

**Credibility:** What will we learn?

**We will know that (*factual knowledge*):**

We can use our imaginations in a variety of ways

We can create in a variety of ways

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

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

Different ways of being creative

**We will understand that:**

Being creative can be an expression of how we feel

Different people like different kinds of creativity

We can all be creative

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

Being creative

**What significant people will we learn about?**

Famous scientists

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

Being a scientist

Being creative outside the arts

Things that make this theme interesting to our children:

- It's based on a child
- Hands on learning
- Science experiments to show creativity
- Science experiments to show awe and wonder

Reception (Spring term 1 2023) The Present

## Key Inquiry Question:

**What can we create using our imagination?**

**Where can our imagination take us?**

**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?)**

- Ada Twist, scientist

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

- We have been to use our senses to make a meal for the Colour Monster who is feeling sad.

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

- What food or drink makes people feel better?
- How do we know this?
- Are they the same for everyone?

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

- We use our senses to find out which food and drinks and how they make us feel
- Make a list of things which we could give to the Colour Monster to try to make him feel loved (link to Valentine's Day?)

Scientists study the world around us, the people and animals in it as well as studying space. They do this by looking and by doing experiments

An inventor makes or discovers a new way of doing something. They might make something new

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

The children have built up inquiry skills with previous inquiries. They have experience of the story world.

**Connections to core learning:**

**PSED:** Recognises that they belong to different communities and social groups. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in speaking to others about their opinions

**C & L:** Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences.

**PD:** Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

**L:** Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

Enjoys creating texts to communicate meaning for an increasingly wide range of purposes

**UtW:** Looks closely at similarities, differences, patterns and change. Knows about similarities and differences in relation to places, objects, materials and living things.

**EAD:** Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding.

**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'?

**Key Vocabulary that all children should learn:** create, creative, creativity, express, explore, imagination, imaginative, science, experiment, hypothesis, results

## 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?

- Using the Ada Twist story Science experiments
- Ask lots of why questions about things we don't know the answers to
- Introduce senses – how do we use them?

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?

- How science can be creative
- What happens if things go wrong
- How to be really observant
- How to draw conclusions
- How to adapt our ideas and thoughts based on what we observe and find out
- Explore our senses

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

- Talking about our experiments and what we have found out
- Filming our experiments
- Writing about our experiments
- How has science helped us in everyday life?
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### **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?

- Class science books
- Films
- A planned meal menu

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?

- Discussion and thinking about what science can show us
- Using our ideas and results to think about our next experiment and how we can adapt it
- What would you like to make you feel loved?