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| **Inquiry Investigations and Discovery Planner** |
| **Throughline:**  **Title of unit:**  **Year Level: Date:**  **Teachers:**  **Nutshell description of unit:** |
| **Key Concepts**  What key concepts from the throughline will students explore in this investigation? |
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| **Shared experience**  How will you engage students in these concepts (rich experience?) How will you gather their responses? |
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| **Student responses**  What were the students responses? Current ideas, misconceptions, areas of interest and wonderings. |
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| **Understandings**  Using the students’ responses and the key concepts frame understandings to guide the investigation |
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| **Questions**  Frame questions to guide further exploration and investigation related to the understandings |
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| **Links to Victorian Curriculum** |
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| **Links to Literacy** |
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| **Links to Mathematics** |
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| **Resources** |
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| **Inquiry Investigation: Learning sequence**  How will you continue the flow of inquiry? What inquiry process will you use?  How will you support further learning through explicit links to literacy and maths? | |
| Timeline and focus | Learning sequence |
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| **Applying the learning (Taking Action)**  How will students embed learning through a practical application? | |
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| **DISCOVERY PLANNER**  Opportunities to further explore concepts from Inquiry investigation or other learning areas, student interests, local, community and current events. | | |
| **Learning Focus for introductions** | | |
| **Learning:**  **Social Interaction:**  **Personal Management:**  **Oral Language:** | | |
| **Session** | **Focus for Introductions** | **Focus for Share time** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |

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| **Discovery Considerations** | |
| **Criteria for Discovery** | **Criteria for each area/station** |
| * Engages different types of learners (Multiple intelligences/VAK) * Make authentic links to literacy and mathematics * Opportunities for indoor and outdoor play * Balance between student interests and links to curriculum * Opportunities to;   + be creative   + solve problems   + use imagination   + be collaborative or work alone   + be quiet or be rowdy   + construct and design   + investigate or to explore new ideas,   + try and fail and to develop resilience   + practise skills   + role-play/dramatise | * Has purpose * Open-ended/ allows for multiple possibilities * Has defined spaces * Developmentally appropriate * Not too much/not too little * Attractive and inviting to students (don’t judge on adult standards) * Real materials whenever possible * Allows students operating at different developmental levels to engage   *NB Consider the literacy and numeracy and sensory opportunities at every station and provide* ***strategic*** *tools to encourage this such as: picture story books, key vocab (co-constructed with students), paper, writing implements, clip boards, tape measures, clocks, calculators, ipads, scales, counters,* |

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| **Areas/Stations**  Consider opportunities for authentic literacy and mathematics connections at all areas | | | |
| **Box (junk) Construction** | **Role Play** | **Art** | **Craft** |
| Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: |
| **Tinkering** | **Writing** | **Small world play** | **Outdoor play** |
| Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: |
|  |  |  |  |
| Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: |
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| Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: | Materials:  Provocations: |