Green Bay Primary and Intermediate School
Learning Pathways Planning

Inquiry Theme: "How has West Auckland Changed?"
Context: Exploring our past e.g. Green Bay School 50th Jubilee, Green Bay History
Major Focus: Social Science Minor Focus: Technology: TK and English: Speeches
Inquiry learning using 'LAUNCH' – (a format adapted from a course a few years ago – author unknown).

Achievement Objectives: Level 2
Social Sciences: SS

- Understand how time and change affect people's lives
- Understand how places influence people and people influence places.

Technology: TK
Technological Modelling

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

Technological Products

- Understand that there is a relationship between a material used and its performance properties in a technological product.

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Week 1-2 **L** **Look, listen & learn (Read, listen, observe, mind map, discover)**	**Learning Experiences – Immersion phase** **Social Studies** • Brainstorm: What are some major occurrences /changes in the world over the last 50 Years? Why do students think things change? • Students will make a timeline of important family events. Add significant worldwide events, such as the first man on the moon to extend understanding of past events. www.ourtimelines.com • Students will make a timeline of Green Bay School history. List changes to Green Bay school that the students know about. • Discuss what a Jubilee is and tell students that our school is celebrating our 50th jubilee in September • Ask - Why is a Jubilee worth celebrating? Who in our community would know what happened 50 years ago in our community? (Parents, grandparents, local people etc). • Ask: Where could we find information? Library, interviewing, etc • Ask: How would these events have changed their Grandparents lives? • Ask: What was it like at school back then? • Ask: What did school look like back then? (rooms, teachers, playground, games played) View old photos of school and surrounding area. • What sources can we use to find out our information? Discuss the different ways we learn about history, such as Oral recollections, Journals, Diaries, Old papers, Photos etc (teach skim, scan, and Library skills). **Technology - TK** • To ignite interest in technology component, set up a display of moving wooden toys from the past. Children can bring an artifact to share and add to the	LI: WALT make a timeline of significant events from the last 50 years. LI: WALT discuss how things have changed at home / school / community in the last 50 years? WALT: find /locate information about our history, using library skills.

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<table>
<tr>
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<td colspan="3">display.
• Visit the Lego website to investigate timelines and investigate how Lego has developed over the last 50 years. www.lego.com
• Discuss how toys have changed in the last 50 years? Record by taking photos - Students can choose an old photo or object to compare to a modern object. Write statements using a Venn diagram to compare and contrast. Make a display for 50th Jubilee.
• Visit MOTAT www.motat.org.nz to view classroom and look at artifacts /toys from the past.

At this point, our planning is differentiated: The teacher makes scaffolding decisions about children's learning needs. They are grouped according to their abilities: Modelled, Guided or Independent learners.</td>
<td>• LI: WALT use a Venn Diagram to compare toys from the past to the present
(English link and thinking skill)</td>
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<td></td>
<td>Modelled
(Teacher directed)
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<td>Guided
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(Teacher supervised)
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	Teaching Points
	• Literacy - English: Teaching Interviewing Skills Through Story Games – By Doug Lipman www.storydynamics.com/Articles/Education/interviewing.html
	• Literacy – English Curriculum Level 2: Speaking, Writing and Presenting.
	Purposes and audiences: Students will show some understanding of how to shape texts for different purposes and audiences.
	Indicators: *Students will…*
	  • Construct texts that demonstrate a growing awareness of audience and purposes through appropriate choice of content, language and text form:
	  • Expect the texts they create to be understood, responded to, and appreciated by others;
	  • Develop and convey personal voice where appropriate.
	• Literacy – English: Presenting an argument – Speech Competition: teach expressing a personal viewpoint or argument
	Resource: All You Need To Teach Non Fiction Text Types Ages 5-8 By Katy Collis/Macmillan Education Australia, Exposition: Argument and Persuasion
	• Literacy: Use 'Thinkers Keys, Toys and Games' written by Heather Baird, as part of the literacy programme www.centre4.core-ed-net/modules/sharing/sharing.php?space-key=13303:
	• Technology: Whole School Materials experience – Teachers take part in Professional Development around Technological Knowledge using the 'Yo-yo' as a modeling, prototype experience. This could be taught to all students as an introduction to the processes of TK, modeling and making of a prototype. Teachers have a two hour slot per fortnight for teaching technology in Technology Suite. Some activities can be taught in the classroom.			

