2019 Integrated Inquiry Overview

	Week 1-6 Term 1	**Planning Period 1** (9 weeks) Week 7-10 Term 1 Week 1-5 Term 2	2 wks Week 6-7 Term 2	1 wk Week 8 Term 2	**Planning Period 2** (9 weeks) Week 9-10 Term 2 Week 1-7 Term 3	1 wk Week 8 Term 3	**Planning Period 3** (10 weeks) Week 9-10 Term 3 Week 1-8 Term 4	Week 9-10
2 0 1 9	Tō Tātou Ara (Our Way)	**Catch Phrase: Mana Te Ao - The World is Ours** **Big Idea-** We are all part of NZ- Manaakitanga (Caring and respecting one another) **Future focus:** Citizenship **Overarching/ Major AO's: Social Science** **Identity, Culture, and Organisation conceptual strand** **Level 1:** • **Understand how belonging to groups is important for people.** • Understand that people have different roles and responsibilities as part of their participation in groups • Understand how the cultures of people in New Zealand are expressed in their daily lives. **Level 2:** • Understand that people have social, cultural, and economic roles, rights, and responsibilities. • Understand how cultural practices reflect and express people's customs, traditions, and values. • **Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.** **Level 3:** • **Understand how cultural practices vary but reflect similar purposes.** • Understand how people view and use places differently. **Level 4:** • **Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.** **Minor AO's: Music- Sound Arts** **Level 1** **Understanding the Arts in Context** • Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities. **Developing Practical Knowledge** • Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour. **Developing Ideas** • Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination. • Explore ways to represent sound and musical ideas. **Communicating and Interpreting** • Share music making with others. • Respond to live and recorded music. **Level 2** **Understanding the Arts in Context** • Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities. **Developing Practical Knowledge** • Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.	Music Week	Matariki	**Catch Phrase: Through a Scientific Lens** **Big Idea:** Chemists all have solutions **Future focus:** **Overarching/ Major AO's: Science** **Material World** **Level 1:** **Properties and changes of matter** • Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled. **Chemistry and society** • Find out about the uses of common materials and relate these to their observed properties. **Level 2:** **Properties and changes of matter** • Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled. **Chemistry and society** • Find out about the uses of common materials and relate these to their observed properties. **Level 3:** **Properties and changes of matter** • Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. • Compare chemical and physical changes. **Chemistry and society** • Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. **Level 4:** **Properties and changes of matter** • Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. • Compare chemical and physical changes. **The structure of matter** • Begin to develop an understanding of the particle nature of matter and use this to explain observed changes. **Chemistry and society** • Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes. **Minor AO's:** - / **School Trip:** TBC **Celebration of Learning:** Science Fair	Book Week Grandparents Day	**Catch Phrase: Maraetai Market** **Big Idea:** What we do today impacts on people/ places in the future **Future focus:** Sustainability, Enterprise, Globalisation **Overarching/ Major AO's: Technology** **Technological Practice (L1-3)** **Level 1:** **Planning for practice** • Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. **Brief development** • Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. **Outcome development and evaluation** • Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes. **Level 2:** **Planning for practice** • Develop a plan that identifies the key stages and the resources required to complete an outcome. **Brief development** • Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. **Outcome development and evaluation** • Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity. **Level 3:** **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. **Level 4:** **Planning for practice** • Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome. **Brief development** • Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation. **Outcome development and evaluation** • Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.	CELEBRATION OF LEARNING **Setting learning goals is important, achieving them is exciting, reflecting on them is critical**

Developing Ideas
- Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.
- Explore ways to represent sound and musical ideas.

Communicating and Interpreting
- Share music making with others, using basic performance skills and techniques.
- Respond to live and recorded music.

Level 3
Understanding the Arts in Context
- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
- Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Developing Practical Knowledge
- Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.

Developing Ideas
- Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.

Communicating and Interpreting
- Prepare and present brief performance of music, using performance skills and techniques.
- Respond to and reflect on live and recorded music.

Level 4
Understanding the Arts in Context
- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
- Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Developing Practical Knowledge
- Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.

Developing Ideas
- Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.

Communicating and Interpreting
- Prepare, rehearse, and present performance of music, using performance skills and techniques.
- Reflect on the expressive qualities of their own and others' music, both live and recorded.

School Trip: TBC
Celebration of Learning: Kiwi Celebration Day

Nature of Technology

Level 1:
Characteristics of technology
- Understand that technology is purposeful intervention through design.

Characteristics of technological outcomes
- Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

Level 2:
Characteristics of technology
- Understand that technology both reflects and changes society and the environment and increases people's capability.

Characteristics of technological outcomes
- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Level 3:
Characteristics of technology
- Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

Characteristics of technological outcomes
- Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.

Level 4:
Characteristics of technology
- Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

Characteristics of technological outcomes
- Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

Minor AO's:
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School Trip: TBC
Celebration of Learning: Maraetai Market