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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: |