

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

Hikarigaoka multi-age kindergarten

3 year cycle (Cycle A: 2020-2021/ Cycle B: 2021-2022, Cycle C: 2022-2023)

Cycle A (2020-2021)	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>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>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.</p>	<p>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.</p>	<p>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>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.</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 resolution.</p>
	<p>Related Concepts: Choice, Wellbeing</p> <p>Central Idea The choices we make can affect our health.</p> <p>Key Concepts: Responsibility, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Making balanced choices (responsibility) ● Causes and effects of our choices (change) ● What it means to be healthy (responsibility) <p>ATL: Self-management</p> <p>Learner Profile: 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>Related Concept: Communication and Impact</p> <p>Central Idea: We can choose different ways of communicating for different reasons.</p> <p>Key Concepts: Perspective, Form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Methods of communication (form) ● Purpose of communication (perspective) ● The impact of the communication methods (perspective) <p>ATL: Communication</p> <p>Learner Profile: Communicator, Open-minded, Risk-taker</p>	<p>Related Concept: Transformation</p> <p>Central Idea: Materials can change in different ways.</p> <p>Key concepts: Form, Change, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● How materials can be explored through our senses (form) ● How materials change its form (change) ● How we use these changes in our daily activities (connection) <p>ATL: Thinking, Research</p> <p>Learner Profile: 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>Related Concept: Conflict Resolution</p> <p>Central Idea: Responsible actions may contribute to conflict resolution.</p> <p>Key concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Causes of conflicts. (causation) ● Strategies used to resolve conflicts. (responsibility) ● Consequences of our actions (causation). <p>ATL: a and Social</p> <p>Learner Profile: Caring, Reflective, Principled</p>

<p>Cycle B (2021-22)</p>	<p>Who we are <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>Where we are in place and time <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>How we express ourselves <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>How the world works <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>How we organize ourselves <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>Sharing the planet <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>Related concepts: Relationships, Interactions</p> <p>Central idea We build relationships with others.</p> <p>Key concepts: Connection, Responsibility</p> <p>Possible Lines of Inquiry:</p> <ul style="list-style-type: none"> How we build relationships (connection, responsibility) The actions we take in maintaining relationships (connection, responsibility) How relationships can lead to self discovery (connection) <p>ATL: Self-Management, Social</p> <p>Learner Profile: Balanced, Reflective</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>Related concepts: Expression, Creativity</p> <p>Central idea We learn and express ourselves in many ways.</p> <p>Key concepts: Form, Perspective</p> <p>Possible Lines of Inquiry:</p> <ul style="list-style-type: none"> Different ways of expressing ourselves (form) Different ways of learning (perspective) Ideas can be shared with others (perspective) Responding to forms of expression (perspective) <p>(Different ways of communication e.g. method, approach, materials, mode)</p> <p>ATL: Communication, Social</p> <p>Learner Profile: Open-minded, Communicator, Risk-taker</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>Related concepts: Organization</p> <p>Central idea Being organized helps us in many ways</p> <p>Key concepts: Function, Causation,</p> <p>Possible Lines of Inquiry:</p> <ul style="list-style-type: none"> Things we can organise (function) (learning spaces, materials, the day, our play) Systems in our community (function) (school, local community) Importance of how we organise/ how it helps us (causation) <p>ATL: Thinking, Self-Management</p> <p>Learner Profile: Thinker, Knowledgeable</p>	<p>Related concepts: Needs, Survival</p> <p>Central idea Living things have different needs.</p> <p>Key concepts: Connection, Form, Change</p> <p>Possible Lines of Inquiry:</p> <ul style="list-style-type: none"> The characteristics of living and nonliving things (form) What living things need and how these needs change (connection, change) How living things are similar/ different (connection) <p>ATL: Research, Thinking</p> <p>Learner Profile: Caring, Inquirer, Principled</p>
<p>Cycle C (2022-23)</p>		<p>Where we are in place and time <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>How we express ourselves <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>How the world works <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>How we organize ourselves <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>Sharing the planet <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>Related Concept: Identity, Inter-dependence</p> <p>Central Idea:</p>	<p>Related Concept: Discoveries, Play</p> <p>Central Idea:</p>	<p>Related concepts: Culture, Diversity</p>	<p>Related Concept: Change, Observation</p> <p>Central Idea:</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</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</p>

<p>We can learn about ourselves and others through reflecting on who we are and what we can do.</p> <p>Key concepts: Form, Connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Me and my characteristics (Form) • What we are able to do (Connection, Form) • Similarities and differences between myself and others (Form, Connection) <p>ATL: Thinking, Research</p> <p>Learner Profile: Inquirer, Open-minded, Caring</p>	<p>We can make discoveries through play.</p> <p>Key concepts: Function, Perspective, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The different ways we play (function) • How we play with different materials leads to discovery (function) • We can respect each other's discoveries when we play (perspective) • Changes in the way we play (changes) <p>ATL: Thinking, Social</p> <p>Learner Profile: Risk-taker, Principled, Balanced</p>	<p>Central Idea Cultures can be expressed through celebrations and traditions.</p> <p>Key concepts: Perspective, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different ways we celebrate and share traditions (perspective) • Every culture recognises its own celebrations (connection, perspective) • Similarities and differences in celebrations and traditions (connection, perspective) <p>ATL: Communication, Social</p> <p>Learner Profile: Thinker, Communicator, Open-minded</p>	<p>We may notice and interact with the world around us.</p> <p>Key concepts: Causation, Responsibility, Form</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Changes we see in our environment (Form) • How the changes affect people (Causation) • Responsible actions to take in response to the changes (Responsibility) <p>ATL: Research, Self-management</p> <p>Learner Profile: Knowledgeable, Reflective, Inquirer</p>	<p><i>we are" and "How we express ourselves".)</i></p>	<p><i>we are" and "How we express ourselves".)</i></p>
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