

## Credibility: What will we learn?

### We will find out about (*factual knowledge*):

- The Hindu celebration Diwali
- Why we celebrate Firework Night and Guy Fawkes
- The importance of Remembrance Day and be able to share our own memories
- The Charity Friend in Deed
- The Christian story of Christmas – key parts

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

- Find, collate and record relevant information – Friend in Deed
- Be reflective and consider other points of view
- Be caring and know what caring looks like and feels like
- Discuss how key people in stories show the learner value of caring

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

- Different faiths – Hindu/Christianity/Judaism (Diwali, Christmas, Hannukah)
- Different ways to celebrate and how and why people celebrate

### We will understand:

- What it feels like to be part of a faith

**Character:** What 'Learner Values' will we explore? How? **Being Caring.** We will explore being caring by finding out about the charity 'A Friend in Deed' and about different faiths and beliefs and celebrations.

### What significant people will we learn about?

The Charity 'A Friend in Deed', Guy Fawkes, characters from the fairy story Little Red Riding Hood, characters from the First Christmas, people who were involved in the war.

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

- Celebrations and stories

Year 1 (Autumn 2, 2023) The Future

## Key Inquiry Question:

Key year group concept: Caring

How can our actions impact others?

**Catalyst:** What's the theme that will 'hook' the children into the learning and energise the inquiry? **Celebrations and stories.**

### People we will think about in our inquiry. Who might have different points of view on the situation?

- Little Red Riding Hood
- Guy Fawkes
- Friend in Deed members
- Us – when and why do we celebrate? How do we celebrate? How does celebrating make us feel? Our memories and memories of family members
- Characters in the Christmas story – who is the most important and why? Are they caring?
- People who have memories of the war

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

- Lots of opportunities for history and looking at similarities and differences
- Places of worship and places where we celebrate

### Questions.

- Why and how do people celebrate?
- How do celebrations bring our communities together?
- What does it feel like to be part of a faith?
- What is the same and different between different celebrations?
- Children's own questions – I wonder – about the world of belief

**Compassion:** What opportunities are there to teach compassion?

- Remembrance day and our own memories
- The Charity Friend in Deed – sending cards and messages
- Little Red Riding Hood taking care of her Granny – link to Friend in Deed
- Taking care/rescuing important characters in religious stories

**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:

- Using the children's own experiences of celebrations and sense of belonging
- Using the children's own memories to connect to memories of remembrance day and send memories to Charity members Friend in Deed
- Use the children's own families as a link to the Charity Friend in Deed

Connections to core learning:

- Science – using our senses to explore different elements of celebrations, food, sights, smells
- Writing – retelling a known story, poetry – linked to senses, retelling and writing our own memories, writing messages and letters
- Speaking and listening – retelling our memories, orally retelling a known story with actions and a story map, labelling artefacts
- Art – rangoli patterns, printing, firework pictures, Christmas decorations
- RSE/RE – pupils can identify and respect the differences and similarities between people, how beliefs link to each other, artefacts – why are these important to the people of faith? Why is light important to both Christians and Hindus?
- History – Remembrance day, Important person from history – Guy Fawkes, historical artefacts, similarities and differences

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

Assembly about local charity Friend in Deed. Send messages and cards to local care home

