



Years 5 and 6

<p>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; <i>rights and responsibilities; what it means to be human.</i></p>		<p>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; <i>the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>		<p>How we express ourselves An inquiry into ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, <i>the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.</i></p>	
<p>Central Idea: Preserving experiences triggers and enhances memory</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the memory and how it works An inquiry into how people determine what is worth preserving An inquiry into the ways people preserve memories 		<p>Central Idea: Major events in history shape a nation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how a nation is formed An inquiry into the major events in a nation's history An inquiry into how the past has impacted the present 		<p>Central Idea: Social media contributes to behaviour and creativity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how social media works An inquiry into the relationship between social media and the individual An inquiry into our role when expressing ourselves online 	
<p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: Memory, preservation</p>	<p>Learner Profile attributes: Inquirers, Balanced</p> <p>Approaches to Learning: Social skills, Self-management skills</p>	<p>Key Concepts: Form, Change</p> <p>Related Concepts: Evidence, Impact</p>	<p>Learner Profile attributes: Inquirers, Knowledgeable</p> <p>Approaches to Learning: Research skills, Communication skills</p>	<p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Media</p>	<p>Learner Profile attributes: Risk-taker, Open-minded, Inquirers</p> <p>Approaches to Learning: Communication skills, Research skills</p>
<p>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; <i>the impact of scientific and technological advances on society and on the environment.</i></p>		<p>How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; <i>the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</i></p>		<p>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; <i>peace and conflict resolutions.</i></p>	
<p>Central Idea: Discoveries have consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into scientific discoveries and developments An inquiry into the effect of scientific progress on humankind An inquiry into the effect of scientific progress on environments 		<p>Central Idea: Leadership and Government shape societies</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how government systems work An inquiry into the impact of leadership and government on citizens An inquiry into how people decide on leaders and government 		<p>Central Idea: Communities can make global connections</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into sustainable development goals An inquiry into what makes action effective An inquiry into how agencies connect with communities 	
<p>Key Concepts: Form, Causation</p> <p>Related Concepts: Change, Interactions, Evaluation</p>	<p>Learner Profile attributes: Thinkers, Knowledgeable</p> <p>Approaches to Learning: Research skills, Thinking skills</p>	<p>Key Concepts: Function, Responsibility, Perspective</p> <p>Related Concepts: Systems, Impact</p>	<p>Learner Profile attributes: Principled, Knowledgeable</p> <p>Approaches to Learning: Thinking skills, Social skills</p>	<p>EXHIBITION</p> <p>Key Concepts: Change, Connection</p> <p>Related Concepts: Choices, action</p>	



