

Inquiry Plan	Theme: Making Choices	Level: 2	Team: 3	Duration: Term 1 - 2018
	Key Competencies		Values	
Managing Self	Following rules, being responsible for self and belongings, being self-motivated Show resilience, perseverance and independence	Respect	Showing respect for others and other cultures	
Relating to Others	Asking for help, building relationships, communicating effectively with others, growing empathy, being active listeners, accepting differences	Integrity	Being honest with self and others Making good choice	
Participating and Contributing	Being part of a team, showing commitment, working for the benefit of the whole group	Self Esteem	Believing in one's abilities Building resilience	
Thinking	Using visual/graphic organisers, thinking critically, evidence based thinking	Excellence	Being competitive Making the most of available opportunities	
Using Language, Symbols and Text	Use skills from reading writing and maths to carry out inquiries			

Learning Area	Learning/Achievement Objectives	Teaching/Learning Experiences - Resources
English	Listening	Using texts, pictures, diagrams, maps and movie clips to collect information Writing instructions for games Writing information reports Writing news items – presenting as video etc. Wild Wild West Week Reading resources (journals, junior book room, senior book room, posters) Using the school environment for Language Experiences to base reading, writing and presenting
	Reading	
	Viewing	
	Speaking	
	Writing	
	Presenting	
	To use active listening To use a variety of sources to find information To communicate ideas through speaking, writing and visual media To select form and express ideas on a range of topics To select and use sources of information, processes and strategies with some confidence to identify, form and express ideas <i>To be added to by individual teachers depending on learner needs.</i>	
Numeracy	To carry out a statistical investigation	Statistical investigation - populations, heart rate, etc

EFS	Learning for sustainability	To work collaboratively to make decisions and take actions to improve sustainability at Owairoa	Using worm and compost systems
	Maori perspectives	To understand that “Rethink, Reuse, Reduce and Recycle” are important for our Environment and sustainability.	Recycling
	Sustainable communities	To understand our impact on and our responsibility for the care of our school, local and global environment.	Saving power
	Empowering students	To understand our impact on and our responsibility for the care of our school, local and global environment.	Native species – choice of Honeybees/Hector’s dolphin and Titoki
	Respect for people and cultures	To incorporate the 5 guiding principles into classroom practice and develop a deeper understanding of these in our learners	Inquiring into other cultures
		<i>To be added to by individual teachers depending on what they choose to focus on</i>	
Science - Physical World		NOS: to carry out fair testing by reducing variables, to measure accurately to make observations and record data to use scientific language and vocabulary	Heart rate, breathing and recovery rate monitoring to improve fitness Experiments to highlight fair testing (which ball bounces the highest/which ramp will make the marble travel the furthest)
Social Science		To understand how and why people make choices to meet their needs and wants To understand how cultural practices reflect and express people’s customs, traditions, and values	Commonwealth Games – inquire into questions such as: What makes a successful athlete? What can I commit to? How can we show better sportsmanship? How does commitment relate to me? How do people deal with success/failure Geography/mapping skills as per overview – name and locate continents, identify Pacific neighbours, name and locate NZ cities

Technology	<p>To understand that technology both reflects and changes society and the environment and increases people's capability.</p> <p>To understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.</p> <p>To use technology (ICT) effectively</p>	Designing and implementing games and equipment
Health/P.E.	<p>To contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p> <p>To explore how people's attitudes, values, and actions contribute to healthy physical and social environments.</p> <p>To participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.</p> <p>To identify personal qualities that contribute to a sense of self-worth.</p>	<p>Monitoring heart rate etc</p> <p>Fitness activities to improve levels</p> <p>Designing and playing own games – fun sports day</p>
The Arts	<p>To share the ideas, feelings, and stories communicated by their own and others' objects and images.</p> <p>To share ideas about how and why their own and others' works are made and their purpose, value, and context.</p> <p><i>Drama component?</i></p>	<p>Looking at the art of different cultures</p> <p>Creating art in response to the work of others</p>
Maori	<p>Introduce themselves and others and respond to introductions</p> <p>Communicate about relationships between people</p>	<p>Class Treaty / Treaty of Waitangi</p> <p>He Reo Tapu He Reo Ora (Unit 1 Ko Au)</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au</p>