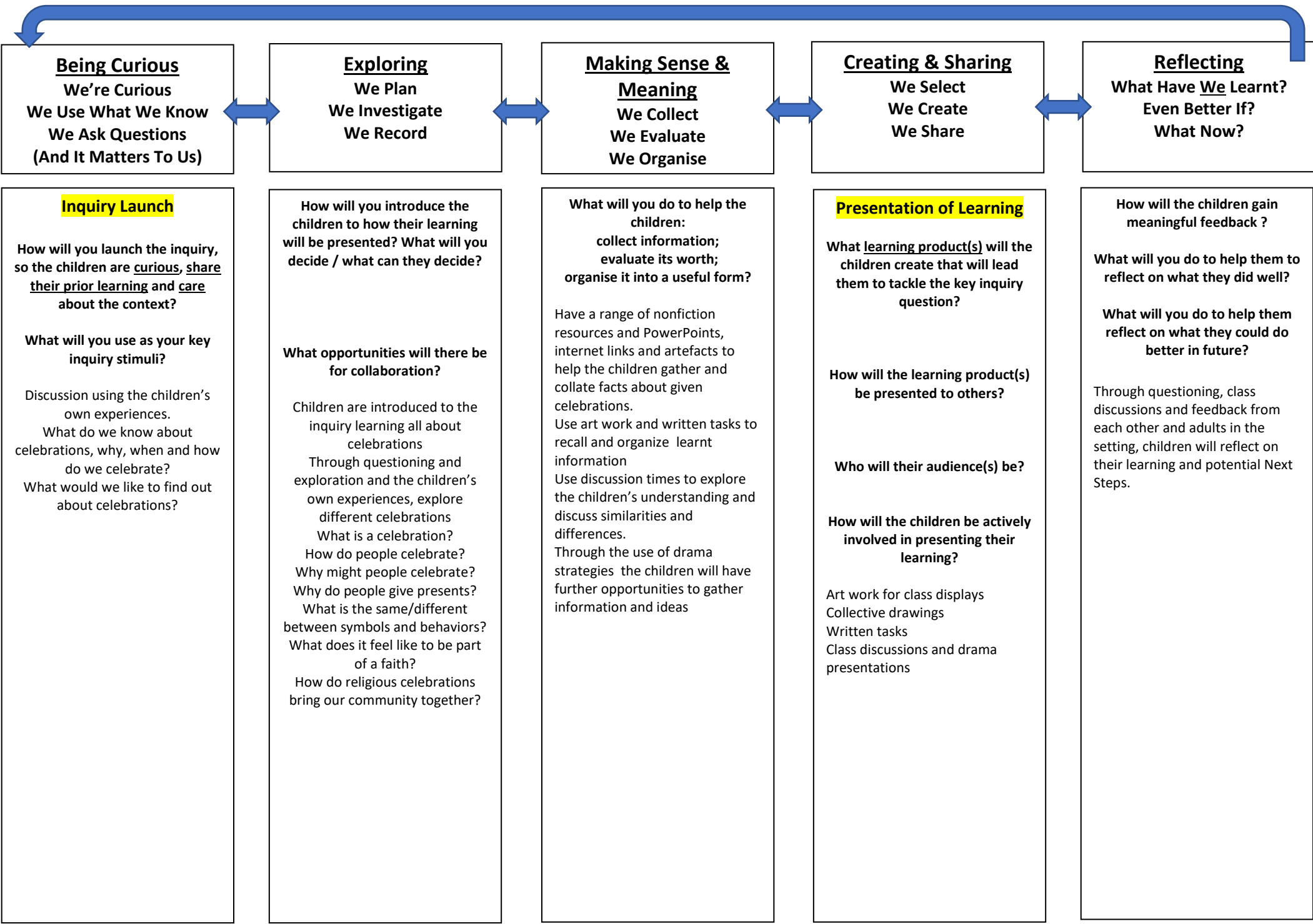
Invite parents to send in memories/information about their family members for remembrance day and ways that they celebrate as a family

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

Learn a song in a different language, walk to a local landmark.

## Key Vocabulary that all children should learn:

- Senses, taste, touch, smell, sight, sound, religion, belief, faith, celebrate, communities, remember, memories, question, letter, poem, safety.



**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?

Discussion using the children's own experiences.  
 What do we know about celebrations, why, when and how do we celebrate?  
 What would we like to find out about celebrations?

**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 opportunities will there be for collaboration?

Children are introduced to the inquiry learning all about celebrations  
 Through questioning and exploration and the children's own experiences, explore different celebrations  
 What is a celebration?  
 How do people celebrate?  
 Why might people celebrate?  
 Why do people give presents?  
 What is the same/different between symbols and behaviors?  
 What does it feel like to be part of a faith?  
 How do religious celebrations bring our community together?

**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?

Have a range of nonfiction resources and PowerPoints, internet links and artefacts to help the children gather and collate facts about given celebrations.  
 Use art work and written tasks to recall and organize learnt information  
 Use discussion times to explore the children's understanding and discuss similarities and differences.  
 Through the use of drama strategies the children will have further opportunities to gather information and ideas

**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?

Art work for class displays  
 Collective drawings  
 Written tasks  
 Class discussions and drama presentations

**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?

Through questioning, class discussions and feedback from each other and adults in the setting, children will reflect on their learning and potential Next Steps.