Week 3 **A** **Ask and**	• Teach interviewing skills • With teacher assistance students	• Students will decide who to	• Decide who to interview	WALT ask open and closed questions and

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Wonder	will decide who to interview • Prepare interviews with teacher assistance • Teach 'Thinkers Key': 'What if' Key. What if technology had not changed in school in the last 50 years? • Choose with teacher, some tasks from Thinkers Keys options e.g. Risk-taking Key • Denise Tarlinton – Let's Play Thinkers Keys Resource www.kurwongbss.eq.edu.au/thinking/Contracts/contracts.htm • Thinkers Keys resource: www.centre4.core-ed-net/modules/sharing/sharing.php?space-key=13303: • Teach note taking skills • Teach Venn Diagram: Then and now comparison e.g. Food families ate, games children played.	interview • Prepare interviews • Choose some Thinkers keys options with teacher	• Prepare interviews • Choose some Thinkers keys options • Students can come up with own ideas for collecting information – visit the library to take notes -Researching history and information etc • Students could write information into a memories book for Jubilee	prepare interviewing questions WALT use the 'Thinkers Keys' to find changes WALT skim read for key words and take notes WALT use a Venn Diagram to compare then and now.
3	**Technology Practice – making a moving toy** **Teacher Note:** Students will make a 'Yo-yo' to introduce TK – modeling / prototypes,			WALT follow a

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A **Ask and wonder**	familiarize themselves with hard materials tools and safety aspects when handling tools (Traffic Light to signal which tools are allowed to be used unsupervised etc, with tool license). Visit Technology Suite to view tools. Play matching game: Matching resource for hard materials – photos of tools, word bank, and description for matching, identifying tools. • Hand out Yo-yo booklet – Separate Junior and Senior booklets. Work through modeling process and Learning Intentions in booklet. • Yo-yo Website resource: http://www.google.com/patents/about?id=uZUDAAAAEBAJ&dq=Yo-yo	process to make a functional model – Yo-yo WALT develop understandings about modelling
Week 4-5 U **Undertake Planning** **Undertake Planning – Action plan, gather resources, frameworks**	• Finish preparing interviews → • Begin preparing speeches – Purpose: Present an argument – Argue for or against a point of view • Resource: All You Need To Teach Non Fiction Text Types Ages 5-8 By Katy Collis/Macmillan Education Australia, Exposition: Argument and Persuasion • Reading Activities: Journal stories of other school Jubilees	WALT write and present an argument in the form of a speech for the 'Speech Competition' (Poetry competition for Juniors). WALT: write a statement of point of view

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U	**Technology Notes** • Hand out 'Moving Toys' booklets and discuss learning intentions therein. (Junior/Senior work booklets. Discuss scenario to hook students into their challenge of making a moving toy for displaying during the Jubilee. *'Your challenge is to design a model of a moving toy'. – make references to last year's modelling of biscuits. (Our school looked at production lines last year and made a prototype of a biscuit, using Technological Practice).* • Make available a variety of websites and connections related to Technological Modelling for viewing in Computer Suite (ICT)- Top 10 failed McDonald Products http://www.technologystudent.com/designpro/model1.htm • Biggest Product Flops of all time http://www.walletpop.com/specials/top-25-biggest-product-flops-of-all-time • Gadget Nation – Literacy Reading activity http://www.gadgetnation.net for Year 5-8 only. A useful reading activity linked to technology • Useful resource for demonstrating how machines work: (ICT) www.mikids.com/smachines.html • Figure It Out resources for geometry and mathematics • Connected – technology resources	Argument in a logical order Reinforcement of point of view, or recommendation WALT explore weird or unsuccessful products and discuss why they failed WALT explain why different forms of functional modeling are needed to test designs

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Week 6 **N** **Navigate through Planning – record, gather information, trips, meetings, source information, act on plan**	**Grandparents Day** • Students will entertain visitors (Grandparents) with songs and folk dancing, show them around the school, ask their interviewing questions, and share morning tea. • School dress up day and games • Continue to prepare speeches – teacher conferencing continues • Technology continues as students move through booklets, collecting information, and following the modeling process – teacher conferences and teaching key points as they arise.	WALT interview an older person
7- 9 **C** **Create – produce, construct, make a difference, advocate, process information**	• Continue with speech preparation – class competition • Students could make a time capsule to bury. • Technology continues as students move through booklets, collecting information, and following the modeling process – teacher conferences and teaching key points as they arise. • Students can make decisions about how to present / display their moving toy	
10 **H** **Have a show and tell – celebrate,**	**Celebrate Learning** • Presentation of moving toy • Speech finals • Students could demonstrate their learning through drama - Hot seating –	

share, inform, present	today's pupil with a pupil from 50 yrs ago. • Share your research / reflection diary • Students can demonstrate their learning through Venn diagrams.	
Evaluation	**Teacher Evaluation – Reflection** **Assessment:** Technology Rubric	