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| **Inquiry Plan** | Theme:  Taonga – Rocks, Fossils, Land Changes | | Level:  2 | | Team:  4 | | Duration:  Semester 1 2016 | |
| **Key Competencies** | | | | **Values** | | | | **Toolbox** |
| Managing Self | | Self-control, working independently, resilience, goal setting | | Respect  Manaakitanga | | Respecting cultures, others, myself and differences | | De Bono, SOLO, Thinkers Keys  Graphic organisers, Habits of the Mind, Blooms, etc |
| Relating to Others | | Helping each other, caring about each other and their feelings, relating to others families | | Integrity  Ngākau Tapatahi | | Being honest with myself | |
| Participating and Contributing | | Feeling safe to share and participate  “Be who you are” | | Self Esteem | | Treasure myself and what I have to offer | |
| Thinking | | Listening, understanding, questioning, interpret | | Excellence  Hiranga | | Being the best I can be (inner treasures) | |
| Using Language, Symbols and Text | | Make meaningful links, | |  | |  | |

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| Learning Area | |  | Teaching/Learning Experiences - Resources |
| English | Listening |  | Oral Language - Presenting our mihi to an audience  Descriptions – of family; rocks; fossils  Explanations – What is a fossil and how it was formed  Information Reports -  Recount Writing – Holiday; Museum trip  Poetry – Own treasures  Procedural – How to make a treasure box |
| Reading |
| Viewing |
| Speaking |
| Writing |
| Presenting |
| Numeracy | | Prime Maths | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions |
| 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. | Putting back into the land  Taonga is a word in the Treaty of Waitangi  Treasuring the land – ENVIRO  Different understandings of the word ‘taonga’  Worm Farms  Chickens  Reduce, Reuse Recycle – Treasure Box |
| Maori Point of View |
| Sustainable Communities |
| Empowered Students |
| Respect for all People and Cultures |
| Science | | * Explore and describe natural features and resources (PEB) * Investigate the geological history of planet Earth and understand that our planet has a long past and has undergone many changes (MOE Book 41 Fossils AO2 pg 3) * 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, Rocks & Land Formations  Science Room activities -  Museum trip – dinosaurs, fossils, rock formations  Nature of Science  Asking relevant questions and using different types of scientific enquiries to answer them  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Making systematic and careful observation and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  Setting up simple practical enquiries, comparative and fair tests    Using straightforward scientific evidence to answer questions or to support their findings |
| 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. | Explore own cultures in terms of attitudes towards the value of people and our environment/land/tangata whenua |
| 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) | Treasure Boxes   * Sharing at the end of term * Boxes could be made at home   Frames of ‘you’ as the taonga – Fathers’ Day/Mothers’ Day  Portfolios are a taonga of your learning   * These things are treasures because….   Trash to Treasure – fashion show |
| 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) | Our body is a treasure – there is only one of Me;  Fire Wise – what do you ‘grab’ if your house was burning down? What do you treasure? What would you parents grab? How to protect our bodies in the case of a fire?  Healthy lunchboxes – keeping ourselves healthy  Litter free Lunchboxes – keeping our land healthy  Swimming – Lloyd Elsmore Years 3 – 6   * One session a week for 7 weeks – 30 min lesson * Free to parents   Cooking – lolly cake |
| 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) | Soap sculptures  Treasure Boxes  Self-portraits  Fossils in play dough & plaster-of-Paris |
| Maori | | Te Reo: Korero ā Whakarongo (Speaking & Listening), Mātakitaki (Viewing) ā Whakaatu (Presenting), Pānui (Reading) ā Tuhituhi (Writing) | Ko Au  Hauora Unit  He Reo He Tupu Reo Ora (The book that the 2 above units are from)  Refer to Teacher Resources/Maori Te Reo/Akomanga-classroom planning. *Lesson plans for speaking Maori* |