

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

### Hikarigaoka multi-age kindergarten 3 year cycle (Cycle A, Cycle B, Cycle C)

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><b>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.</b></p>	<p><b>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.</b></p>	<p><b>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.</b></p>	<p><b>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.</b></p>	<p><b>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.</b></p>	<p><b>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.</b></p>
	<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> a and Social</p> <p><b>Learner Profile:</b> Caring, Reflective, Principled</p>

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

Cycle C (2022-23)	<b>Who we are</b> <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>	<b>Where we are in place and time</b> <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>	<b>How we express ourselves</b> <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>	<b>How the world works</b> <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>	<b>How we organize ourselves</b> <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>	<b>Sharing the planet</b> <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><b>Related Concept:</b> Identity</p> <p><b>Central Idea:</b> We can learn about ourselves, others and our community.</p> <p><b>Key concepts:</b> Form, Connection</p> <p><b>Possible Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Our characteristics (Form) e.g. characteristics of self, others, community</li> <li>• What we are able to do (Connection, Form) e.g. what am I able to do, others, community is able to do</li> <li>• Similarities and differences between myself and others (Form, Connection)</li> <li>• Different perspectives, ideas and beliefs</li> <li>• How we choose to interact with others (connection)</li> </ul> <p><b>ATL:</b> Thinking, Research</p> <p><b>Learner Profile:</b> Inquirer, Open-minded, Caring</p>	<p><b>Related Concept:</b> Discoveries</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> <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>ATL:</b> Thinking, Social</p> <p><b>Learner Profile:</b> Risk-taker, Principled, Balanced</p>	<p><b>Related concept:</b> Culture</p> <p><b>Central Idea</b> Cultures can be expressed in different ways.</p> <p><b>Key concepts:</b> Perspective, Connection</p> <p><b>Possible Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different ways to express cultures.</li> <li>• Every culture recognises its own celebrations and traditions (connection, perspective)</li> <li>• Similarities and differences in how we express our culture (connection, perspective)</li> </ul> <p><b>ATL:</b> Communication, Social</p> <p><b>Learner Profile:</b> Thinker, Communicator, Open-minded</p>	<p><b>Related Concept:</b> Interaction</p> <p><b>Central Idea:</b> We may notice and interact with the natural world around us.</p> <p><b>Key concepts:</b> Causation, Responsibility, Form</p> <p><b>Possible Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What we notice in our natural environment (Form)</li> <li>• How we interact with the natural world (Causation)</li> <li>• Responsible actions when interacting with the natural world (Responsibility)</li> </ul> <p><b>ATL:</b> Research, Self-management</p> <p><b>Learner Profile:</b> Knowledgeable, Reflective, 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>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>