

	ELC	Mid Year Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Who we are</p> <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>Central Idea: I am learning to look after myself and take care of others.</p> <p>Lines of Inquiry: Taking care of myself and others Social and emotional wellbeing</p> <p>Key Concepts: Perspective, Responsibility</p> <p>Approaches to Learning: Social: Developing positive interpersonal relationships and collaboration Self-management: Organisation-Managing time and tasks effectively Using strategies that manage state of mind</p>		<p>Central Idea: Communicating our personal stories and family history deepens connections</p> <p>Lines of Inquiry: My personal story My family history</p> <p>Key Concepts: Connection, Perspective</p> <p>Approaches to Learning: Communication: Exchanging information skills (listening, interpreting, speaking)</p>	<p>Central Idea: Our cultures and values shape who we are.</p> <p>Lines of Inquiry: My cultural identity Our values Our cultural celebrations</p> <p>Key Concepts: Form, Perspective</p> <p>Approaches to Learning: Social: Developing positive interpersonal relationships and collaborative skills – using self-control, managing setbacks, supporting peers</p>	<p>Central Idea: Making responsible balanced choices contributes to having a healthy lifestyle.</p> <p>Lines of Inquiry: Factors that contribute to health and wellbeing Choices people make which influence health and wellbeing Factors that prevent health and wellbeing locally and globally</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Approaches to Learning: Self-management: Organisation; States of mind – mindfulness; body/mind connections; concentration.</p>	<p>Central Idea: Relationships are enhanced by learning about other people's perspectives and communicating our own.</p> <p>Lines of Inquiry: How success, challenge and failure strengthen identities Reasons for conflict and how differences can be resolved. Appreciating others' perspectives</p> <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Approaches to Learning: Social: build consensus and negotiate effectively Self-Management: Emotional management – Take responsibility for one's own actions.</p>	<p>Central Idea: Personal choices impact our learning and wellbeing</p> <p>Lines of Inquiry: Growth & fixed mindsets Individual learning styles Personal identity</p> <p>Key Concepts: Change, Causation, Form</p> <p>Approaches to Learning: Thinking: Reflection and Metacognition – consider new skills, techniques and strategies for effective learning Self-Management: Informed choices</p>	<p>Central Idea: As we grow, we look at the world differently.</p> <p>Lines of Inquiry: Personal safety Our social rights and responsibilities Impact of our actions on our wellbeing</p> <p>Key Concepts: Perspective, Change, Responsibility</p> <p>Approaches to Learning: Self-management & Social: Emotional management – take responsibility for actions; use strategies; manage anger & conflict</p>
<p>Where we are in place and time</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 civilisations, from local and global perspectives.</p>			<p>Central Idea: A new unit is in development.</p> <p>Lines of Inquiry: TBC</p> <p>Key Concepts: TBC</p> <p>Approaches to Learning: TBC</p>	<p>Central Idea: Changes in family life helps us understand the connections between past and present.</p> <p>Lines of Inquiry: Changes in our own lives Changes in family life Similarities and differences in family life over time.</p> <p>Key Concepts: Change, Connection</p> <p>Approaches to Learning: Research: Data gathering and recording, sort and categorise information Communication: Interpret spoken language and respond with relevant, appropriate follow up responses</p>	<p>Central Idea: Learning about the past helps us to understand our present and informs our future choices.</p> <p>Lines of Inquiry: St Andrew's past and present Learning from education in the past Future schools</p> <p>Key Concepts: Form, Change, Connection</p> <p>Approaches to Learning: Research: Sort and categorise information, arrange understanding into understandable forms Communication: Use language to interact with others</p>	<p>Central Idea: Migration shapes a community.</p> <p>Lines of Inquiry: Reasons why people migrate Personal experiences of migration Impact of migration on communities</p> <p>Key Concepts: Causation, Connection</p> <p>Approaches to Learning: Thinking: Identifying strengths and areas of improvement</p>	<p>Central Idea: Exploration affects different groups of people and their environment</p> <p>Lines of Inquiry: Reasons for exploration Impacts of exploration Connecting past, present and future</p> <p>Key Concepts: Perspective, Causation, Connection</p> <p>Approaches to Learning: Thinking: Application - Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</p>	<p>Central Idea: Perspectives can combine to bring about change.</p> <p>Lines of Inquiry: People have different political rights Cultural differences Consequence of change</p> <p>Key Concepts: Perspective, Change, Causation</p> <p>Approaches to Learning: Research: Information Literacy-Data gathering & recording; interpreting and analysing texts</p>
