

Credibility: What will we learn?

We will know that (*factual knowledge*):

- Presents are given to celebrate occasions
- There are many different ways to celebrate
- Celebrations often have common themes and rituals
- Celebrations bring people together
- Celebrations are happy and positive experiences
- The Nativity is a Christian celebration

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

- Join in with celebrations
- Talk about various celebrations

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

- Various celebrations in our families, community, the World

We will understand that:

- A range of celebrations take place in families and communities
- There are many similarities between these celebrations but also differences

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

- Caring
- Collaborative
- Creative
- Problem solver

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

Things that make this theme interesting to our children:

- Celebrations are exciting and special for children and their families
- Taking part in celebrations e.g birthdays, Christmas, Chinese New Year

Reception (Autumn Term, 2022) The Present

Key Inquiry Question:

How do people celebrate together?

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?)

- A letter/poster arrives in our classroom unexpectedly to say there is going to a party for...
- The sender of the letter is unsure what to do
- We will develop a team of party/planners/organisers for a range of celebrations
-

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

- 'In our story world
- Building up our understanding of real world/story world

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

- Helping the letter writer who doesn't know what to do
- Running out of supplies
- Having to adapt for different kinds of celebrations

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

- Team work, being creative, research, presentations

Compassion: What opportunities are there to teach compassion?

- Exploring the differences between people and their celebrations
- Knowing that other children do not always enjoy the same things and learning to be sensitive to this

Key Vocabulary that all children should learn:

Similar, similarities, different, differences, celebrate, celebrations, Christmas, Nativity

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:

Birth to 5 matters:

Understanding the World/People and Communities:

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

PSED

- Making relationships and connections with others
- Recognise that we belong to different communities and communicates freely about home and community

C & L

- Use language to imagine and recreate roles and experiences

Literacy Maths

EAD

- Create representations of both imaginary and real life ideas and events
- Use a combination of art forms
- Introduce a storyline into play
- Play and work cooperatively to create, develop and act out imaginary ideas or narrative

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

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

Being Curious

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

Exploring

We Plan
We Investigate
We Record

Making Sense & Meaning

We Collect
We Evaluate
We Organise

Creating & Sharing

We Select
We Create
We Share

Reflecting

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

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?

- A letter/poster arrives in our classroom unexpectedly to say there is going to a party for...
- The sender of the letter is unsure what to do
- We will develop a team of party/planners/organisers for a range of celebrations

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

- Using a range of drama strategies

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

- What do different celebrations look like?
- What happens at these celebrations
- Can we reuse resources (to demonstrate similarities)
- How do people feel at these celebrations

What resources will they / you need?

- Children's knowledge eg of parties
- Various party/celebration resources e.g. invitations. To be created by children

What opportunities will there be for collaboration?

- Planning the celebrations together and taking on roles together
- Working to make resources
- Taking part

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

- Work as a team
- Assign roles
- Use a range of resources (Books, online, experiences, parents)

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?

- Party/celebration resources
- Displays
- Floor books
- Christmas concert for parents

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?

- Circle times
- Class discussions
- Feedback from parents