







# Year 1 Programme of Inquiry 2020

TERM 1											TERM 2											TERM 3											TERM 4										
1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11
27/1	3/2	10/2	17/2	24/2	2/3	9/3	16/3	23/3	13/4	20/4	27/4	4/5	11/5	18/5	25/5	1/6	8/6	15/6	22/6	13/7	20/7	27/7	3/8	10/8	17/8	24/8	31/8	7/9	14/9	5/10	12/10	19/10	26/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12			
Unit of inquiry	<b>WHO WE ARE</b>					<b>WHERE WE ARE IN PLACE AND TIME</b>					<b>HOW WE EXPRESS OURSELVES</b>					<b>SHARING THE PLANET</b>					<b>HOW THE WORLD WORKS</b>					<b>HOW WE ORGANISE OURSELVES</b>																	
	<p><b>Central idea:</b> Our differences make us who we are.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ How we are all unique (form)</li> <li>❖ How our similarities and differences enable us to connect with others (connection)</li> <li>❖ How we can be responsible for ourselves and our actions (responsibility)</li> </ul> 					<p><b>Central idea:</b> Over time, advancements in technology have changed the way we live.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ Types of technology (form)</li> <li>❖ How technology has changed over time (change)</li> <li>❖ How changes in technology impact the way we live (causation)</li> </ul> 					<p><b>Central idea:</b> We can add richness and different perspectives to our lives by reflecting on how colour can be used by ourselves and others.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ How colour can be used to express ideas and feelings by ourselves and others (perspective)</li> <li>❖ How different cultures create and use colour to express themselves (connection)</li> <li>❖ How colour can be manipulated and changed or used to create aesthetic effects (change)</li> </ul> 					<p><b>Central idea:</b> Life-sustaining resources can be accessed and used by people around the world in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ How water is used in everyday life (function)</li> <li>❖ How people around the world view water and have different access to it (perspective)</li> <li>❖ Our responsibilities to conserve water (responsibility)</li> </ul> 					<p><b>Central idea:</b> Exploring our senses helps us understand the world around us.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ The observable properties of light and sound (form)</li> <li>❖ The relationship between light and sound (connection)</li> <li>❖ How we use the properties of light and sound (function)</li> </ul> 					<p><b>Central idea:</b> Processes and people are involved in the production of goods.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ Where different foods and products come from (function)</li> <li>❖ The processes goods go through to get to us (causation)</li> <li>❖ How foods can change due to different processes (change)</li> </ul> 																	
Learner Profile	Balanced Risk-takers					Thinkers Knowledgeable					Open-minded Reflective					Principled Caring					Inquirers Communicators					Inquirers Knowledgeable																	
In/excursion						Incursion: 'Toys Over Time' Date TBC					Excursion: McClelland Gallery N/A due to remote learning										Incursion: Mad About Science N/A due to remote learning					Excursion: Chesterfield Farm (if permitted)																	