Years 3 and 4

<p>Who we are An inquiry into the nature of the self; <i>beliefs and values; personal, physical, mental, social and spiritual health</i>; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>		<p>Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; <i>the discoveries, explorations and migrations of humankind</i>; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>		<p>How we express ourselves An inquiry into ways in which we <i>discover and express ideas, feelings, nature, culture, beliefs and values</i>, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.</p>	
<p>Central Idea: Beliefs and values motivate human behaviour</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the belief systems that exist in our community An inquiry into belief systems hold many similarities and differences An inquiry into how beliefs and values contribute to the formation and actions of communities 		<p>Central Idea: Exploration of the world can transform cultures</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into great journeys of exploration An inquiry into the life of Aboriginal and/or Torres Strait Islander People before the arrival of the Europeans An inquiry into European settlement in Australia 		<p>Central Idea: Languages facilitate global communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how language is used to communicate and express feelings and ideas An inquiry into how different cultures express ideas, beliefs, values An inquiry into how we change our language in different situations 	
<p>Key Concepts: Form, Perspective</p> <p>Related Concepts: Culture, Customs</p>	<p>Learner Profile attributes: Inquirers, Open-minded</p> <p>Approaches to Learning: Social skills, Thinking skills</p>	<p>Key Concepts: Connection, Perspective</p> <p>Related Concepts: Culture, Human Rights</p>	<p>Learner Profile attributes: Caring, Reflective</p> <p>Approaches to Learning: Research skills, Communication skills</p>	<p>Key Concepts: Form, Function, Change</p> <p>Related Concepts: Communication, Interactions</p>	<p>Learner Profile attributes: Open-minded, Communicator</p> <p>Approaches to Learning: Research skills, Communication skills</p>
<p>How the world works An inquiry into the natural world and its laws; <i>the interaction between the natural world (physical and biological) and human societies</i>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>		<p>How we organise ourselves An inquiry into <i>the interconnectedness of human-made systems and communities</i>; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</p>		<p>Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <i>communities and the relationships within and between them</i>; access to equal opportunities; peace and conflict resolutions.</p>	
<p>Central Idea: Natural disasters cultivate change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the forms natural disasters take An inquiry into the effect of natural disasters on the environment An inquiry into preparing for and minimising the effects of natural disasters 		<p>Central Idea: Rules and laws guide society</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the difference between a rule and law An inquiry into how rules and laws have developed overtime An inquiry into how rules and laws affect communities 		<p>Central Idea: Choices shape the environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how our choices impact our local environment An inquiry into how human choices impact the global environment An inquiry into how we can have a positive impact on the environment 	
<p>Key Concepts: Causation, Connection</p> <p>Related Concepts: Heat, Force, Motion</p>	<p>Learner Profile attributes: Inquirer, Knowledgeable</p> <p>Approaches to Learning: Research skills, Communication skills</p>	<p>Key Concepts: Function, Responsibility, Change</p> <p>Related Concepts: Governance, Safety</p>	<p>Learner Profile attributes: Principled, Thinker</p> <p>Approaches to Learning: Thinking skills, Self-Management skills</p>	<p>Key Concepts: Responsibility, Connection</p> <p>Related Concepts: Problem, Solution</p>	<p>Learner Profile attributes: Balanced, Risk Taker</p> <p>Approaches to Learning: Research skills, Social skills</p>



Years 1 and 2

<p>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.</p>		<p>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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>		<p>How we express ourselves An inquiry into 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>Central Idea: Actions determine relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into how actions and words can help or hurt others • An inquiry into strategies to manage conflict • An inquiry into how to effectively participate in group tasks 		<p>Central Idea: Communities care for important places</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into how and why people are connected to their place and other places. • An inquiry into how we can care for important places. • An inquiry into why we need to care for places. 		<p>Central Idea: People express ideas and feelings</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into the skills and elements necessary for a performance • An inquiry into how performances are unique and expressed differently for each person • An inquiry into what different cultures convey through performance 	
<p>Key Concepts: Causation, Responsibility</p> <p>Related Concepts: Conflict Resolution, Interactions</p>	<p>Learner Profile attributes: Communicator, Reflective</p> <p>Approaches to Learning: Social skills, Communication skills</p>	<p>Key Concepts: Connection, Responsibility</p> <p>Related Concepts: Civic Values, Landforms</p>	<p>Learner Profile attributes: Caring, Reflective</p> <p>Approaches to Learning: Research skills, Communication skills</p>	<p>Key Concepts: Perspective, Form</p> <p>Related Concepts: Audience, Feelings, Entertainment</p>	<p>Learner Profile attributes: Open-minded, Risk-Taker</p> <p>Approaches to Learning: Communication skills, Thinking skills</p>
<p>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.</p>		<p>How we organise ourselves 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.</p>		<p>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 resolutions.</p>	
<p>Central Idea: Natural forces are at work everywhere</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into the effect of natural forces • An inquiry into how technologies use forces to create movement • An inquiry into the cause and effect of push and pull and magnets 		<p>Central Idea: Individuals can develop healthy money habits</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into our needs and wants. • An inquiry into how we spend money on goods and services. • An inquiry into making responsible economic choices. 		<p>Central Idea: Different species share the environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into habitats • An inquiry into how animals can co-exist • An inquiry into how animals become endangered 	
<p>Key Concepts: Causation, Function</p> <p>Related Concepts: Inventions, motion</p>	<p>Learner Profile attributes: Thinker, Knowledgeable</p> <p>Approaches to Learning: Thinking skills, Social skills</p>	<p>Key Concepts: Function, Responsibility, Form</p> <p>Related Concepts: Choice, Money</p>	<p>Learner Profile attributes: Thinker, Balanced</p> <p>Approaches to Learning: Self-Management skills, Research skills</p>	<p>Key Concepts: Form, Causation</p> <p>Related Concepts: Eco-system, Habitat, Extinction</p>	<p>Learner Profile attributes: Caring, Inquiry</p> <p>Approaches to Learning: Research skills, Thinking skills</p>



