

Mangonui School Inquiry Learning Progressions (For review)

Yrs 1 & 2	Yrs 3 & 4	Yrs 5 & 6
<p>Curiosity: I can</p> <ul style="list-style-type: none"> • Participate in class brainstorming. 	<p>Curiosity: I can</p> <ul style="list-style-type: none"> • Participate in group brainstorming. 	<p>Curiosity: I can</p> <ul style="list-style-type: none"> • Use a variety of brainstorming techniques.
Learn – Access and engage with existing knowledge		
<p>Questioning: I can</p> <ul style="list-style-type: none"> • Tell that questions and statements differ. <p>Planning: I can</p> <ul style="list-style-type: none"> • With support get information to answer my questions. • With support record my information. <p>Research Skills: I can</p> <ul style="list-style-type: none"> • Recognise key words and pictures • Record useful information through drawings and simple sentences. <p>Information: I can</p> <ul style="list-style-type: none"> • View information from teacher selected sources. • Discuss information from teacher selected sources. • Collaboratively decide which information answers our questions. OR collaboratively create a hypothesis (to test). 	<p>Questioning: I can</p> <ul style="list-style-type: none"> • Ask an open and closed question. <p>Planning: I can</p> <ul style="list-style-type: none"> • Choose some sources of information. • Begin to use appropriate methods for recording my information. <p>Research Skills: I can</p> <ul style="list-style-type: none"> • Highlight key words in paragraphs. • Record useful information by highlighting <p>Information: I can</p> <ul style="list-style-type: none"> • Begin to use keywords to search teacher and self selected sources. • Find and discuss information. • Identify main ideas and keywords that answer my question/s OR develop a hypothesis (to test). • In a group, decide on which information answers our questions. OR create a hypothesis (to test). 	<p>Questioning: I can</p> <ul style="list-style-type: none"> • Identify and use open and closed questions. • With support, form a questions worthy of inquiry. <p>Planning: I can</p> <ul style="list-style-type: none"> • Identify and use multiple sources of information • Select and use appropriate methods for recording my information. <p>Research Skills: I can</p> <ul style="list-style-type: none"> • Highlight key words and phrases in text. • Record useful information by writing notes. <p>Information: I can</p> <ul style="list-style-type: none"> • Use keywords and search a range of sources. • Independently filter and select resources from people, text and digital sources. • Discuss information found. • Summarise relevant information to answer my question/s. OR independently develop a informed hypothesis (to test).
Create – combine existing knowledge with original ideas in new and imaginative ways to create a unique outcome		
<p>Creating: I can</p> <ul style="list-style-type: none"> • Help devise a test to check our hypothesis • Contribute to a presentation to share our new learning with an audience 	<p>Creating: I can</p> <ul style="list-style-type: none"> • Work in a group to help devise a test to check our hypothesis • Select a mode to present and share my new learning with an audience. 	<p>Creating: I can</p> <ul style="list-style-type: none"> • Devise a suitable test to check my hypothesis • Select the most effective mode of presentation to share my new learning with an audience and begin to justify my choice
Share – Connecting and collaborating with others. Embedding new knowledge		
<p>Evaluation: I can</p> <ul style="list-style-type: none"> • Talk about my learning. • Begin to self/peer assess. • Ask for feedback. 	<p>Evaluation: I can</p> <ul style="list-style-type: none"> • Talk about what has been learnt and with assistance can identify the next step. • Peer/self assess honestly. • Ask for feedback and respond to this. 	<p>Evaluation: I can</p> <ul style="list-style-type: none"> • Talk about what has been learnt and identify the next step. • Peer/self assess with increasing accuracy. • Ask for feedback and respond appropriately.