



Clearwater Bay School Programme of Inquiry for Year 3: 2010



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p><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><i>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.</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><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 resolution.</i></p>
<p>Central idea Making balanced choices about daily routines may contribute to a healthy lifestyle</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Daily habits and routines • Making balanced choices • Consequences of the choices we make 	<p>Central idea Signs and symbols can help us to know where we live and what is around us.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Signs and symbols • Representation of place and where we are • What makes a good map 	<p>Central idea The visual arts enable me to express myself and share who I am.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The variety of visual arts • Visual artists and their work • The child as an expressive artist 	<p>Central idea Understanding the properties of air allows people to make practical applications.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The evidence of the existence of air • What air can do and how we use it • The relationship between air, light and sound 	<p>Central idea</p> <div style="text-align: center;"> </div> <p>Lines of inquiry</p>	<p>Central idea People can establish practices in order to sustain and maintain the earth's resources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the earth's resources • Personal choices that can help sustain the environment • Reusing, reducing, recycling
<p>Subject focus: PSPE Science</p> <p>Key concepts: Function, connection, reflection</p> <p>Related concepts: balance, well-being</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, perspective</p> <p>Related concepts: pattern, orientation, communication, location</p>	<p>Subject focus: The Arts</p> <p>Key concepts: Form, perspective, reflection</p> <p>Related concepts: creativity, appreciation, inspiration, design</p>	<p>Subject focus: Science</p> <p>Key concepts: Function, causation</p> <p>Related concepts: forces, energy</p>	<p>Subject focus: Social Studies</p> <p>Key concepts:</p> <p>Related concept:</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: Change, responsibility, reflection</p> <p>Related concepts: lifestyle, resources</p>