

# Illustration of practice

## Year 3/4 - Science Unit

# Inquiry Cubes

- Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01)
- Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)

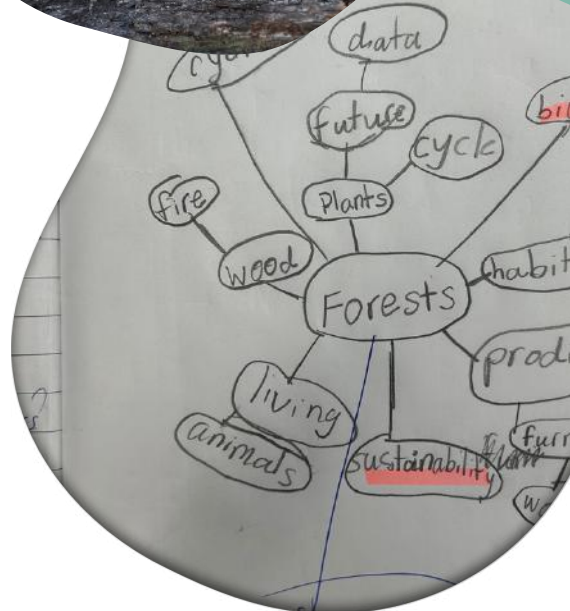
### Stage 1: Tuning In

Students looked closely at the designs on each cube and determined their relevance to our intended outcomes (biological sciences content). The Cubes sparked early engagement and curiosity.



### Stage 3: Demonstrating Understanding

At the end of the unit (after our excursion), students used 3D shape nets and The Cube thinking routine to demonstrate understanding. They chose a focus (lifecycles, decomposers etc) and created their own interactive, meaning-making design.



### Stage 2: Revisiting The Cubes

The Cubes were used throughout the unit as points of reference, discussion starters to begin lessons, and inspiration when creating assessment pieces. They also doubled as foci for the 3D shape mathematics unit!

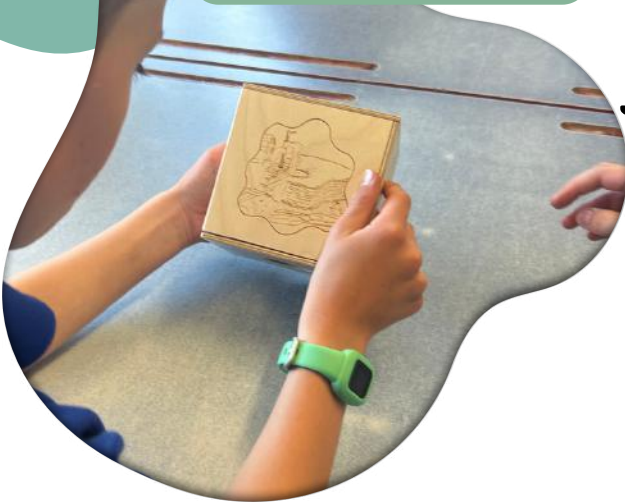
### Feedback

*The whole unit was fantastic! - Student*

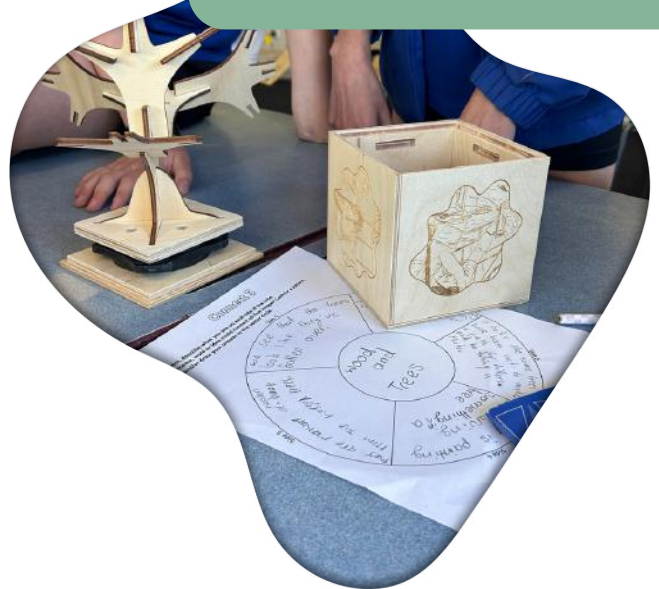
*The Inquiry Cube loan was invaluable - Students were engaged and enthusiastic from start to finish - Teacher*



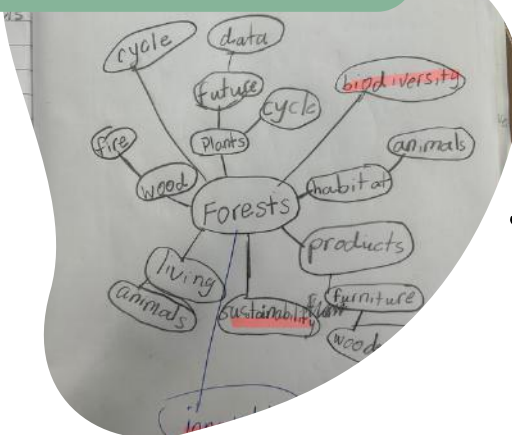
1. Small groups investigate the images and activate prior knowledge



2. Groups use the Connect 5 to make connections and determine which images connect to their Science unit



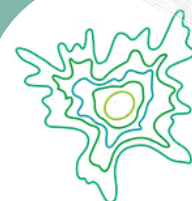
3. Groups open The Cube and build a tree! Students make mind maps using words from The Cubes and highlight any unknown



4. Further learning activities are sparked by The Cube. Scientific investigation of living things, food webs and ecosystem takes place



5. Each student creates their own 'Inquiry 3D shape' as an accessible, hands-on, visual evidence of learning at the end of the unit.



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