

**Credibility:** What will we learn?

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

- Change is a natural aspect in life
- Changes can be good or bad
- How can we support and affect change in the world

**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*):**

- Different aspects of change in each character/item

**We will understand that:**

- Differences between old and new
- Change happens but our actions can affect change

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

- Caring
- Collaborative
- Creative
- Problem solver
- Resilience

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

Characters/items going through change

Reception (Summer Term 1, 2024)

### Enquiry question

How do we see change in our world? Is change good or bad?

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/items going through change – planet, caterpillar, tadpole, giant, bean

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

- Through story environments

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

- Change is part of life? Can we help the characters/items deal with their changes and in some cases help to change them for the better?

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

- What responsibilities do we (society) have to help support changes in the world?
- Is change always good/bad? What effect does change have ?

**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'?

50 things – Raise a live creature

Looking after our local environment and wider world.

**Key Vocabulary that all children should learn:**

Change  
Life cycle

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

- Chn 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.

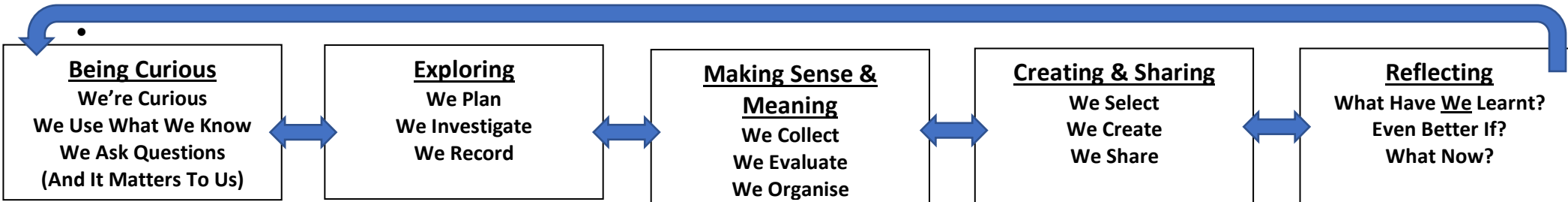
**UW:**

- 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



**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?

- Animals from across the world are concerned the world is changing and ask us how we can help.

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 characters/items with the problem

**What resources will they / you need?**

- A variety of stories that explain what changes are taking place.
- Real items that will change – caterpillars, tadpoles, beans.

**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?

Responding to the characters/items that are going through change – letters, solutions, cards etc

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