<p>How we express ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature,</p>	<p>Central Idea: Stories have different genres and purposes.</p> <p>Lines of Inquiry: Stories express ideas</p>	<p>Central Idea: A new unit is in development.</p> <p>Lines of Inquiry: TBC</p> <p>Key Concepts: TBC</p>	<p>Central Idea: A new unit is in development.</p> <p>Lines of Inquiry: TBC</p> <p>Key Concepts: TBC</p>	<p>Central Idea: People use different forms of art to communicate and make meaning.</p> <p>Lines of Inquiry:</p>	<p>Central Idea: Creative thinking helps us to develop ideas, find solutions and express ourselves.</p> <p>Lines of Inquiry:</p>	<p>Central Idea: Designs are a creative reflection of a society's values, culture and technology.</p> <p>Lines of Inquiry:</p>	<p>Central Idea: The arts engage an audience and bring people together.</p> <p>Lines of Inquiry:</p>	<p>Central Idea: We raise awareness by expressing our values</p> <p>Lines of Inquiry: Forming opinions</p>

<p>culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Stories are shared in different ways Stories share memories, imagination and possibilities</p> <p>Key Concepts: Function, Perspective</p> <p>Approaches to Learning:</p> <p>Communication: Exchanging information – Listening, interpreting and speaking</p>	<p>Approaches to Learning: TBC</p>	<p>Approaches to Learning: TBC</p>	<p>Interpreting the arts Different forms of art Communicating through the arts</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Approaches to Learning:</p> <p>Communication: Listen actively and respectfully while others speak; recognise meaning of body language; control tone, volume, pitch and pace to suit context and audience</p>	<p>Understanding different types of media arts. Critical and creative processes Understanding different points of view</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Approaches to Learning:</p> <p>Thinking: Creative thinking –visible thinking strategies and techniques Social: Interpersonal relationships – be aware of own and others' impact</p>	<p>Purpose and aesthetics of buildings and structures Architectural design influences Materials properties affect structural possibilities</p> <p>Key Concepts: Form, Causation, Perspective</p> <p>Approaches to Learning:</p> <p>Communication: Exchanging information – speak & express ideas clearly & logically</p>	<p>Artistic expression and aesthetics Engaging an audience</p> <p>Skills people bring to a group and working together</p> <p>Key Concepts: Perspective, Function</p> <p>Approaches to Learning:</p> <p>Communication: Non-verbal communication Self-management: Recognising and expressing emotions appropriately, strategies to manage & moderate emotions</p>	<p>Forms of expression Communicating with audiences</p> <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Approaches to Learning:</p> <p>Communication: Interpreting – understand the ways in which images and language interact to convey ideas Self-management & Social: Keeping organised systems; delegating and sharing responsibility for decision-making; work collaboratively through contributing to groups</p>
<p>How the world works 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>Central Idea: Our natural world has patterns and changes.</p> <p>Lines of Inquiry: Observing forms of change in our natural world Living things grow and change Patterns related to change</p> <p>Key Concepts: Form, Change</p> <p>Approaches to Learning:</p> <p>Research: Information literacy- data gathering and documenting Communication: Exchanging information – Listening, interpreting and speaking</p>	<p>Central Idea: A new unit is in development.</p> <p>Lines of Inquiry: TBC</p> <p>Key Concepts: TBC</p> <p>Approaches to Learning: TBC</p>	<p>Central Idea: We can learn by researching and recording the changes around us.</p> <p>Lines of Inquiry: Changes in the environment The art of noticing Ways of recording</p> <p>Key Concepts: Form, Change</p> <p>Approaches to Learning:</p> <p>Research: Information Literacy-Data gathering and recording</p>	<p>Central Idea: Food goes through a process before it is consumed.</p> <p>Lines of Inquiry: How food is produced Different ways of processing food Steps involved in processing familiar foods</p> <p>Key Concepts: Function, Change, Connection</p> <p>Approaches to Learning:</p> <p>Research: Critical thinking – information literacy Synthesizing and interpreting – Use critical literacy skills to analyse and interpret information</p>	<p>Central Idea: Understanding forces and motion has allowed for innovation.</p> <p>Lines of Inquiry: Working scientifically Describing forces Forces in everyday life</p> <p>Key Concepts: Function, Causation, Change</p> <p>Approaches to Learning:</p> <p>Research: Information literacy – ask relevant questions that can be researched; sort information through highlighting key words</p>	<p>Central Idea: Exploring changes in matter helps scientists understand the natural world.</p> <p>Lines of Inquiry: States of matter Changes in matter Working scientifically</p> <p>Key Concepts: Form, Causation, Change</p> <p>Approaches to Learning</p> <p>Thinking: test generalisations and conclusions</p>	<p>Central Idea: Natural phenomena cause change throughout the world.</p> <p>Lines of Inquiry: Different types of phenomena Physical effects caused by natural phenomena Consequences of, and response to, the changes made by the natural phenomena</p> <p>Key Concepts: Change Causation</p> <p>Approaches to Learning:</p> <p>Research: Collecting, recording, organising, interpreting and presenting data</p>	<p>Central Idea: Human activity changes environments.</p> <p>Lines of Inquiry: Responses to climatic conditions Management of community spaces Extent of change in local environment over time</p> <p>Key Concepts: Form, Causation, Function</p> <p>Approaches to Learning:</p> <p>Research: Information Literacy – synthesising and interpreting</p>
