

Inquiry Plan		Level: Y5/6	Team: 5/6	Duration: Semester 1 2018
Key Competencies		Values (<i>Term 1 - Lee-Anne to write a unit plan on developing the values</i>)		Toolbox
Managing Self	Personal and social development in different contexts Organisation for school and learning Resilience, perseverance, independence	Respect	Integrate when and where appropriate	Blooms
Relating to Others	Personal and social development in different contexts Respecting personal and physical boundaries	Integrity	Integrate when and where appropriate Focus this Semester	
Participating and Contributing	Personal and social development in different contexts Challenge Week – work as a team and cooperate	Self Esteem	Integrate when and where appropriate	
Thinking	Assessment for learning especially self-assessment and reflection to set NLS	Excellence	Integrate when and where appropriate	
Using Language, Symbols and Text	Personal and social development in different contexts			

Learning Area		Teaching/Learning Experiences - Resources
English	Listening	<p>Speaking</p> <ul style="list-style-type: none"> - Impromptu speeches <p>Reading</p> <ul style="list-style-type: none"> - Poetry - Fiction - Non – fiction (integrate with science, Efs, social sciences) - Term 1 Week 7 Book Week – The Wild West <p>Writing</p> <ul style="list-style-type: none"> - To report - To describe - To explain - Focus on grammar, punctuation and vocabulary
	Reading	
	Viewing	
	Speaking	
	Writing	
	Presenting	
		<p>See class curriculum documents for all areas in English – LIs to be highlighted by each teacher as appropriate for their class</p> <p>Reading <i>Stuart – to research and compile a list of readers to support reading across the curriculum</i></p> <p>Writing Teachers to write own individual unit plans to best meet the needs of their class.</p> <p>Handwriting Carry out assessment in Term 1, mark using the school stages and set NLS.</p>

Numeracy		PRIME See PRIME long term plans with LIs	
Environment	Learning for sustainability	Term 1 - <u>Fiordland Crested Penguin/tawaki</u> Habitat, physical appearance, diet, human disturbance and predation, breeding	<u><i>Babette and Julia to work together to develop a plan (6 lessons minimum)</i></u>
	Maori perspectives		
	Sustainable communities		
	Empowering students	Term 2 – <u>Tread lightly Caravan</u> (Weeks 2-3) 1. Our actions and choices have an effect on our environment. 2. The current rate and way in which we use resources (water, materials, energy) is not sustainable. 3. Small changes in the way we live will help save resources, prevent pollution and protect biodiversity and natural habitats.	
	Respect for people and cultures		

Science	<p><u>Nature of Science</u></p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Planet Earth and Beyond</u></p> <ul style="list-style-type: none"> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p><u><i>Anita to develop a 10 lesson plan for the NoS through Planet Earth and Beyond context.</i></u></p>
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ICT

Digital Citizenship
Teaching research skills
Basic use of Word, Excel and navigating their way around folders

Technology

Technological practice

Students will:

Planning for practice:

Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Brief development:

Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

Outcome development and evaluation:

Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

Technological knowledge

Students will:

Technological modelling:

Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.

Technological products:

Understand the relationship between the materials used and their performance properties in technological products.

Technological systems:

Understand that technological systems are represented by symbolic language tools and understand the role played by the “black box” in technological systems.

Nature of technology

Students will:

Characteristics of technology:

Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological

Babette and Julia to develop a plan to support ICT integration across the curriculum with a focus on digital citizenship.

Neil to develop a unit plan for Technology integrated with the Commonwealth games where possible. A minimum of 4 lessons

Health/P.E.	<p>Morning Fitness 2 x 8:50am – 9:00am General Fitness – Babette (Thursday) Stuart/Luke – Line dancing (Friday)</p> <p>Sun Safety</p> <p>Water safety Teachers to use the poster and resources issued to each classroom to plan weekly lessons.</p>	<p><u><i>Stuart and Luke to research and teach the Senior students steps to line dance songs.</i></u></p>
The Arts	<p>Individual teachers to plan for own class. Possible ideas</p> <ul style="list-style-type: none"> - Motion/movement – link to Commonwealth Games - Space/night sky 	