscape	Seasons, Cycles, Interaction	Carbon cycle, Light Interdependence, Systems
An inquiry into:	<ul style="list-style-type: none"> Developing a community of learners (Treaty of Waitangi) My strengths and weaknesses (growth mindset) Goal setting 	<ul style="list-style-type: none"> Biodiversity Endangered animals Our responsibility in the environment 	<ul style="list-style-type: none"> How communities function Community roles Characteristics of a community 	<ul style="list-style-type: none"> Types of homes The effect of environments on homes Materials used in homes (Changes in homes over time) 	<ul style="list-style-type: none"> Life cycles Living/non-living classification Adaptations 	<ul style="list-style-type: none"> Cultural celebrations The similarities and differences between various cultures Traditions
Learner profile:	Principled and Reflective	Knowledgeable, Inquirer	Communicator, Thinker	Communicator, Open-minded	Knowledgeable, Risk-taker	Caring, Balanced
Approaches to Learning: (Skills)	Thinking - Dialectical thought Self- Management - Informed choices, Safety and codes of behaviour Social - Respecting others, Resolving conflict	Communication- Presenting Research- Formulating Questions Thinking- Acquisition of Knowledge	Communication- Viewing and non-verbal communication Thinking- Analysis Self-Management- Codes of behaviour	Communication- Non- verbal Social- Group roles Research- Interpreting data	Thinking- Comprehension Research Collecting Data and Presenting Research Self-Management- Organisation	Self-management- Healthy Lifestyles Thinking- Comprehension Research- Formulating questions



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Central Idea:	Developing a healthy lifestyle involves managing a range of factors.	Personal expression can be presented and interpreted in different forms.	Humans have developed ways to prepare for, respond to and cope with crises and disasters.	The earth provides water that is essential for life.	Reflecting on how the lives of children have changed over time helps us to develop historical awareness.	Human interaction with the environment can affect the ecological balance of nature.
Key concepts:	Function, Connection	Form, Reflection	Responsibility, Causation	Function, Causation	Change, Reflection, Connection	Responsibility, Perspective
Related Concepts:	Growth, Behaviour, Patterns	Interpretation, creativity, communication, technique, performance	Communication, role, consequences, citizenship	Weather, climate, water cycle, global patterns, sustainability	Transformation, timelines, historical sources	Ecology, conservation, food chains, homeostasis, Value, Opinion
An inquiry into:	<ul style="list-style-type: none"> Factors that contribute to our mental, spiritual and physical health Ways that we can manage a healthy lifestyle How the decisions we make affect our health as we grow 	<ul style="list-style-type: none"> Forms of personal expression and creativity Making decisions to prepare and present creative ideas Interpreting and reflecting on others creativity 	<ul style="list-style-type: none"> Preparing for possible disasters in our community The impact of disasters on humans and the environment Personal responsibility during a crisis or disaster 	<ul style="list-style-type: none"> The water cycle and its importance for sustaining life How the earth's cycles interact Different types of weather and its effect on human life 	<ul style="list-style-type: none"> How timelines help us to record history Personal family histories of childhood, schools and education The interconnectedness of children around the world through key events in their history 	<ul style="list-style-type: none"> Different types of ecosystems Global impact of humans on the environment How communities around the world conserve environments
Learner profile:	Balanced, Principled	Risk-taker, Communicator	Thinker, Knowledgeable	Inquirer, Knowledgeable	Reflective, Open-minded	Thinker, Caring
Approaches to Learning: (Skills)	Communication, Self-management	Social, Communication	Social, Thinking, Self-management	Research, Thinking,	Research, Communication	Thinking, Communication, Self-management

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Central Idea:	Children have rights and with these come responsibility.	Imagination can extend our ability to think, create and express ourselves.	Humans can ensure that the past is preserved.	Human migration is a response to challenges, risks and opportunities.	The ability to harness energy impacts our daily life.	Humans have developed methods to manipulate the properties of materials.
Key concepts:	Perspective, Responsibility	Form, Function, Perspective	Function, Connection	Connection, Causation, Function	Change, Responsibility, Reflection	Change, Form, Causation
Related Concepts:	Beliefs, Rights, Roles	Differences, Communication	Networks, Systems, Pattern, Role, History, Artefacts	Impact, Population	Sequences, Transformation, Conservation, Interpretation, Evidence	Changes of state, Chemical and physical changes, Solids, liquids and gases
An inquiry into:	<ul style="list-style-type: none"> Children's rights and responsibilities Factors that affect children's rights and responsibilities Individual responsibility in upholding and respecting the rights of others 	<ul style="list-style-type: none"> Features of traditional tales and how they are communicated Traditional tales told from various points of view How we use our imaginations to create stories 	<ul style="list-style-type: none"> Ways in which people find out about history Importance of preserving the past and how we do this as a country The global relationship between organisations that preserve the past 	<ul style="list-style-type: none"> Causes of migration Impact on individuals, societies and the world How migration stories are recorded and shared 	<ul style="list-style-type: none"> Energy sources harnessed to generate electricity Purpose of generating electricity The impact on humans of harnessing and using electricity 	<ul style="list-style-type: none"> Properties of solids, liquids and gases Physical and chemical changes of state Use of materials in the production of food
Learner profile:	Open-minded, Caring, Principled	Communicator, Risk-taker	Knowledgeable, Principled	Communicator, Risk-taker, Inquirer	Reflective, Balanced	Knowledgeable, Thinker
Approaches to Learning: (Skills)	Social, Self-Management	Social, Self-Management, Communication	Social, Communication, Research	Communication, Thinking, Research	Thinking, Research, Self-Management	Social, Self-Management, Thinking



