

Credibility: What will we learn?

We will know (*factual knowledge*):

- Flora and fauna of a local woodland
- Who to turn to if we need help – police, fire service, RSPCA, vets
- The 4 countries and capital cities of the UK and surrounding seas
- How to use directional language and simple maps
- How to keep safe on and near the road as a cyclist

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

- Work together as a team to achieve an end goal and use drama strategies to become immersed in the experience.
- Reflect on our actions. Evaluate their success.
- Reflect on, evaluate and adapt maps, designs and models.
- Present information to an audience

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

- Different countries and cities of the UK
- Different modes of transport
- Different rescue services

We will understand that:

Being reflective is essential to being a good learner

Character: What 'Learner Values' will we explore? How? **Being Reflective using a fictional character from a Quentin Blake novel.**

What significant people will we learn about? Mrs Armitage and Breakspear.

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

- Through drama we have been invited to be a Problem Solving Team to help find and rescue a lost dog and get him safely to the vets. Once found, we need to plan a road trip around the UK for Mrs Armitage and her dog and to then design and make a new snazzy car

Things that make this theme interesting to our children:

- Their love of animals, their imagination and their natural ability to be good problem solvers.

Year 1 (Summer 2 2023)

Key Inquiry Question:

Key year group concept: **Being Reflective – question – How does being reflective support our learning?**

Learner Champion – **Mrs Armitage**

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?)

- Breakspear the dog has gone missing in the woods. Mrs Armitage asks for our help.

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

- The woods behind Mrs Armitage's house – what does the wood look like, possible dangers, who can we ask for help?

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

- Breakspear goes missing
- Mrs Armitage doesn't know how to get to the vets.
- Mrs Armitage wants to take Breakspear on a road trip around the UK. Where can she go? What are the countries and capital cities of the UK?
- Mrs Armitage wants a new snazzy car

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

- Create missing posters, describe and create the wood, create a map and directions to the vet, name the countries and cities of the UK, design a new car.

Compassion: What opportunities are there to teach compassion?

- Compassion for someone who has lost a loved one and compassion for the lost dog.

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 previous and future learning:

- Science - naming and identifying local flora and fauna
- Directional language used in ICT and Beebot programming
- PHSE – who can we turn to if we need help
- Use of familiar drama strategies
- Geography – children's own experiences of visiting different places and local knowledge

Connections to core learning:

- DT – modelling and designing – modes of transport
- Science – animals, local flora and fauna
- Writing – labels, use of descriptive language, reporting, pamphlets
- Speaking and listening – asking questions to find out more
- Art – collective drawings, observational drawings
- RSE – emotions, people who can help us
- Geography – mapping, directions, countries and cities of the UK and surrounding seas
- Maths – timetables and dates

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

Using knowledge of local flora and fauna

Parents/Children's firsthand experience of visiting countries in the UK

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

-Beach Day – locality

-Make and taste food from different cultures – locality

Key Vocabulary that all children should learn:

- Directional language, maps, countries and capital cities of the UK, seas around the UK, report, newspaper, local names of flora and fauna, postcard



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?

Read the book Mrs Armitage on wheels
Build a relationship with Mrs Armitage and her dog Breakspear.
Breakspear goes missing!!

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?

Collective drawing of a new mode of transport for Mrs Armitage
Class human sculpture and 3D model of the woods behind Mrs Armitage's house
Team building activity to find missing dog
Collaborative work to create large map of local town
Drama strategies used to help the children build up empathy and a relationship for the characters they meet
Class newspaper reports and pamphlets

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

Class discussions
Collective drawings
Posters
Pamphlets and newspaper reports, postcards
Evaluate success of task to find Breakspear and plan road trip
Photos
Feedback and reflection from Mrs Armitage about our ability to give good instructions
Design, build and evaluate models of cars with moving parts

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?

Children will have ongoing opportunities to reflect and evaluate their work/designs through discussions, written work and feedback from the client – Mrs Armitage

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?

Peer feedback and discussions
Self evaluations
Feed back from Client