Inquiry overview incorporating financial capability

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| **Context for learning**  Designing a new playground for the school | Level 3 |
| Learning areas **Mathematics**  In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:  *Measurement*   * Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.   *Shape*   * Represent objects with drawings and models.  Health and Physical Education  * Personal growth and development:  Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. * Safety management:  Students will identify risks and their causes and describe safe practices to manage these. * People and the environment:  Students will plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.   **Technology:**   * Planning for practice:  Students will undertake planning to identify the key stages and resources required to develop an outcome. They will revisit planning to include reviews of progress and identify implications for subsequent decision making. * Brief development:  Students will describe the nature of an intended outcome, explaining how it addresses the need or opportunity. They will describe the key attributes that enable development and evaluation of an outcome. | Financial Capability Progressions **Spending**   * Students will investigate different ways to get value for money when spending (Level 3).   **Budgeting and Financial Management**   * Students will create a simple budget for an activity or event, prioritising needs and wants (Level 3). * Students will use simple money management tools, for example, a spreadsheet, to monitor a given budget (Level 3). |
| **Key Competencies**  [Key competencies](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#3)   * **Thinking** Using an inquiry process to solve real-life problems through financial planning Thinking critically to compose relevant financial questions Identifying and choosing different financial options. * **Using language, symbols, and texts** Using financial symbols and terminology for own and others' understanding Calculating and interpreting financial information Gathering financial information from electronic and other sources. * **Participating and contributing** Making decisions to help their kura, school, or wider community Taking responsibility for financial decisions that affect the long-term financial well-being of individuals and groups, including whānau, hapū, iwi, community and wider society. | **Values**  [Values](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#4)   * **Innovation, inquiry, and curiosity**  Thinking critically, creatively, and reflectively to analyse and solve financial problems. * **Community and participation** Sharing resources, knowledge, and skills with their language nest, kura, school or wider community Working collaboratively when making financial decisions and achieving goals. * **Ecological sustainability** Considering the environment when making financial decisions. |
| **Student inquiry**  Focus question for inquiry – How can we make the best use of the playground area?  **Planning and information gathering**  Use relevant methods (survey, internet research, practical research, expert consultation) to collect information to answer specific questions. [These are example questions, students may come up with others they think are important.]   * What are the physical needs of the students at our school? * What playground equipment will help students to develop physically? * How are playgrounds made both safe and fun? * What are the budget constraints? * How much room is there for the playground? * What are the costs of materials? * What mathematical information will I need to present my plan?   **Organising and analysing information**  Use the information gathered to inform decision making.   * What are the best playground items we could use to ensure that students of all ages will benefit? * What is the best way to make sure students aren’t hurt if they fall? * What are the best value for money options? * How can we make sure we stay within the budget? * How can we best represent our plan (for example, by models or sketches)?   **Creating**  Present decisions by:   * Using mathematical processes to create a drawing or model of the playground design. * Writing a design proposal that includes a detailed budget explaining how the design meets the needs of the school community. |  |