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Central Idea:	Beliefs provide a window into the lives, values and traditions of different communities and individuals.	Humankind is connected to the continually changing surface of the Earth.	Exploration has made, and will continue to make, an impact on people.	People can establish practices in order to sustain and maintain the Earth's equilibrium.	In an organisation people share responsibility and work together to achieve their goals.	Humans experience emotional, social, physical and intellectual changes as they grow and develop.
Key concepts:	Connection, Causation, Reflection	Form, Connection, Change	Function, Causation, Responsibility	Responsibility, Connection, Perspective	Form, Function, Connection	Form, Function, Change
Related Concepts:	Diversity, Artifacts, Rituals, Traditions	Gravity, Forms of energy, Kinetic, Conduction, Convection, Potential, Geology, Erosion, Plate tectonics, Landmass, Population, Geography	Exploration, Discovery	Opinion, Initiative, Sustainability, Conservation, Pollution, Homeostasis, Equilibrium	Role, Systems	Similarities and differences; Responsibility, Changes, Cycles, Communication, Cooperation, Education, Freedom, Gender, Image, Resilience, Sexuality, Trust
An inquiry into:	<ul style="list-style-type: none"> Values and beliefs of different cultures The purpose and origin of traditions Personal experiences of belief 	<ul style="list-style-type: none"> Geological structure and physical geography of the Earth How natural phenomena continue to change the Earth Connections between Humankind, population and the physical geography of the Earth 	<ul style="list-style-type: none"> Famous explorers and explorations The cultural and physical impacts of exploration The future of exploration 	<ul style="list-style-type: none"> The factors that impact upon the earth's equilibrium Actions taken to sustain and maintain the earth's equilibrium Our responsibilities for the earth 	<ul style="list-style-type: none"> The interconnectedness of different roles within organisations The process of planning to achieve organisational goals The financial requirements of running an organisation 	<ul style="list-style-type: none"> Changes during human growth and development How communication can build trusting relationships Reproduction as part of the human life cycle
Learner profile:	Communicator, Thinker	Knowledgeable, Communicator	Reflective, Risk Taker, Open-minded	Balanced, Reflective, Principled	Principled, Inquirer, Open minded	Caring, Communicators
Approaches to Learning: (Skills)	Social, Self-Management	Social, Self-Management, Communication	Social, Communication, Research	Communication, Thinking, Research	Thinking, Research, Self-Management	Social, Self-Management, Thinking

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Central Idea:	In order to function effectively people rely on a complex balance of inter-connected systems within the body.	All nations are affected by historical events which can influence their identity and connection to the wider world.	Media can create, alter and manipulate our perceptions.	Humans can use materials to create technological advancements in modern society.	Communities and organisations use different systems to organise themselves.	Finding peaceful solutions to conflicts can lead to a better quality of human life.
Key concepts:	Function, Connection, Causation	Connection, Perspective, Responsibility	Causation, Perspective	Connection, Change, Form	Connection, Function	Form, Reflection, Perspective
Related Concepts:	Systems, Homeostasis, Mindset	Relationships	Subjectivity, Impact	Conduction, Density, Insulation, Innovation	Rights, Responsibility, Respect	Behaviour, Responsibility
An inquiry into:	<ul style="list-style-type: none"> How body systems interact The brain How our physical selves can impact on who we are 	<ul style="list-style-type: none"> Gallipoli ANZAC Personal histories of our families, friends and communities 	<ul style="list-style-type: none"> Design processes (brief, design, test, podcast) The use of persuasive and emotive language, imagery and sound effects The impact of advertisements on our daily lives 	<ul style="list-style-type: none"> The advancement and application of modern materials to inventions Properties of modern materials Modern technologies 	<ul style="list-style-type: none"> Leaders are chosen in different ways Cultures have different leadership systems to organise their societies 	<ul style="list-style-type: none"> Conflict in our personal, local, national and international world Conflict resolution and management Reflecting on living and working together peacefully (Sexuality Road)
Learner profile:	Open minded, Caring, Reflective, Communicators	Open-minded	Balanced, Communicator	Thinker, Knowledgeable	Principled	Open minded, Communicator, Principled
Approaches to Learning: (Skills)	Thinking Communication	Research Social	Thinking Communication Research	Self-Management Thinking	Communication Research	Self-Management Social



