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| **Inquiry Plan** | Theme: Planet Earth and Beyond | | Level: Y5/6 | | Team: 5/6 | | Duration: Semester 1 | |
| **Key Competencies** | | | | **Values** | | | | **Toolbox** |
| Managing Self | | Camp, Personal and social development in different contexts  Organisation for school and learning | | Respect | | Integrate when and where appropriate | | Blooms |
| Relating to Others | | Camp, Personal and social development in different contexts | | Integrity | | Integrate when and where appropriate | |
| Participating and Contributing | | Camp  Personal and social development in different contexts | | Self Esteem | | Integrate when and where appropriate | |
| Thinking | | Camp  Personal and social development in different contexts | | Excellence | | Integrate when and where appropriate | |
| Using Language, Symbols and Text | | Camp  Personal and social development in different contexts | |  | |  | |

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| Learning Area | |  | Teaching/Learning Experiences - Resources |
| English | Listening | Writing  Term 1 – Narratives, recounts, reports  Term 2 – Camp speeches, descriptive, reports, poetry | Rewrite based on a story  Reports on objects in space |
| Reading |
| Viewing |
| Speaking |
| Writing |
| Presenting |
| Numeracy | | Statistics  Measurement  Geometry – shapes | Reading tables and graphs related to the Earth, sun, Planets and Moon e.g. tides, night and day, |
| 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. | Space junk  Climate change – how the Earth is changing  Atmospheres of different planets and compare to Earths  Space stations  Coastal erosion and rock formations (Camp)  Explicitly teach the guiding principles and link to the different learning areas  Use new Guiding Principles Boards to make links |
| 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) | How developments in technology have allowed us to understand Earth and space (photographs of the Earth from space)  Bucket of water and sand to demonstrate erosion  Rockets  Digital technologies – virtual field trips of space ships and planets  Lunar calendar – tides  Seasons – 4 seasons vs wet season or the dry season (Efs)   * that the Sun, Earth and Moon are approximately spherical * that it is sometimes difficult to collect evidence to test scientific ideas and that evidence may be indirect * about the relative sizes of the Sun, Moon and Earth * that the Sun appears to move across the sky over the course of a day * that evidence may be interpreted in more than one way * that it is the Earth that moves, not the Sun, and the Earth spins on its axis once   every 24 hours   * that it is daytime in the part of the Earth facing the Sun and night-time in the part of the Earth away from the Sun * that the Sun rises in the general direction of the East and sets in the general direction of the West * to make observations of where the Sun rises and sets and to recognise the patterns in these to present times of sunrise and sunset in a graph and to recognise trends and patterns in the data * that the Earth takes a year to make one complete orbit of the Sun, spinning as it goes that it is not always easy to gain information about phenomena eg the length of a year using first-hand experience * that the Moon takes approximately 28 days to orbit the Earth that the different appearance of the Moon over 28 days provides evidence for a 28-day cycle * to describe the movement of the Earth, and other planets, relative to the Sun in the solar system   Introduce a model of the Sun and Earth that enables students to explain day and night. They should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto as a ‘dwarf planet’). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).  Students should find out about the way that ideas about the solar system have developed, understanding how the geocentric (Earth Centred) model of the solar system gave way to the heliocentric (Sun centred) model.  Students might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day  <http://we-made-that.com/moon-phases-experiment/> |
| 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. | Different understandings of the universe across cultures (ancient cultures, myths and legends) (Efs)  <http://scienceonline.tki.org.nz/Nature-of-science/Nature-of-Science-Teaching-Activities/Different-stories-about-the-Moon-Rona-me-te-Marama>  Early explores – Captain James Cook  Polynesian navigators    ANZAC  Waitangi Day (Efs)  Matariki (Efs) |
| 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 the different layers of the Earth  Make a model of the solar system link to Art  Sundials and compasses |
| 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/ sun smart - UV investigation  Camp – jump jam  Fitness  Foods for astronauts  Impact on health being in space – respiratory system, bones |
| 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) | Link to myths and legends  Camp – dress up - aliens |