

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?

Familiar illustrators

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

Being an artist

Being creative outside the arts

Things that make this theme interesting to our children:

- They are all involved
- Can see a story come alive
- It is our story

Reception (Spring term 1 2024) 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?)

- Aaron Slater has been asked to produce a new book and hasn't got any ideas
- He could have a story title but need to make a poster for it

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

- He has got stuck somewhere without having any pencils/paper/etc.

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

- Can we help him? What should we do?

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

- We can write and illustrate a story
- We could illustrate a story we know
- Can it be non-fiction?

Illustrators illustrate loads – not just books

How can we advertise the book?

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, draw, characters, setting, illustrator

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?

- What does being creative mean?
- Share story of Aaron Slater Illustrator
- What do you need to be good at?
- Do you think we can be illustrators?

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?

- Write a class story
- Illustrate the story
- Make our own books and illustrate
- All children to contribute

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

- Work in small groups – adult led - to create our own book
- Illustrator visit?
- All children to contribute as an illustrator

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 books

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?

- They will understand the difference between an author and illustrator
- Do pictures help to tell the story? Are they important in a story
- Where did our imagination take us?