

Credibility: What will we learn?

We will know that (*factual knowledge*):

- There are different emotions and feelings

We will know how to (*procedural knowledge*):

- How to get help
- Talk about feelings
- Read basic body language

We will learn the similarities / differences / connections between (*conceptual knowledge*):

- We don't like the same things
- We all have the same feelings
- Some feelings are linked

We will understand that:

- Different children have different needs

Character: What 'Learner Values' will we explore? How?

Caring, collaborative

What significant people will we learn about?

Colour Monster, Smartest Giant in Town

Coherence: What theme have we chosen to bring the curriculum and 'Learner Values' together?

- Feelings, empathy

Things that make this theme interesting to our children:

- It is about them
- They can relate to it

Reception (Autumn Term 1, 2022) The Present

Key Inquiry Question:

How do I know how people are feeling? Can I recognize and talk about my own feelings? **Key year group concept:** Belonging

Catalyst: What's the story that will 'hook' the children into the learning theme and energise the inquiry?

People (Who is in a mess or a muddle? Who else might have different points of view on the situation?)

- The elephant

Place (Where and when does this take place? How does the setting and time create opportunities for learning?)

- Our classroom

Problem (What is the mess or muddle? Where are tensions, complications and difficulties?)

- The colour changing elephant needs help with his feelings – they keep changing

Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)

- To identify the feelings
- How to regulate the feelings and the cause
- Applying what they have learnt thinking about themselves and other

Compassion: What opportunities are there to teach compassion?

- Modelling
- Learning about emotions and feelings and how to recognize themselves and others.

Connectedness: How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to core learning:

PSED – express their feelings and consider the feelings of others, identify and moderate their own feelings socially and emotionally
Physical Development – develop their small motor skills to use a range of tools competently
Communication & Language – talk about their ideas and thoughts, use talk to work out problems, listen to and talk about stories

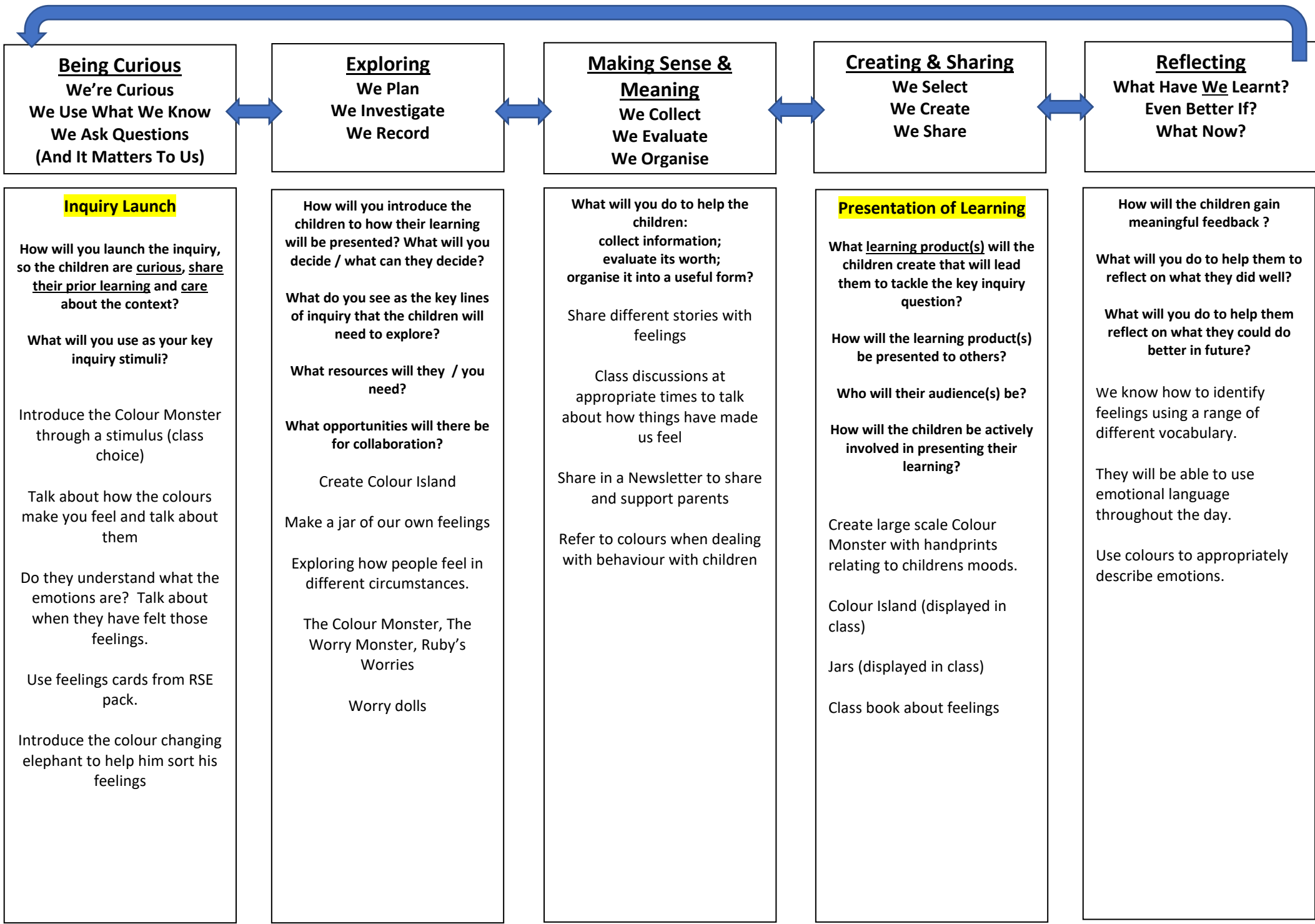
Culture & Community: Where are the links to local / national / international expertise and resources? (Including offsite visits)