Foundation year

<p>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.</p>		<p>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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>		<p>How we express ourselves An inquiry into 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>Central Idea: Interactions are important at school</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the role of people in the school community An inquiry into where we fit within the school community 		<p>Central Idea: Family histories shape people</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into what makes a family An inquiry into what is my family history An inquiry into similarities and differences between families 		<p>Central Idea: Stories express ideas</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into how people tell their stories An inquiry into what stories help people to discover An inquiry into what ideas stories share 	
<p>Key Concepts: Form, Related Concepts: Friendships, Connection, Behaviour</p>	<p>Learner Profile attributes: Caring, Communicators Approaches to Learning: Social skills, Self-management skills</p>	<p>Key Concepts: Change Related Concepts: Identity, relationship, family</p>	<p>Learner Profile attributes: Inquirers, Open minded Approaches to Learning: Social skills, Research skills</p>	<p>Key Concepts: Function, Perspective Related Concepts: Text structure, purpose, emotion</p>	<p>Learner Profile attributes: Reflective, Thinker Approaches to Learning: Communication skills, Thinking skills</p>
<p>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.</p>		<p>How we organise ourselves 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.</p>		<p>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 resolutions.</p>	
<p>Central Idea: Cycles in nature determine outcomes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into daily cycles An inquiry into seasonal cycles and yearly cycles 		<p>Central Idea: Everyone has a role in the community</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into my role in the community An inquiry into roles of community members An inquiry into emergency services 		<p>Central Idea: Humans and animals share earth's food sources</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into what are the food sources available and where they come from An inquiry into what do humans and animals eat An inquiry into how we can share the resources fairly 	
<p>Key Concepts: Causation Related Concepts: Cycles, systems, interdependence</p>	<p>Learner Profile attributes: Balanced, Knowledgeable Approaches to Learning: Research skills, Thinking skills</p>	<p>Key Concepts: Responsibility Related Concepts: Community, Identity, Character</p>	<p>Learner Profile attributes: Principled, Risk Taker Approaches to Learning: Self-management skills, Social skills</p>	<p>Key Concepts: Connection Related Concepts: Interdependence, Consumption, Scarcity</p>	<p>Learner Profile attributes: Principled, Caring Approaches to Learning: Research skills, Communication skills</p>



