



# Year Two-Units of Inquiry

## 2010-2011



	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organise ourselves</b>	An inquiry into: <b>Sharing the planet</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.	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.	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.	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.	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 human kind and the environment.	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>Yr 2</b>	<p><b>Central idea:</b> Lifestyle choices can affect human health</p> <p><b>Key concepts:</b> responsibility, reflection</p> <p><b>Related concepts:</b> balance, nutrition, consequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Elements of healthy living</li> <li>• Lifestyle choices</li> <li>• Consequences of choices</li> </ul>	<p><b>Central idea:</b> Journeys can create new opportunities</p> <p><b>Key concepts:</b> causation, perspective</p> <p><b>Related concepts:</b> journeys, impact</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of journeys people make</li> <li>• Choices and decisions involved in making a journey</li> <li>• Changes experienced because of the journey</li> </ul>	<p><b>Central idea:</b> We express feelings in different ways</p> <p><b>Key concepts:</b> perspective, reflection</p> <p><b>Related concepts:</b> feelings, communication, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of feelings</li> <li>• Exploring out feelings</li> <li>• Ways in which we can communicate our feelings</li> </ul>	<p><b>Central idea:</b> People use and change materials to suit their needs</p> <p><b>Key concepts:</b> function, change, responsibility</p> <p><b>Related concepts:</b> behaviours, prediction, properties, choice</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Properties of materials</li> <li>• Changing materials</li> <li>• Choosing materials for specific purposes</li> </ul>	<p><b>Central idea:</b> Transportation systems are directly related to the needs of a community.</p> <p><b>Key concepts:</b> function, connection</p> <p><b>Related concepts:</b> systems, transportation, geography, landscape</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Methods of transportation</li> <li>• Purposes for different kinds of transportation</li> <li>• Creating transport systems</li> </ul>	<p><b>Central idea:</b> Plants are connected to other living things</p> <p><b>Key concepts:</b> causation, form</p> <p><b>Related concepts:</b> dynamic equilibrium, classification</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of plants</li> <li>• How plants are a life sustaining resource</li> <li>• How plants can affect the balance of system</li> </ul>

<b>Unit of Inquiry no.1</b>	<b>Unit of Inquiry no.2</b>	<b>Unit of Inquiry no.3</b>	<b>Unit of Inquiry no.4</b>	<b>Unit of Inquiry no.5</b>	<b>Unit of Inquiry no.6</b>
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*The above is a dynamic document and changes may be made throughout the year as units are planned and reflected upon collaboratively.*