Home/school link – Colours and story shared with home to support their feelings

Where are the links to our '50 things to do before you leave Rec Road'?

Key Vocabulary that all children should learn:

- Happiness, sadness, anger, fear, calm and loved



Being Curious
 We're Curious
 We Use What We Know
 We Ask Questions
 (And It Matters To Us)

Inquiry Launch

How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?

What will you use as your key inquiry stimuli?

Introduce the Colour Monster through a stimulus (class choice)

Talk about how the colours make you feel and talk about them

Do they understand what the emotions are? Talk about when they have felt those feelings.

Use feelings cards from RSE pack.

Introduce the colour changing elephant to help him sort his feelings

Exploring
 We Plan
 We Investigate
 We Record

How will you introduce the children to how their learning will be presented? What will you decide / what can they decide?

What do you see as the key lines of inquiry that the children will need to explore?

What resources will they / you need?

What opportunities will there be for collaboration?

Create Colour Island

Make a jar of our own feelings

Exploring how people feel in different circumstances.

The Colour Monster, The Worry Monster, Ruby's Worries

Worry dolls

Making Sense & Meaning
 We Collect
 We Evaluate
 We Organise

What will you do to help the children:
 collect information;
 evaluate its worth;
 organise it into a useful form?

Share different stories with feelings

Class discussions at appropriate times to talk about how things have made us feel

Share in a Newsletter to share and support parents

Refer to colours when dealing with behaviour with children

Creating & Sharing
 We Select
 We Create
 We Share

Presentation of Learning

What learning product(s) will the children create that will lead them to tackle the key inquiry question?

How will the learning product(s) be presented to others?

Who will their audience(s) be?

How will the children be actively involved in presenting their learning?

Create large scale Colour Monster with handprints relating to childrens moods.

Colour Island (displayed in class)

Jars (displayed in class)

Class book about feelings

Reflecting
 What Have We Learnt?
 Even Better If?
 What Now?

How will the children gain meaningful feedback ?

What will you do to help them to reflect on what they did well?

What will you do to help them reflect on what they could do better in future?

We know how to identify feelings using a range of different vocabulary.

They will be able to use emotional language throughout the day.

Use colours to appropriately describe emotions.