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Central Idea:	Communities provide interconnected services designed to meet people's needs.	The earth is made of geological materials that are a finite resource.	Human individuality can be expressed and experienced through the arts.	Humans can use the Design Process to understand the world and innovate new technologies.	Past actions impact today's society.	Our choices help shape who we are.
Key concepts:	Responsibility, Connection, Causation	Form, Change, Responsibility	Causation, Function, Perspective	Form, Function, Causation	Perspective, Connection, Reflection	Change, Perspective, Reflection
Related Concepts:	Networks, Citizenship, Interdependence	Geology, Properties, Cycles, Transformation	Impact, Communication, Evidence	Evidence, Systems, Adaption	Conflict, Culture, Civilisation	Identity, Relationships, Beliefs
An inquiry into:	<ul style="list-style-type: none"> Different services needed in communities Services designed to meet needs How services are connected integrally with each other 	<ul style="list-style-type: none"> Geological/Environmental materials How change can be caused or accelerated by outside influences Sustainable and renewable energy sources 	<ul style="list-style-type: none"> Human expression Responses to forms of expression Tools that are used to express creativity 	<ul style="list-style-type: none"> Technological problems Processes for designing a solution 	<ul style="list-style-type: none"> Ancient civilisations Similarities and differences between ancient cultures and today's world Causes of conflict 	<ul style="list-style-type: none"> The changes that occur personally, socially and mentally What influences us and our choices Development of social and personal strategies to deal with change
Learner profile:	Caring, Principled, Thinker	Caring, Thinker, Principled	Risk-taker, Inquirer	Open-minded, Reflective, Inquirer	Knowledgeable, Inquirer, Reflective	Reflective, Balanced, Principled
Approaches to Learning: (Skills)	Social, Thinking, Self-Management, Communication	Social, Research, Communication	Communication, Thinking	Thinking, Research, Self-Management	Research, Thinking, Communication	Thinking, Self-Management, Communication



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Central Idea:	Who we are today is a reflection of our past and provides the potential for the future.	Some inventions and individuals have irrevocably changed the way we live.	Governmental systems and decisions can promote or deny equal opportunities and social justice.	Reproduction of living things contributes to the continuation of the species.	An interpretation of self-expression can be influenced by personal truths.	Decisions and actions have consequences that affect society and the environment
Key concepts:	Connection, Perspective, Reflection	Form, Function, Causation	Responsibility, Function, Reflection	Change, Causation, Connection	All	Responsibility, Function, Connection
Related Concepts:	Family, Identity, Tradition, Roles, History	Discovery, mechanics, physics, efficiency, technological advances, friction	Governments, Justice, Conflict	Biology, genetics, reproductive systems	Truth, Beliefs, Prejudice, Behaviour	Interdependence, Distribution, Wealth,
An inquiry into:	<ul style="list-style-type: none"> How past events have impacted on who we are today as New Zealanders The knowledge and experiences that lead to different perspectives How the ways in which we think and behave is linked into our family and culture. 	<ul style="list-style-type: none"> History of everyday inventions and innovations Catalysts that inspire inventions Consequences of inventions and impact of society 	<ul style="list-style-type: none"> Different types of Governmental systems Examples of Governmental decisions and how these decisions impact on the citizens of a nation The rights and responsibilities of all people worldwide 	<ul style="list-style-type: none"> Patterns of reproduction and development The differences that can occur between different species and within the same species The ways in which species have survived over time 	Student led	<ul style="list-style-type: none"> The actions taken and decisions made within a community The roles, rights and responsibilities of individuals within and between communities Social action
Learner profile:	Reflective, Knowledgeable, Inquirer	Balanced, Communicator	Thinkers, Inquirers, Principled	Risk-Taker, Caring, Communicator	All	Balanced, Open-Minded
Approaches to Learning: (Skills)	Thinking, Communication, Research	Research, Communication, Social/Self-Management	Thinking, Communication, Self-Management.	Social/Self-Management Thinking, Research	All	Social, Thinking, Self/Management.