Specialists

	<p style="text-align: center;">Who we are</p> <p style="text-align: center;"><i>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.</i></p>	<p style="text-align: center;">Where we are in place and time</p> <p style="text-align: center;"><i>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, from local and global perspectives.</i></p>	<p style="text-align: center;">How we express ourselves</p> <p style="text-align: center;"><i>An inquiry into 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.</i></p>	<p style="text-align: center;">Sharing the Planet</p> <p style="text-align: center;"><i>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 resolutions.</i></p>							
	<p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">An open mind develops relationships</p>	<p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">Lifestyles facilitate change</p>	<p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">The arts encourage expression</p>	<p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">Living things interact with one another</p>							
Visual Arts	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into the art room and our responsibility • <u>Year 1 & 2:</u> An inquiry into how to effectively participate in group tasks • <u>Year 3 & 4:</u> An inquiry into how our beliefs can be expressed through art • <u>Year 5 & 6:</u> An inquiry into how we can use art to preserve a memory 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into the art of different cultures • <u>Year 1 & 2:</u> An inquiry into space exploration and the future • <u>Year 3 & 4:</u> An inquiry into how historical events have shaped art over time • <u>Year 5 & 6:</u> An inquiry into how historical events have shaped art over time 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into story telling through art • <u>Grade 1 & 2:</u> An inquiry into the art of different cultures • <u>Grade 3 & 4:</u> An inquiry into how we express ourselves through fashion and costume • <u>Grade 5 & 6:</u> An inquiry into street art 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into discovering colour and shape in nature around us • <u>Year 1 & 2:</u> An inquiry into butterflies and their life cycle through paint and collage • <u>Year 3 & 4:</u> An inquiry into communicating the beauty of animals and their habitats through colour and pattern in our art • <u>Year 5 & 6:</u> An inquiry into how we can use Visual arts to highlight environmental issues 				
	Key Concepts: Form, Function	Learner Profile attributes: Balanced, Reflective, Communicators	Approaches to Learning: Social skills, Thinking skills, Communication skills	Key Concepts: Perspective, Connection	Learner Profile attributes: Open-minded, Reflective, Inquirers	Approaches to Learning: Research skills, Thinking skills, Self-Management skills	Key Concepts: Form, Causation	Learner Profile attributes: Inquirers, Reflective, Thinkers	Approaches to Learning: Research skills, Thinking skills, Self-Management skills	Key Concepts: Responsibility, Connection	Learner Profile attributes: Caring, Reflective, Risk-takers
Performing Arts	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into how to participate in whole class activities in the Performing Arts classroom • <u>Year 1 & 2:</u> An inquiry into how to participate in whole class activities in the Performing Arts classroom • <u>Year 3 & 4:</u> An inquiry into how to effectively communicate and participate when working in a small group to deliver a performance • <u>Year 5 & 6:</u> An inquiry into how to effectively communicate and participate when working in a small group to deliver a performance 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into how musical instruments have changed over time • <u>Year 1 & 2:</u> An inquiry into how musical instruments have changed over time • <u>Year 3 & 4:</u> An inquiry into how music has changed over time • <u>Year 5 & 6:</u> An inquiry into how music has changed over time 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into how stories are told through dance and song • <u>Year 1 & 2:</u> An inquiry into the skills and elements necessary for a performance • <u>Year 3 & 4:</u> An inquiry into how to work as a group to create a performance for an audience • <u>Year 5 & 6:</u> <ul style="list-style-type: none"> - An inquiry into telling a story through script writing - An inquiry into the skills and elements necessary for a performance 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • <u>Foundation:</u> An inquiry into how dance can be used to show movement in nature • <u>Year 1 & 2:</u> An inquiry into dance styles in communities and cultures around the world • <u>Year 3 & 4:</u> An inquiry into dance styles in communities and cultures around the world • <u>Year 5 & 6:</u> An inquiry into creating a community event (production) 				
	Key Concepts: Perspective, Connection	Learner Profile attributes: Communicators, Caring	Approaches to Learning: Social Skills, Communication Skills	Key Concepts: Change, Form	Learner Profile attributes: Thinkers, Inquirers	Approaches to Learning: Thinking skills	Key Concepts: Responsibility, Connection	Learner Profile attributes: Communicators, Inquirers	Approaches to Learning: Social Skills, Communication Skills	Key Concepts: Causation, Function	Learner Profile attributes: Communicators, Principled



