|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Inquiry Plan** | Theme: “Taonga” | | Level: 2 | | Team: 3 | | Duration: Term 1 and 2 2016 | |
| **Key Competencies** | | | | **Values** | | | | **Toolbox** |
| Managing Self | | Looking after personal belongings  Looking after school property  Making the most of time and opportunities | | Respect | | In, for and about our environment. | | De Bono, SOLO, Thinkers Keys  Graphic organisers, Habits of the Mind, Blooms, etc |
| Relating to Others | | Showing respect for others beliefs and cultures | | Integrity | | Making good choices.  Accepting consequences. | |
| Participating and Contributing | | Active listening  Offering ideas and opinions  Sharing personal taonga | | Self Esteem | | Building resilience.  Filling buckets (own, others, teachers) | |
| Thinking | | Building new knowledge by making connections with personal experiences and prior knowledge  Using graphic organisers and thinking tools | | Excellence | | Never settle for less than your best.  Develop intrinsic motivation and making the most of ALL opportunities available. | |
| Using Language, Symbols and Text | | Learning and communicating using various methods  Viewing and presenting in a variety of media | |  | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Area | |  | Teaching/Learning Experiences - Resources |
| English | Listening | * Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas * Show some understanding of how texts are shaped for different purposes and audiences * Show some understanding of ideas within across and beyond texts * Recognise and begin to understand how language features are used for effect within and across texts * Recognise and begin to understand text structures * Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas * Show some understanding of how to shape texts for different audiences and purposes * Select form and express ideas on a range of topics * Use language features showing some recognition of their effects * Organise texts using simple structures | * Pirate day * Reading resources (journals, junior book room, senior book room, posters) * First Steps Resource * Using the school environment for Language Experiences to base reading, writing and presenting * Youtube * Local area historical walk (Howick, Stockade Hill etc) * Maori myths and legends |
| Reading |
| Viewing |
| Speaking |
| Writing |
| Presenting |
| Numeracy | |  | * Statistics   Cultural background   * Geometry   Mapping  Directions  Navigation |
| 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. * Incorporate the 5 guiding principles into classroom practice and develop a deeper understanding of these in our learners | * Beach walk and clean up * Pirates of the Pacific (Maori origins) * TFS |
| Maori perspectives |
| Sustainable communities |
| Empowering students |
| Respect for people and cultures |
| Science | | * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * Describe in simple terms how fossils are formed when things that have lived are trapped within rock * Recognise that soils are made from rocks and organic matter | * Fossils – Building Science Concepts Book 41 Levels 2 – 4 * Land Changes – Building Science Concepts book 52 Level 1 – 4 * Museum trip (May) Fossils and Dinosaurs Year 1 – 3 * Getting Connected series * School journals * Science room |
| 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. * Understand how the status of Maori as Tangata Whenua is significant for communities on New Zealand | * History of migration * Sharing of family treasures * The impact of people on the environment (Polar Bears, Global Warming, Pirates) |
| 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) | * Make a treasure chest * Introducing a water tank to sustain our gardens * Designing a boat (Pirate ship) * Replacement of fossil fuels * Creating own individualised fossils * Palaeontology discoveries (sandpit / beach dig) |
| 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) | * School fitness * Sport programme * Swimming programme (Lloyd Elsmore) |
| 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) | * Class culturally specific art * Christmas Concert * Drama programme * Music programme * Dance festival |