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| **Inquiry Plan** | **Theme: Taonga- Me**  *Owairoa Treasures* | | Level: 1 | | Team: Year 1 | | Duration: Semester One | |
| **Key Competencies** | | | | **Values** | | | | **Toolbox** |
| **Managing Self** | | * Be organised within the classroom environment * Do my personal best * Keep trying * Be self-motivated * Be resilient – able to cope with problems | | **Respect** | | * for ourselves * our property * our whanau * our peers * our bicultural heritage * our environment | | De Bono Hats:   * White: facts * Black: negatives * Yellow: positives   Venn diagrams  PMI sheets |
| **Relating to Others** | | * Respect others * Listen to other people * Accept others differences | | **Integrity** | | * honesty * responsibility | |
| **Participating and Contributing** | | * Be able to work in a team * Try new things | | **Self Esteem** | | * building self confidence | |
| **Thinking** | | * Ask questions * Be a problem solver * Reflect on your learning | | **Excellence** | | * in behaviour * our learning | |
| **Using Language, Symbols and Text** | | * Express ideas * Express ideas within the child’s cultural context | |  | |  | |

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| Learning Area | |  | Teaching/Learning Experiences - Resources | |
| English | Listening | LI: how to be a good listener  We are learning to listen appropriately while others are speaking. | * Listening to ideas in News Groups and in whole class discussions. * Listening Post * IPads/Computers * Following instructions * Assembly/Class rules | |
| Reading | LI: how to read | Guided reading groups with readers related to the inquiry of taonga where appropriate. | |
| Viewing | LI: view images to gain and interpret information | * Analyse pictures * Big books * Poems | * You Tube clips * School Environment * Visitors/Special Guests |
| Speaking | LI: how to share my ideas clearly in the class  LI: how to be a good speaker eg. Clarity, volume and projection  We are learning to speak in front of an audience. | * Sharing news * Recite poems * Introducing self and others | * Sharing published writing * How to ask questions |
| Writing | LI: to think of a story  LI: how to write a story | Guided Writing Groups with an Inquiry focus. | |
| Presenting | LI: how to form letters correctly  LI: how to publish our story | Handwriting  Publishing | |
| Numeracy | | LI: how to count  LI: how to use measurement language  LI: how to use standard/non-standard units of measurement  LI: positional language  LI: how to form numbers | Counting using body parts  Positional language  Birthday graphs  Measuring height  Daily calendar/Weather Chart | |
| Environment | Learning for Sustainability | * Understand that “Rethink, Reuse, Reduce and Recycle” are important for our Environment and sustainability. * Understand our impact on and our responsibility for the care of our school, local and global environment. * Understand that we can make decisions and take actions to promote and improve sustainability. | * Waste free lunches * Worm and compost bins * Growing plants/Team 1B area/optional * Treasures from the sea | |
| Maori Point of View | * Learning the Maori names for trees by reading the labels in the Bush Walk and learning Maori protocol related to nature | |
| Sustainable Communities | * Paper from home * Our lunchbox is our treasure box. Healthy food is our treasure/waste free lunchboxes/lunch | |
| Empowered Students | * Walks around the school environment looking at the Chinese Garden, Butterfly Garden, Skink Garden, Worm bins, Vegetable Gardens, Bush Walk and Trees for Survival. | |
| Respect for all People and Cultures | * Treasure our environment * Treasure our culture and where our family is from | |
| Science | | * Understand that many living organisms have a definite life cycle. (LW) * Understand that living organisms can be classified by major characteristics. (LW) * Understand that living organisms are adapted to live in specific habitats. (LW) * Understand that the planets and sun are in a relationship that causes a range of natural phenomena (PEB) * Understand that different materials have properties that enable us to use them in different ways.(MW) * Understand patterns and trends for everyday examples of physical phenomena(PW) * Understand the scientific process, including fair testing, and the language of science (NS)(Science Room) | **Term 1**   * Theme: Our Star the Sun- the importance of the sun to life on Earth. * The sun gives out light and heat * The sun is a star * The sun is the star closest to Earth * Life on Earth depends on the sun * Night and Day | |
| 1. Sunscreen 2. Sundials 3. Controlled experiments with the growth of a seed 4. Testing different materials in the sun | |
| **Term 2**   * Unit: Where’s the water. * The three forms of water: solid, liquid and gas * Evaporation * Condensation   -Precipitation  - Treasures in the sea | |
|  | | **Science Experiences**  -Wonder boats  -Floating and sinking with tin foil  -Make terrarium | |
| Social Science | | * Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. * Understand that events have causes and effects * Understand how people’s interactions with the environment and others have short and long term outcomes. | * Chinese New Year- February 8th Year of the Monkey * Treasure your child day – March 2016 * ANZAC – Dawn Parade (big book) April * Identify the culture and identity of the children in our class….on a map, culture study, …. Family tree – Fowlers Family Tree (Junior Reader- big blue) * Kiwiana – NZ Culture (Taonga-our identity) | |
| Technology | | * Understand that technology is a design and construction process used to solve problems. (TP) * Understand how modelling is important to the design and development of products and systems (TK) * Understand how technology impacts on people and the environment. (NT) | * Design and make a pirate boat * Design and make our own treasure box * Make your own sunhat * Sun mobile * Sun smart badge * Sun smart certificate * Design and create a pirate treasure map * Make your own pirate in paint | |
| Health/P.E. | | * Understand that our bodies change over time and that our personal wellbeing requires regular physical activity and safety management (PH). * Understand that movement is made up of specific bio-mechanics that can be learnt and developed. (MC) * Understand that relationships will vary with different circumstances, and how we see ourselves can impact on our interaction with others. (RO) * Understand that an effective thinker will use caring, critical and creative thinking as they interact with other people and the environment.(HC, MC) | * Rules and routines for keeping ourselves safe at school * Healthy lunches/food | |
| The Arts | | * **U**nderstand that the arts require and utilise specific elements within which specific skills and techniques are employed. (DPK) * Understand that the arts are a reflection of their context. (cultural, historical and social) (UA and CI) * Understand that in the arts, ideas are developed to convey a message to which people may respond. (DI) | * Create a paper bag puppet * Self-portraits * Sun art * Water art * Pirate art | |
| Maori | | Te Reo: Korero ā Whakarongo, Mātakitaki ā Whakaatu, Pānui ā Tuhituhi | * Label the parts of our bodies in Maori * Greetings: be able to introduce yourself * Commands in Maori * Karakia in the morning daily | |