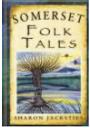


# Unit of Inquiry Planner

Class: <b>Kingston</b>		Year Group: Year 4 and 5		Term: Autumn 1	Length of Inquiry: 7 weeks		
Theme	<b>Humankind and Ourselves</b>	Culture and Diversity	Exploration and Discovery	Community and Citizenship	Expression and Creativity	Humankind and Ourselves	
Inquiry Title: <b>Communities Through Time</b>							
Key Concepts	<b>Responsibility</b>	Perspective	<b>Form</b>	<b>Change</b>	Connection	Causation	Reflection
Lines of Inquiry	How does Somerset <b>compare</b> to other areas of the UK?			How has my local area <b>changed</b> significantly in the last 100 years?		What is <b>community</b> ?	
Links to prior learning	Maps and my local area. Deforestation and my world. Rivers and coasts.						
Core Text(s)							
Links to Careers/Community	local artist visit from Sally walker/art workshop Exhibition of art created/community shop Field work in Ralph's wood			<u><a href="#">Global Community Links</a></u>		Being Me in my World (Jigsaw)	
Action	Community peaceful protest/ posters linked to what needs changing in our local area. Email to local MP. Can we make an impact on our local community? (Ashley Fox)						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Lines of Inquiry	How does Somerset <b>compare</b> to other areas of the UK?		How has my local area changed significantly in the last 100 years?		What is community?		I can make an impact on my local community?

<p><b>Reading Links</b></p>	<p>Class novel: The last Bear</p>  <p><b>Reading Comprehension: Classics vol 1</b> A bear called Paddington, The Lion, The Witch and The Wardrobe by CS Lewis, Alice's Adventures in Wonderland.</p>	<p>Class novel: The last Bear</p>  <p><b>Reading Comprehension: Classics vol 1</b> A bear called Paddington, The Lion, The Witch and The Wardrobe by CS Lewis, Alice's Adventures in Wonderland</p>	<p>Class novel: The last Bear</p>  <p><b>Reading comprehension: Teeth</b> Tooth by tooth-comparing Fangs and tusks Dentist Dan Teeth non-chronological report</p>	<p>Class novel: The last Bear</p>  <p><b>Reading comprehension: Poetry Volume 1</b> IF' by Rudyard Kipling 'Chocolate cake' by Michael Rosen "Mr Mistoffelees' by TS Elliot</p>	<p>Class novel: The last Bear</p>  <p><b>Reading Comprehension: Classics volume 2</b> Pippi Long stocking, Demon Head Teacher, The Animals of Farthing Wood</p>	<p>Class novel: The last Bear</p>  <p><b>Reading Comprehension: Picture Books Volume 1</b> Cloth Lullaby: The Woven Life of Louise Bourgeois, Varmints, Voices in The Park.</p>	<p>Class novel: The last Bear</p>  <p><b>Reading comprehension: Picture Books Volume 2</b> The Journey, How to Live Forever, After the Fall</p>
<p><b>Writing Links</b></p>	<p><b>Sentence Level Work in preparation for independent write</b> Compound sentences, coordinating conjunctions, semi colons, main clauses, subordinating clauses.</p> <p><b>Letter:</b> To my future self/hopes/goals for this year. <b>Poetry:</b> The lost words (acrostic poetry) I have a dream writing competition.</p>			<p><b>Modelled Write: Why is Brent Knoll ma special place?</b> <b>Analyse non-chronological report features</b> Identify and write topic sentences that start new paragraphs in expository writing. Identify and write supporting detail that elaborates on topic sentences in expository writing. Introductions, paragraphs and conclusion</p>	<p><b>Independent write:</b> Inquiry questions generated from our investigations. <b>Why are trees and forests important?</b> <b>What makes Somerset special?</b></p> <p>Non-chronological report/Leaflet to inform/explain/describe our local community its changes, and how we can help improve our local community.</p>		
<p><b>Inquiry through Geography</b></p>	<p><b>Year 4/5: Local Area:</b> How does Somerset compare to other areas of the UK?</p> <ul style="list-style-type: none"> <li>• What do we know about our local area?</li> <li>• What is Somerset famous for?</li> <li>• How does it compare to another UK area? (Burnham on Sea v Whitley Bay)</li> <li>• What are the similarities/differences between Burnham-on-Sea and Whitley Bay?</li> </ul>	<p><b>Local Area:</b> How has my local area changed significantly in the last 100 years?</p> <ul style="list-style-type: none"> <li>• Pupils explain why communities change and suggest possible future changes.</li> <li>• How have Burnham on Sea and Whitley Bay changed in the past 100 years?</li> <li>• What problems or challenges face Burnham-on-Sea today?</li> </ul>	<p>What is a community?</p> <ul style="list-style-type: none"> <li>• What makes Somerset/Brent Knoll special?</li> <li>• Why are trees and forests important to our local area?</li> <li>• Why do communities change?</li> <li>• What does the future hold for Somerset/ Burnham on Sea?</li> <li>• What lessons can we learn from other towns in the UK?</li> </ul>		<p>Writing to inform with leaflets for display in local tourist office/village shop.</p> <p>Posters to inform of changes needed in local area.</p>		

