

## A-JIS Programme of Inquiry Hikarigaoka Early Years (K3 - K5)

### Multi-age Hikarigaoka Kinder (3 year cycle: Cycle A, B, C)

Cycle A (2020-21)	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	<p><b>Related Concepts:</b> Choice, Wellbeing</p> <p><b>Central Idea</b> The choices we make can affect our health.</p> <p><b>Key Concepts:</b> Responsibility, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Making balanced choices (responsibility)</li> <li>• Causes and effects of our choices (change)</li> <li>• What it means to be healthy (responsibility)</li> </ul> <p><b>ATL:</b> Self-management</p> <p><b>Learner Profile:</b> Knowledgeable, Caring, Balanced</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p><b>Related Concept:</b> Communication and Impact</p> <p><b>Central Idea:</b> We can choose different ways of communicating for different reasons.</p> <p><b>Key Concepts:</b> Perspective, Form</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Methods of communication (form)</li> <li>• Purpose of communication (perspective)</li> <li>• The impact of the communication methods (perspective)</li> </ul> <p><b>ATL:</b> Communication</p> <p><b>Learner Profile:</b> Communicator, Open-minded, Risk-taker</p>	<p><b>Related Concept:</b> Transformation</p> <p><b>Central Idea:</b> Materials can change in different ways.</p> <p><b>Key concepts:</b> Form, Change, Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How materials can be explored through our senses (form)</li> <li>• How materials change its form (change)</li> <li>• How we use these changes in our daily activities (connection)</li> </ul> <p><b>ATL:</b> Thinking, Research</p> <p><b>Learner Profile:</b> Thinker, Inquirer</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p><b>Related Concept:</b> Conflict Resolution</p> <p><b>Central Idea:</b> Responsible actions may contribute to conflict resolution.</p> <p><b>Key concepts:</b> Causation, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Causes of conflicts. (causation)</li> <li>• Strategies used to resolve conflicts. (responsibility)</li> <li>• Consequences of our actions (causation).</li> </ul> <p><b>ATL:</b> Self-management and Social</p> <p><b>Learner Profile:</b> Caring, Reflective, Principled</p>
Cycle B	<p><b>Who we are</b></p> <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><b>Where we are in place and time</b></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><b>How we express ourselves</b></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><b>How the world works</b></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><b>How we organize ourselves</b></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><b>Sharing the planet</b></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><b>Related concepts:</b> Relationships, Social Interactions</p> <p><b>Central idea</b> Relationships with others shape who we are.</p> <p><b>Key concepts:</b> Change, Connection, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying the relationships (connection)</li> <li>How we change as a person as a result of our relationships (change)</li> <li>How relationships evolve (change)</li> <li>The action we take in maintaining relationships (responsibility)</li> </ul> <p><b>Learner Profile:</b> Balanced, Reflective</p> <p><b>ATL:</b> Self-Management, Social</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p><b>Related concepts:</b> Expression, Creativity</p> <p><b>Central idea</b> We use our 100 languages to learn and express ourselves.</p> <p><b>Key concepts:</b> Form, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different ways of expressing ourselves (form)</li> <li>Ideas can be shared with an audience (perspective)</li> <li>Responding to forms of expression (perspective)</li> </ul> <p><b>Learner Profile:</b> Open-minded, Communicator, Risk-taker</p> <p><b>ATL:</b> Communication, Social</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p><b>Related concepts:</b> Order, Sequence, Organization</p> <p><b>Central idea</b> Putting things in order can help achieve a purpose.</p> <p><b>Key concepts:</b> Function, Causation, Responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How things are put in order (function)</li> <li>Importance of shared strategies in sequencing (responsibility)</li> <li>How sequences help (causation)</li> </ul> <p><b>Learner Profile:</b> Thinker, Knowledgeable</p> <p><b>ATL:</b> Thinking, Self-Management</p>	<p><b>Related concepts:</b> Living vs. Nonliving, Survival</p> <p><b>Central idea</b> Living things need certain things to survive.</p> <p><b>Key concepts:</b> Connection, Form</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The characteristics between living and nonliving things (form, connection)</li> <li>What living things need to survive (connection)</li> <li>How living things are similar (connection)</li> </ul> <p><b>Learner Profile:</b> Caring, Inquirer, Principled</p> <p><b>ATL:</b> Research, Thinking</p>
Cycle C	<p><b>Who we are</b></p> <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><b>Where we are in place and time</b></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><b>How we express ourselves</b></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><b>How the world works</b></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><b>How we organize ourselves</b></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><b>Sharing the planet</b></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><b>Related Concept:</b> Identity, Inter-dependence</p> <p><b>Central Idea:</b> We can learn about ourselves and others through reflecting on who we are and what we can do.</p> <p><b>Key concepts:</b> Form, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Me and my characteristics (Form)</li> <li>What we are able to do (Connection, Form)</li> </ul>	<p><b>Related Concept:</b> Discoveries, Play</p> <p><b>Central Idea:</b> We can make discoveries through play.</p> <p><b>Key concepts:</b> Function, Perspective, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The different ways we play (function)</li> <li>How we play with different materials leads to discovery (function)</li> </ul>	<p><b>Related concepts:</b> Culture, Diversity</p> <p><b>Central Idea</b> Cultures can be expressed through celebrations and traditions.</p> <p><b>Key concepts:</b> Perspective, Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different ways we celebrate and share traditions (perspective)</li> <li>Every culture recognises its own celebrations (connection, perspective)</li> </ul>	<p><b>Related Concept:</b> Change, Observation</p> <p><b>Central Idea:</b> We may notice and interact with the world around us.</p> <p><b>Key concepts:</b> Causation, Responsibility, Form</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Changes we see in our environment (Form)</li> <li>How the changes affect people (Causation)</li> </ul>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>	<p>N/A (The requirement for students who are 3-5 years is at least four units, two of which must be under “Who we are” and “How we express ourselves”.)</p>

	<ul style="list-style-type: none"> <li>• Similarities and differences between myself and others (Form, Connection)</li> </ul> <p><b>Learner Profile:</b> Inquirer, Open-minded, Caring</p> <p><b>ATL:</b> Thinking, Research</p>	<ul style="list-style-type: none"> <li>• We can respect each other's discoveries when we play (perspective)</li> <li>• Changes in the way we play (changes)</li> </ul> <p><b>Learner Profile:</b> Risk-taker, Principled, Balanced</p> <p><b>ATL:</b> Thinking, Social</p>	<ul style="list-style-type: none"> <li>• Similarities and differences in celebrations and traditions (connection, perspective)</li> </ul> <p><b>Learner Profile:</b> Thinker, Communicator, Open-minded</p> <p><b>ATL:</b> Communication, Social</p>	<ul style="list-style-type: none"> <li>• Responsible actions to take in response to the changes (Responsibility)</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Reflective, Inquirer</p> <p><b>ATL:</b> Research, Self-management</p>		
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