	<p>Who we are</p> <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>Where we are in place and time</p> <p>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, from local and global perspectives.</p>	<p>How we express ourselves</p> <p>An inquiry into 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>Sharing the Planet</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 resolutions.</p>				
	<p>Central Idea:</p> <p>An open mind develops relationships</p>	<p>Central Idea:</p> <p>Lifestyles facilitate change</p>	<p>Central Idea:</p> <p>The arts encourage expression</p>	<p>Central Idea:</p> <p>Living things interact with one another</p>				
Italian	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into the role as a member of the Italian classroom and how to learn Italian at KHPS. <u>Year 1 & 2:</u> An inquiry into how emotions are expressed in Italian. <u>Year 3 & 4:</u> An inquiry into how we express emotions in Italian <u>Year 5 & 6:</u> An inquiry into how memories are made through a school journey around Italy. 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into the Italian natural landscape and seasons. <u>Year 1 & 2:</u> An inquiry into how Italian culture has changed over time. <u>Year 3 & 4:</u> An inquiry into the cultural studies of Italy. <u>Year 5 & 6:</u> An inquiry into how major events in history have shaped Italy. 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into how people express themselves through dance and songs in Italian. <u>Year 1 & 2:</u> An inquiry into how people express themselves through dance and songs in Italian. <u>Year 3 & 4:</u> An inquiry into how Italian language is used to communicate ideas through role plays. <u>Year 5 & 6:</u> An inquiry into how social media works in Italian schools 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into the Italian names for animals and food they eat. <u>Year 1 & 2:</u> An inquiry into learning the vocabulary for animals and their habitats in Italian. <u>Year 3 & 4:</u> An inquiry into sustainability and conservation in Italy. <u>Year 5 & 6:</u> An inquiry into how Italy embraces sustainability. 	
	<p>Key Concepts: Function, Connection</p>	<p>Learner Profile attributes: Communicator, Caring Approaches to Learning: Social Skills, Communication Skills</p>	<p>Key Concepts: Connection, Function, Change</p>	<p>Learner Profile attributes: Inquirers, Thinkers Approaches to Learning: Communication Skills, Thinking Skills</p>	<p>Key Concepts: Perspective, Form</p>	<p>Learner Profile attributes: Risk-Taker, Open-minded Approaches to Learning: Self-Management Skills, Communication Skills</p>	<p>Key Concepts: Change, Responsibility</p>	<p>Learner Profile attributes: Principled, Communicator Approaches to Learning: Research Skills, Social Skills</p>
PE	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into how we communicate with our friends and teacher <u>Year 1 & 2:</u> An inquiry into how we communicate with our friends and teacher <u>Year 3 & 4:</u> An inquiry into how we participate in individual/group activities <u>Year 5 & 6:</u> An inquiry into how we mentally prepare for competition 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into creating their own positive health message. <u>Year 1 & 2:</u> An inquiry into creating their own positive health message. <u>Year 3 & 4:</u> An inquiry into how health messages in the media influence health decisions. <u>Year 5 & 6:</u> An inquiry into how media and public identities influence the way people act and the choices they make. 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into how their body responds to movement. <u>Year 1 & 2:</u> An inquiry into the positive feelings they get when doing physical activity. <u>Year 3 & 4:</u> An inquiry into describing strategies they can use to identify and manage their emotions before deciding to act <u>Year 5 & 6:</u> An inquiry into why emotional responses can be unpredictable. 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <u>Foundation:</u> An inquiry into how we can be safe and feel included. <u>Year 1 & 2:</u> An inquiry into how emotional responses impact on others' feelings. <u>Year 3 & 4:</u> An inquiry into meeting challenges and building confidence. <u>Year 5 & 6:</u> An inquiry into recognising how individual personalities and teamwork contribute to achieving success in physical activities. 	
	<p>Key Concepts: Responsibility, Form</p>	<p>Learner Profile attributes: Principled, Open-Minded Approaches to Learning: Social Skills, Communication Skills</p>	<p>Key Concepts: Change, Perspective</p>	<p>Learner Profile attributes: Principled, Open-Minded Approaches to Learning: Social Skills, Communication Skills</p>	<p>Key Concepts: Perspective, Responsibility</p>	<p>Learner Profile attributes: Principled, Open-Minded Approaches to Learning: Social Skills, Communication Skills</p>	<p>Key Concepts: Connection, Causation</p>	<p>Learner Profile attributes: Caring, Risk-Taker Approaches to Learning: Social Skills, Communication Skills</p>