

School's **Programme of Inquiry** for the school year 2011/2012 in Przedszkole Misia Paddingtona w Warszawie, Górská 7 St., Warsaw

Group I – 3 year-olds					
<p>Who we are 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>How we express ourselves 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>Where we are in place and time 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>How we organize ourselves 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>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>Sharing the planet 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: I grow up and change every day.</p> <p>Key concepts: Form, perspective, Reflection</p> <p>Related concepts: stages of development, body parts</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristic physical features. • How do my appearance and behavior change • Similarities and differences between me and my peers. 	<p>Central idea: We use play to express our feelings, to show our ideas and learn new things.</p> <p>Key concepts: Perspective, function, connection</p> <p>Related concepts: collaboration, creativity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Communicating through play • Creative games and fun: art, music, movement 	<p>Central idea: Travelling is a change that helps us to discover new things.</p> <p>Key concepts: causation, change</p> <p>Related concepts: diversity, transport</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different types of travel • Reasons for traveling • The changes observed during traveling in different places. 	<p>Central idea: People of different professions use tools that help them at work .</p> <p>Key concepts: Function, connection</p> <p>Related concepts: Tools, society</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Professions in our community • Tools used in professions • Safe and innovative use of tools in the classroom 	<p>Central idea: Human life is connected to changes in the nature.</p> <p>Key concepts: change , connection</p> <p>Related concepts: human activity, environment</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The night and day cycles • The four seasons • Health and safety as related to seasonal changes 	<p>Central idea: Living things have certain requirements in order to grow and stay healthy.</p> <p>Key concepts: Function, responsibility</p> <p>Related concepts: plants, animals, development</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of living things • The needs of living things • Our responsibility for the well-being of other living things
05.09.11-14.10.11	17.10.10-18.11.11	09.01.12-17.02.12	20.02.12-23.03.12	10.04.12-11.05.12	14.05.12-22.06.12

Group II – 4 year-olds

Who we are 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.	Where we are in place and time 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	How we express ourselves 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.	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.	Sharing the planet 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.	How we organize ourselves 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>Central idea: People need family and friends.</p> <p>Key concepts: Connection, Responsibility</p> <p>Related concepts: origin, community, local environment</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences in our families • Family and friends in literature and art • How we establish and maintain our friendships 	<p>Central idea: Where we live and what we do impact on how we dress-</p> <p>Key concepts: Form, change, causation</p> <p>Related concepts: Diversity, clothes, classification,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different kind of clothes • Changes in our dressing room during the year (seasons) and life • Clothes in our surroundings 	<p>Central idea: Stories teach, make us feel happy and stimulate the imagination.</p> <p>Key concepts: Reflection, perspective, connection</p> <p>Related concepts: tale, fable, history, imagination, art, emotions, feelings</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Our favourite stories, fairy tales • What stories convey • Feelings and emotions that stories evoke 	<p>Central idea: The light changes things around us.</p> <p>Key concepts: Connection, change, causation</p> <p>Related concepts: season, time of day,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different sources of light • Formation and change of shadows • How reflections change the appearance of things 	<p>Central idea: Many plants provide the food for the people.</p> <p>Key concepts: Function, reflection</p> <p>Related concepts: Life cycles, processing, part of plant</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Edible parts of plants • Plant food products • Benefits of eating fruits and vegetables 	<p>Central idea: We should plan and organize different events together.</p> <p>Key concepts: Function, reflection, Responsibility</p> <p>Related concepts: collaboration, creativity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The reasons for which people organize various events (birthdays, trips, end of year) • Planning a major event • Ways of documenting events
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Group III – 5-6 year-olds

Who we are 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.	Where we are in place and time 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	How we express ourselves 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.	Sharing the planet 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.	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.	How we organize ourselves 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>Central idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts: Function, causation, reflection</p> <p>Related concepts: Well-being, balance</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Daily habits and routines (hygiene, sleep, play, food) • Balanced choices • Consequences of choices 	<p>Central idea: Communities are enriched by their members and different perspectives they bring.</p> <p>Key concepts: Change, perspective</p> <p>Related concepts: Diversity, history</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What a community is • People within the community • The personal stories of community members 	<p>Central idea: People express their feelings and emotions through the art.</p> <p>Key concepts: function, perspective,</p> <p>Related concepts: Interpretation, invention, self-expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different forms of art • Ways to express themselves • The role of art in culture and society 	<p>Central idea: Water is a limited and essential resource for life</p> <p>Key concepts: Function, responsibility reflection</p> <p>Related concepts: Processes, justice</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Water sources • Use of water by living things • Responsibility for water 	<p>Central idea: The seasons determine the life on Earth.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: solar system, living things, weather</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Weather changes in the seasons • How living things change over their life time • Life cycles 	<p>Central idea: Good organization of the city helps people to live and feel safety.</p> <p>Key concepts: Form, function, Connection</p> <p>Related concepts: Community, organization</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Public transport • Signs and symbols • Safety in the city
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21.11- 30.12.2011, 26.03-06.04.2012- Unit–„People recognize important events through celebrations and traditions.”

