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| **Inquiry Plan** | Theme: Treasure | | Level: Year 2 | | Team: 2 | | Duration: Semester One | |
| **Key Competencies** | | | | **Values** | | | | **Toolbox** |
| Managing Self | | √ - Wearing a hat/bringing a hat to school | | Respect | | √ | | De Bono, SOLO, Thinkers Keys  Graphic organisers, Habits of the Mind, Blooms, etc |
| Relating to Others | | √ - Respect for other cultures (efs) | | Integrity | | √ | |
| Participating and Contributing | | √ - sharing ideas | | Self Esteem | | √ | |
| Thinking | | √ - brainstorming ideas | | Excellence | | √ | |
| Using Language, Symbols and Text | | √ - Te Reo – weather etc. (efs) | |  | |  | |

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| Learning Area | |  | Teaching/Learning Experiences - Resources |
| English | Listening |  | Writing facts about the sun  Information reports  Poems  Posters – sun safe  Weather report –OL  Presentation of posters  Bringing a treasure to share – personal |
| Reading |
| Viewing |
| Speaking |
| Writing |
| Presenting |
| Numeracy | |  | Statistics  -plant graphing  -height of children  -eye colour  -birthdays  -etc. |
| 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. | Conserve the ozone layer  Earth day (April)  Maori Legends – E.G: Maui and the sun  Skinks  All about me unit  -World map plotting  -Greetings  -Culture sharing |
| Maori perspectives |
| Sustainable communities |
| Empowering students |
| Respect for people and cultures |
| 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) | Sun:  Paper towel sun activity  Shadow – measure how sun travels  Sun dial  Cooking in the sun  Solar power (efs)  Water:  Puddle/evaporation  Escaping water <http://www.sciencekids.co.nz/experiments/escapingwater.html>  Gravity free water <http://www.sciencekids.co.nz/experiments/gravityfreewater.html>  Rain gauge  <http://www.sciencekids.co.nz/projects/raingauge.html> |
| 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. | Treasure – NZ  Kiwiana unit  NZ Flag (March) |
| 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) | Solar power  Trash to treasure |
| 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) | Sun safety – looking after yourself/your skin  Water safety – beach/pools/etc. |
| 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) | Trash to treasure  Self-portraits/all about me  Kiwiana art  Silhouette art  Maui and the sun |