




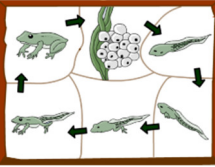


# Year 3 Programme of Inquiry 2020

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			
<b>Unit of inquiry</b>	<b>WHO WE ARE</b>			<b>WHERE WE ARE IN PLACE AND TIME</b>					<b>HOW WE ORGANISE OURSELVES</b>					<b>HOW WE EXPRESS OURSELVES</b>								<b>HOW THE WORLD WORKS</b>					<b>SHARING THE PLANET</b>																
	<p><b>Central idea:</b> Our lifestyle choices can have an impact on the effectiveness of the way human body systems function.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ The purpose of human body systems and how they work (form/function)</li> <li>❖ How the different lifestyle choices we make can affect the functioning of our body systems (causation)</li> <li>❖ Our responsibilities in making lifestyle choices to promote the health of our body systems (responsibility)</li> </ul> 			<p><b>Central idea:</b> Exploration and settlement by non-indigenous people can have an impact on indigenous communities.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ Why Aboriginal and Torres Strait Islander people have a strong connection to country and place (connection)</li> <li>❖ The Bunurong culture and daily lives of Aboriginal and Torres Strait Islander people before the arrival of Europeans (perspective)</li> <li>❖ How the lives and the culture of Aboriginal and Torres Strait Islander people were changed by European exploration and settlement (change)</li> </ul> 					<p><b>Central idea:</b> Communities are organised to meet the needs of its inhabitants.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ The characteristics of a community (form)</li> <li>❖ What people need and want in a community (perspective)</li> <li>❖ The need for organisation and rules for a community to function effectively (causation)</li> </ul> 					<b>WHOLE SCHOOL UOI – HOW WE EXPRESS OURSELVES OLYMPICS</b>								<p><b>Central idea:</b> Humans have developed systems to communicate with each other for a variety of functional and creative purposes.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ How humans communicate (form)</li> <li>❖ How different communication systems work to fulfil their purposes (function)</li> <li>❖ How different forms of communication enable people to connect with each other for particular purposes (connection)</li> </ul> 					<b>CAMP WEEK</b>					<p><b>Central idea:</b> Our planet, Earth, is unique and influences human life.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ How the earth behaves within the solar system (change) (sun, moon, day, night, seasons etc.)</li> <li>❖ The similarities and differences between objects in our solar system (connection)</li> <li>❖ How Earth's position in the solar system influences life (causation)</li> </ul> 						<p><b>Central idea:</b> Living things have interdependent relationships.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>❖ The lifecycles of living things (function)</li> <li>❖ How living things depend on one another and their environment to survive (connection)</li> <li>❖ How humans can have an impact on the natural habitats of living things (responsibility)</li> </ul> 					
<b>Learner Profile</b>	Balanced Reflective			Risk-takers Open-minded					Thinkers Principled					Communicators Open-minded								Inquirers Knowledgeable					Principled Caring																
<b>In/excursion</b>	Incursion: Mad about science Tuesday February 18								Excursion: Eureka Skydeck Date TBC													Incursion: Star lab Date TBC					Excursion: Werribee Zoo Date TBC																