<p>How we organise ourselves 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 humankind and the environment.</p>				<p>Central Idea: Global citizens can respond to the needs of communities.</p> <p>Lines of Inquiry: Needs and wants Being a global citizen Structure and functions of organisations locally and globally</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Approaches to Learning:</p> <p>Social: emotional intelligence – practise empathy and care for others;</p>	<p>Central Idea: Technology enables people to communicate and build connections.</p> <p>Lines of Inquiry: How technology creates global connections Technology changes over time How society depends on technology</p> <p>Key Concepts: Change, Connection</p> <p>Approaches to Learning:</p> <p>Communication: Digital communication – responsibly</p>	<p>Central Idea: Time can be measured and recorded for human understanding.</p> <p>Lines of Inquiry: Past and present methods of measuring time Why time is measured The solar system plays and integral part in the concept of time</p> <p>Key Concepts: Function, Causation</p> <p>Approaches to Learning:</p> <p>Research: presenting research findings</p>	<p>Central Idea: A business' structures, marketing and decision making impact it's success.</p> <p>Lines of Inquiry: Business structures How consumers influence business decisions Responsibility of ethical choices</p> <p>Key Concepts: Responsibility, Function</p> <p>Approaches to Learning:</p> <p>Self-management: value of self -discipline & goal setting; time management; become</p>	<p>Central Idea: Government systems impact on opportunities and social justice.</p> <p>Lines of Inquiry: Government systems Human rights and social justice Responsibilities of government</p> <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Approaches to Learning:</p> <p>Thinking: Critical thinking – organise relevant information to formulate an argument;</p>

				<p>advocate for rights and needs</p> <p>Research: Media literacy – interact with media to use and create ideas and information</p>	<p>participate; make informed choices based on audience; communicate effectively</p>		<p>confident, resilient & adaptable; persist with tasks</p>	<p>evaluate evidence and arguments and associated decisions.</p>
<p>Sharing the planet</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>Central Idea: We can protect our environment by discovering how to reduce, reuse and recycle resources.</p> <p>Lines of Inquiry:</p> <p>Different materials that can be recycled</p> <p>Different ways to reduce materials and objects</p> <p>Reducing our waste</p> <p>Key Concepts: Causation, Connection, Responsibility</p> <p>Approaches to Learning:</p> <p>Thinking: Creative thinking - Generating novel ideas and considering new perspectives</p> <p>Research: Information literacy- data gathering and documenting</p>			<p>Central Idea: We are caretakers of our environment.</p> <p>Lines of Inquiry:</p> <p>Sustainable practices</p> <p>Producers vs consumers</p> <p>How we use natural resources</p> <p>Types of waste</p> <p>Key Concepts: Causation, Responsibility</p> <p>Approaches to Learning:</p> <p>Self-management: States of mind – mindfulness, emotional management, self-motivation</p> <p>Thinking Creative thinking, generating novel ideas and considering new perspectives – Practise “visible thinking’ strategies and techniques.</p>	<p>Central Idea: People are connected to culturally significant places and communities.</p> <p>Lines of Inquiry:</p> <p>Our significant places</p> <p>Significant places in different cultures and communities</p> <p>The factors that make a place significant</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Approaches to Learning:</p> <p>Thinking: Critical thinking – consider ideas from multiple perspectives</p>	<p>Central Idea: A new unit is in development.</p> <p>The focus will be on the sustainability of food, connecting with the 2021 National Science Week theme Food: Different by Design</p> <p>Lines of Inquiry: TBC</p> <p>Key Concepts: TBC</p> <p>Approaches to Learning: TBC</p>	<p>Central Idea: Children worldwide face a variety of challenges.</p> <p>Lines of Inquiry:</p> <p>Children’s rights – locally & globally</p> <p>Causes of inequality in children’s rights</p> <p>Ways in which individuals and organisations can enhance children’s rights</p> <p>Key Concepts: Causation, Responsibility</p> <p>Approaches to Learning:</p> <p>Social: Respecting others, identifying a range of conflict resolution strategies to negotiate positive outcomes to problems.</p>	<p>Central Idea: Change occurs when people take action</p> <p>Lines of Inquiry:</p> <p>Forms of action</p> <p>The changing world</p> <p>Significance of individual contributions to change</p> <p>Key Concepts: Change, Causation, Connection</p> <p>Approaches to Learning:</p> <p>Social Skills: Interpersonal relationships. Advocate for one’s own rights and needs, and those of others.</p>