

Abacus Programme of Inquiry 2024/25

	Term 1																	Term 2												Term 3												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10			
	12/8	19/8	26/8	2/9	9/9	16/9	23/9	30/9	14/10	21/10	28/10	4/11	11/11	18/11	25/11	2/12	9/12	6/1	13/1	20/1	3/2	10/2	17/2	24/2	3/3	10/3	17/3	24/3	31/3	21/4	28/4	5/5	12/5	19/5	26/5	2/6	9/6	16/6	23/6			
	PD 4 day week					PH 4 day week Mid Autumn Festival		PD 4 day week	Trip	PTCs		Diwali (1/11)					PD 4 day week CoL	PV 4 day week		Lunar New Year Celebrations	PD 4 day week					Holi (14/3)		CoL	PH 3 day week	PH 4 day week World Book Day	PH PD 3 day week	PH 4 day week		Tuen Ng Festival				PD 4 day week				
K1	HWOO								WWA									WWA			STP												WWA									
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K1	How We Organise Ourselves	Who We Are	Sharing the Planet	How We Express Ourselves
Transdisciplinary Theme	An inquiry into systems, structures, and networks through: * Interactions with and between social and ecological systems * Approaches to livelihoods and trade practices: intended and unintended consequences * Representation, collaboration, and decision-making	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom	An inquiry into the diversity of voice, perspectives, and expression through : * Inspiration, imagination, creativity * Personal, social, and cultural notes and practices of communication * Intentions, perceptions, interpretations, and responses
Central Idea	Communities have systems in which people have roles and responsibilities	Understanding people's identities helps us play and learn together.	People wonder and inquire into the natural world through their curiosities.	People create art as a response to imagination, ideas and experiences.
Lines of Inquiry	How systems and resources are organised for a purpose within a community Function The roles and responsibilities needed to make a community function effectively Responsibility How people's actions and interactions have an impact on others Connection	Things that make us special. Form How we play with others. Function Growth as a learner - Change	How we find out about the natural world -research skills Function How finding out about the natural world impacts us Connection (Causation/change) How we can help the world (opportunity for action) Responsibility	How we respond to art Perspective Different ways to create Form Why people create Causation

Specified Concepts	Function Responsibility Connection	Form Function Change	Function Connection TBC Responsibility	Perspective Form Causation
Learner Profile Focus	Principled Risk taker Caring	Open minded Reflective Balanced	Knowledgeable Inquirer Caring	Communicator Risk taker Thinker
Additional Concepts	Community System Organisation	Identity, relationships, feelings, friendship. choice, interest, respect	Causation, Change, Responsibility Related Concepts: care, living, non-living, survival	Expression Creativity Imagination Freedom of thought
Approaches to Learning	<p>Communication skills- I can follow instructions. E.g. I can sit on the carpet. I can listen to others. I can ask for help.</p> <p>Social skills- I can join the group. I can show I am aware of others in my class. I can use gentle hands and voice.</p> <p>Self-management skills- I can follow routines. E.g. I can put my bag away. I can wear my hat. I can get my diary out of my bag. I can get ready for snack and eat by myself. I can manage my toileting. I can join a group when asked. I can make an independent play choice. I can separate from my special adult. I can share adult attention.</p>	<p>Thinking Skills: Reflection skills: I can identify my strengths. I can talk about what I like and dislike. I can identify skills I would like to improve. I can say what makes a friend.</p> <p>Communication Skills: I can listen to the speaker. I can participate by joining in with a group. I can participate by sharing an idea. I can express a need.</p> <p>Self Management Skills: I can try new things. I can talk about something I can't do 'YET' I can control my feelings I can keep trying when things are difficult. I can say if something is a healthy choice. I can make a play choice by myself.</p> <p>Social Skills: I can take turns I can use words and actions to improve friendships. I can think about how my actions affect others. I can play calmly next to one of my classmates. (parallel play)</p>	<p>Thinking I can identify some elements of the natural world. I can use what I already know. I can make a connection. I can seek information. I can sort and make comparisons. I can give a reason.</p> <p>Communication I can draw a picture of what I know. I can point to a relevant picture. I can present to people. I can ask a question. I can listen with interest to other people.</p> <p>Research I can find information in books. I can use different ways to find information. I show what I am interested in through my play. I can use the internet with an adult. I can ask questions. I can say where I found the information. I can share a wondering by saying something that I like. I can choose a way to share my knowledge.</p> <p>Self Management I can focus for longer on things I haven't chosen to do. I am becoming more able to join the group plan. I can say what I want to practise.</p> <p>Social I can happily learn alongside others.</p>	TBC based on the needs of the learners.
Key subject focus besides Maths and Language	Social studies PSPE	Social studies PSPE	Science	Arts
Community	Family trip to the park.	Growth Mindset focus during Forest School's	Lions Nature Education Centre. Family	Visiting performers. Trips to galleries or to

Involvement		experience.	engagement.	explore local art.
Sustainability focus	Using the recycling bin and the compost bin after snack.	Using the recycling bin and the compost bin after snack.	Taking care of our environment. Our responsibility for other living things.	Recycled art, sustainable use of resources.

