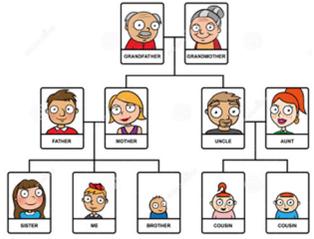
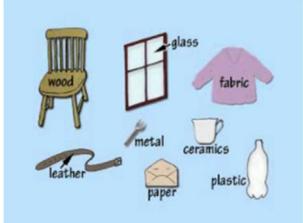


PROPOSED PREP 2021 POI:

1	3	4	5	2	6
Who we are (T1 W2-7)	Where we are in place and time (T2 W5 -10)	How we express ourselves (T3 W1-6)	How the world works (T3 W7 -T4 W4)	How we organise ourselves (T1 W8 - T2 W4)	Sharing the planet (T4 W5 - 11)
<p>An inquiry into: the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into: orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into: the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into: the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into: the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into: rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>Central idea: There are many ways to care for ourselves and others.</p>	<p>Central idea: Every family has a story.</p>	<p>Central idea: People express their beliefs and culture through celebrations.</p>	<p>Central idea: Materials can be used and changed in a variety of ways.</p>	<p>Central idea: People's needs are met in the communities that they live in.</p>	<p>Central idea: We share our world with other living things that have certain needs.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> ★ What can we do to keep ourselves happy, healthy and safe? (Responsibility) ★ Why do we need to look after ourselves? (Causation) ★ How do we make and keep positive relationships and others? (Connection) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ What makes a family. (Perspective) ★ How changes experienced by families lead to different family histories. (Change) ★ How families and their histories are connected to different places. (Connection) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Cultures celebrate in different ways. (Form & Perspective) ★ Traditions vary between groups of people. (Perspective) ★ Celebrations and traditions are connected to people's beliefs and values. (Connection) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ The properties of objects and materials. (Form) ★ Why different materials are suited to different purposes. (Causation) ★ How the properties of everyday materials can be changed or combined for different purposes. (Change) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Who are the people and places in our local community? (Form) ★ What is the role of different places in the community? (Function) ★ How do we interact with our community? (Connection) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ The differences between living and non-living things. (Form) ★ What living things need in order to survive and grow. (Function) ★ Humans have a responsibility in caring for other living things and their environments. (Responsibility) ★ Student Initiated 
<p>Approaches to Learning: Social Skills Self-management Skills</p>	<p>Approaches to Learning: Research Skills Communication Skills</p>	<p>Approaches to Learning: Social Skills Communication Skills</p>	<p>Approaches to Learning: Research Skills Thinking Skills</p>	<p>Approaches to Learning: Thinking Skills Research Skills</p>	<p>Approaches to Learning: Thinking Skills Self-management Skills</p>
<p>Learner Profile Attributes: Balanced Communicators</p>	<p>Learner Profile Attributes: Thinkers Reflective</p>	<p>Learner Profile Attributes: Communicators Open Minded</p>	<p>Learner Profile Attributes: Risk Takers Inquirers</p>	<p>Learner Profile Attributes: Knowledgeable Inquirer</p>	<p>Learner Profile Attributes: Principled Caring</p>