

Inquiry Plan	Theme: Choices	Level: 2	Team: 4	Duration: Term One 2018
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 and others	
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	
Using Language, Symbols and Text	Make meaningful links,			

Learning Area		Learning/Achievement Objectives	Teaching/Learning Experiences - Resources
English	Listening	Communicate Through the written word, use of voice and body language, learning from each other	Visual Language- Class Treaty/ rules/ posters Recounts – Retelling – Journal story about the Treaty of Waitangi
	Reading		
	Viewing		
	Speaking		
	Writing		
	Presenting		
Numeracy		To carry out statistical Investigations	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions from information gathered within the classroom When do we go to bed? When would we go if we had a choice?
Environment	Learning for Sustainability	<ul style="list-style-type: none"> Understand that we can make decisions and take actions to promote and improve sustainability. we respect the history and traditions of the Maori people, their language and their understanding of the environment 	Global Responsibility What are ways you can show responsibility to the environment? Interpersonal Responsibility- within the classroom Class treaty as related to the Treaty of Waitangi Personal Responsibility- self-accountability
	Maori Point of View		
	Sustainable Communities		
	Empowered Students		

	Respect for all People and Cultures	<ul style="list-style-type: none"> Treaty of Waitangi 	<p>How do I show respect for the Treaty of Waitangi and adhere to it</p> <p>At Home Responsibility</p> <p>Community Responsibility</p> <p>Understanding Maori beliefs about the environment, Maori land rights and management</p> <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> - Each group made a choice - Sticking to those choices, commitment - What does that mean for us today? - What did it mean for English and Maori in the 19th Century?
Science		<ul style="list-style-type: none"> 	<p>Global Responsibility</p>
Social Science		<p>Understand how people make choices to meet their needs and wants.</p>	<ul style="list-style-type: none"> - Being part of a group (commonwealth), mapping - Negotiating the treaty as related to interpersonal, classroom, school wide and community groups. Making compromises to wants to get what you need. Making sure all involved have their needs met. - Creating a harmonious community

Technology	<ul style="list-style-type: none"> • 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) 	Build a feather cloak
Health/P.E.	<ul style="list-style-type: none"> • 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) 	<p>Students will be able to make choices to:</p> <ul style="list-style-type: none"> • take responsibility for themselves • take care of themselves • recognise the benefits of regular physical activities • identify risks and hazards in their environment and develop safe practices <p>What choices do we have as children? Why do we have rules? Solutions to problems. Tolerance. Friend choices.</p>
The Arts	<ul style="list-style-type: none"> • Understand 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 cloak to represent unity, community

Maori	<p>Te Reo: Korero ā Whakarongo (Speaking & Listening), Mātakitaki (Viewing) ā Whakaatu (Presenting), Pānui (Reading) ā Tuhituhi (Writing)</p> <ul style="list-style-type: none">• we respect the history and traditions of the Maori people, their language and their understanding of the environment	<p>Treaty of Waitangi Maori flag, referendum (choices) Ko au – kowhiringa (choices)</p>
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