

Credibility: What will we learn?

We will know that (factual knowledge):

- Fairy tales and traditional stories follow a narrative arc – good character has a problem with an evil character, they solve the problem and as a consequence become happier

We will know how to (procedural knowledge):

- Solve problems through careful listening, planning and creative thinking

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

- Fairy tales and traditional stories

We will understand that:

- There are other characters points of view
- There can be reasons behind behaviour and begin to understand these
- Traditional/fairy tales can tell us about how the world was

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

- Caring
- Collaborative
- Creative
- Problem solver

What significant people will we learn about?

Characters from Traditional stories and fairy tales

Coherence: What theme have we chosen to bring the curriculum and 'Learner Values' together? Things that make this theme interesting to our children:

- Children know some of the stories already
- It is a good representation of our own similarities and differences,
- We have to be creative and use our imaginations to find a solution to our problem.

Reception (Summer Term 1, 2023)

Key Inquiry Question:

What do stories teach us about how to solve problems and help others?

Key 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?)

- Characters in stories

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

- Traditional fairy tale characters from fairy tale world. It is a fabricated environment which the children can immerse themselves in.

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

- What is the right way to 'deal with' the wolf and protect the pigs and the characters from other fairy tales?
- What else could be done?

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

- What responsibilities do we (society) have to help people in trouble?
- Are wolves 'evil'? Isn't the wolf just being true to his kind? What about ogres, step-mothers, witches etc?
- The characters in traditional/fairy tales are typically on binary opposite scale of good and evil. What does this really tell us about the world and aren't real animals ethically neutral?

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'?

Gressenhall visit – fairy tales theme

50 things - Visit a museum and farm animal encounter

Key Vocabulary that all children should learn:

Problem solve.
See word aware list
Reply to the letter we received with the solution.

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

- Children have explored similarities and differences in previous inquiries.
- We have had experience jumping into the 'story world'. Birth to 5 matters:

PSED:

- Work and play cooperatively with others,
- Recognizes that they belong to different communities,
- Understands their own and other people's feelings offering empathy and comfort

PD:

- Hold a pencil effectively in preparation for fluent writing,
- Begins to show accuracy and care when drawing,
- Understand the importance of healthy food choices,

C&L:

- Makes comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges,
- Builds up vocabulary that reflects the breadth of their experiences.

Literacy:

- Read aloud simple sentences and books that are consistent with their phonic knowledge
- Write recognizable letters,
- Write simple phrases and sentences that can be read by others.

Maths:

- Compare quantities up to 10 in different contexts,
- Explore and represent patterns,
- Develop spatial reasoning skills including shape, space and measure.

UW:

- Knows some similarities and differences between things in the past and now.
- Understand the past through settings, characters and events.
- Explore similarities and differences between the natural world and contrasting environments.

EAD: - SEE ELG Being imaginative and exploring

Compassion: What opportunities are there to teach compassion?

Looking at alternative points of view

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 person/letter from someone sharing their problem and asking for help from 'Problem Solvers' (real life situation related to a well known fairy tale/traditional story)

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

- Children will understand that they are problem solving
- Make a plan
- Provide a solution

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

- Different view points
- How can the problem be solved easily
- Empathy with the person with the problem

What resources will they / you need?

- Traditional tales and fairy tales
- Alternative versions of above
- Story characters resources

What opportunities will there be for collaboration?

- experts and need to help
- Children to ask questions to help them solve the problem

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?

Reply to the letter we received with the solution.

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
- Visit to Gressenhall