			<ul style="list-style-type: none"> <li>What changes could benefit our area in the future? What needs changing?</li> </ul>	<ul style="list-style-type: none"> <li>Can we explain why communities change and suggest possible future changes?</li> </ul>	Art exhibition of their local landscape paintings.		
Assessment opportunity							
Inquiry through Art	<p><b>Local landscape painting</b> Study Photographs of our local landscape/area Analyse our local landscape through the formal elements/ composition. Explore a variety of painting techniques Local artist visit: Sally Walker workshop</p>	Identify/apply the influence of other artists. David Hockney / Richard Diebenkorn/ Wayne Thiebaud / Sally Walker Abstract Art painting/ texture	Foundations of a local landscape painting Realise the details of a local painting	Distribute art/bags in community.  Invite local community to look at art local area art work completed.			
Assessment opportunity							
Discrete Teaching:	<p><b>Jigsaw</b> - Being me in my world. My attitudes and actions make a difference to the class team (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal fractions <b>YR 4:</b> Reviewing column strategies. X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans.</p>	<p><b>Jigsaw</b> - Being me in my world. Who is in my school community, the roles they play and how I fit in (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal fractions <b>YR 4:</b> Reviewing column strategies. X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans.</p>	<p><b>Jigsaw</b> - Being me in my world. Understand how democracy works through the school. (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal fractions <b>YR 4:</b> Reviewing column strategies. X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans.</p>	<p><b>Jigsaw</b> - Being me in my world. Understand that my actions affect myself and others (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal fractions <b>YR 4:</b> Numbers up to 10 10,000 X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans. <b>French:</b> I can say numbers 1-10</p>	<p><b>Jigsaw</b> - Being me in my world. Understand how groups come together to make decisions (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimals/money <b>YR 4:</b> Numbers to 10,000 X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans. <b>French:</b> I can recall numbers 1-10</p>	<p><b>Jigsaw</b> - Being me in my world. Understand how democracy and having a voice benefits the school community (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal/money <b>YR 4:</b> Numbers to 10,000 X3 Multiplication. <b>RE:</b> Islam <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music) <b>Science:</b> Animals. including humans.</p>	<p><b>Jigsaw</b> -Being me in my world. Understand why our school community benefits from a Learning Charter and can help others to follow it (PSHE) <b>Maths-</b> <b>YR 5:</b> Decimal/money <b>YR 4:</b> Numbers to 10,000 X3 Multiplication. <b>PE:</b> Football skills/Team games <b>Music:</b> My fantasy football team (Sing Up Music)</p>

	<b>French:</b> I can pronounce some French greetings.	<b>French:</b> I can ask and answer questions about how I am feeling in French	<b>French:</b> I can introduce myself in French.			<b>French:</b> I can say some different colours in French	<b>Science:</b> Animals, including humans. <b>French:</b> I can say colours linked to Autumn and fireworks.
--	-------------------------------------------------------	--------------------------------------------------------------------------------	--------------------------------------------------	--	--	-----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------