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	12/8	19/8	26/8	2/9	9/9	16/9	23/9	30/9		14/10	21/10	28/10	4/11	11/11	18/11	25/11	2/12	9/12		6/1	13/1	20/1		3/2	10/2	17/2	24/2	3/3	10/3	17/3	24/3	31/3		21/4	28/4	5/5	12/5	19/5	26/5	2/6	9/6	16/6	23/6
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	WWA									WWA									WWA					WWA																			
K2	HWOO																		HTWW					HWE0																			

K2	How We Organise Ourselves	Who We Are	How We Express Ourselves	How The World Works
Transdisciplinary Theme	An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> * Interactions with and between social and ecological systems * Approaches to livelihoods and trade practices: intended and unintended consequences * Representation, collaboration, and decision-making 	An inquiry into identity as individuals and as part of a collective through : <ul style="list-style-type: none"> * Physical, emotional, and spiritual health and well-being * Relationships and belonging * Learning and growing 	An inquiry into the diversity of voice, perspectives, and expression through : <ul style="list-style-type: none"> * Inspiration, imagination, creativity * Personal, social, and cultural notes and practices of communication * Intentions, perceptions, interpretations, and responses 	An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> * Patterns, cycles, systems * Diverse practices, methods and tools * Discovery, design, innovation, possibilities and impacts
Central Idea	Individuals have a shared responsibility for the functioning of their community.	People's wellbeing can be affected by their choices and relationships. The choices people make contribute to their sense of well-being.	People can use the arts to express their creativity and identity.	The world around us can be explored through play, experimentation and research. People can explore the world around them through play, experimentation, and research.
Lines of Inquiry	How systems and resources are organised for a purpose within a community Function The roles and responsibilities needed to make a community function sustainably Responsibility <i>(How people's actions and interactions have an impact on relationships Connection)</i>	The characteristics of positive relationships. Connection How mindfulness can impact wellbeing Causation How being active impacts (benefits) our health (both physically and mentally) Change	Creativity can be expressed in different ways Form Tools and techniques for self-expression Function How people use art to communicate their ideas, feelings and identity Perspective	What materials are Form Why materials are chosen for their purpose Causation How we use the scientific process to find out (research) Function
Concepts	Function Responsibility Connection	Connection Causation Change	Form Function Perspective	Form Causation Function

Learner Profile Focus	Principled Caring	Open minded Reflective Balanced	Communicator Risk takers	Knowledgeable Inquirers Thinkers
Related Concepts	Community Organisation System Sustainability Choice Respect Responsibility	Behaviour Choice Identity Growth Differences Values Communication Expression Purpose Relationships Similarities Features Community	Diversity Creativity Interpretation Imagination Enjoyment Expression connections feelings shape communication reflection	sustainability prediction design evaluation Interaction classification choice
Approaches to Learning	<p>Self Management Skills: I can look after my own belongings. I can calm myself down. I know how I feel and why. I know how to help myself learn. I can make a play choice fairly. I can problem solve.</p> <p>Communication Skills: I can listen to others respectfully. I can manage my time and learning effectively. I can share my ideas effectively. I can negotiate ideas. I can listen and follow instructions.</p> <p>Social Skills: I know how to build positive relationships. I can regulate my feelings to support learning. I can help others <i>without being asked</i>. I can take on a responsibility for the benefit of the group.</p> <p>Thinking Skills: I can use resources including technology responsibly. (sustainability link)</p> <p>Research skills: I can observe and notice things in my environment.</p>	<p>Communication Skills: I can express ideas. I can talk about people's similarities and differences. I can communicate my strengths.</p> <p>Thinking skills: I can make a plan to improve. I can set a goal.</p> <p>Social Skills: Developing positive interpersonal relationships and collaboration skills, Developing social-emotional intelligence I know how to build positive relationships. I can show respect to others.</p> <p>Self Management Skills: States of mind I know when I'm ready to learn I know how I feel and why I know my strengths and stretches. I know how to make healthy choices.</p>	<p>Thinking skills: I can generate new ideas. I can think differently. I can show curiosity. I can be flexible. I can be open minded. I can be a risk taker.</p> <p>Communication skills: I can express my feelings and thoughts. I can use mark making to express myself. I can explain my opinion. I can listen and be a kind audience member.</p> <p>Self Management skills I can be a risk taker. I can take care of tools. I can persist with difficult things. I can say what I need to practise and set goals. I can focus on the group plan.</p>	TBC based on the needs of the learners.
Key subject focus besides Maths and Language	Social studies PSPE RSE	Social studies PSPE	Art	Science
Community involvement	Family trip to the park.	Family engagement.	Theatre trip. Visiting artists. Family engagement.	Trip to Forest Adventures.

Sustainability focus	Setting up jobs in the classroom- recycling and composting.	Continue to focus on recycling and composting. Connections made to actions taken at home to look after the Earth.	Use of sustainable materials.	Use of sustainable resources. Explore what happens to recycled materials.
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