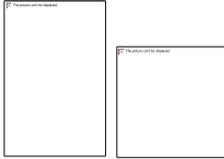


# Unit of Inquiry Planner

Class: Ashton		Year Group: Year 2 and 3		Term: 2		Length of Inquiry: 7 weeks	
Theme	Humankind and Ourselves	Culture and Diversity	Exploration and Discovery	Community and Citizenship	Expression and Creativity	Humankind and Ourselves	
Inquiry Title:	Significant changes in our culture.						
Key Concepts	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection
Lines of Inquiry		How do people's values and <b>culture</b> enable them to become significant?		How have things improved as a <b>consequence</b> of the past?		How have communities <b>changed</b> over time?	
Links to prior learning							
Core Text(s)	The Extraordinary Life of Mary Seacole The Proudest Blue – Ibthiaj Muhammad						
Links to Careers/Community	Invite guest speakers whose roles reflect significant values e.g. nurse/ doctor/ firefighter etc.		<u>Global Community Links</u>		Celebrating Difference (Jigsaw)		
Action	Organise a kindness week in school.						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Lines of Inquiry	How do people's values and <b>culture</b> enable them to become significant?		How have things improved as a <b>consequence</b> of the past?		How have communities <b>changed</b> over time?		
Reading Links	SATS  Matilda - Roald Dahl	Matilda - Roald Dahl  Same, Same But Different – Jenni Sue Kostechi Shaw – AB.  Planet Omar: AB	Anisha: Accidental Detective By Serena Patel - AB  SATS  Matilda - Roald Dahl	Matilda - Roald Dahl  Bessie Coleman – AB  Katherine Johnson - AB	Matilda - Roald Dahl  David Attenborough - AB  Grace Darlig - AB	SATS  Matilda - Roald Dahl  Hetshepsut - AB	Matilda - Roald Dahl  Louis Braille - AB
Writing Links	English: Write an Autobiography on Mary Seacole.  Sentence Level Work			Modelled Write  .		Autobiography on Mary Seacole	

<p><b>Inquiry through PSHE, RE &amp; History.</b></p>	<p>YR3: I understand that everybody's family is different and important to them (Jigsaw)</p> <p>YR2&amp;3: To understand who Mary Seacole was and the main events of her life</p> <p>Enhance with</p> 	<p>YR3: I can understand that differences and conflicts sometimes happen among family members (Jigsaw)</p> <p>YR2&amp;3: To create a timeline of Mary Seacole's life</p> <p>Enhance with</p> 	<p>YR3: I can understand what it means to be a witness to bullying. (Jigsaw)</p> <p>YR2&amp;3: To explore how racism affects people now and, in the past</p> <p>Enhance with</p> 	<p>YR3: I can understand that witnesses can make the situation better or worse by what they do (Jigsaw)</p> <p>YR2&amp;3: To understand how Cholera was treated during the lifetime of Mary Seacole</p> <p>Enhance with</p> 	<p>YR3: I can recognise that some words are used in hurtful ways (Jigsaw)</p> <p>YR2&amp;3: To understand why Mary Seacole's journey to Crimea was difficult</p> <p>Enhance with</p> 	<p>YR3: I can tell you about a time when my words affected someone's feelings and what the consequences were (Jigsaw)</p> <p>YR2&amp;3: To know about the work of Mary Seacole and the impact it had</p> <p>Enhance with</p> 	
<p><b>Inquiry through Art</b></p>	<p>Drawing: YR2: Me, myself and others: representing relationships. YR3: Re cycled robots. Linked with the theme of people</p>	<p>Drawing: YR2: Me, myself and others: connections through photography. YR3: Re cycled robots.</p>	<p>Drawing: YR2: Me, myself and others: People that are important to me. YR3: Re cycled robots.</p>	<p>Drawing: YR2: Me, myself and others: Creating an armature figure. YR3: Re cycled robots.</p>	<p>Drawing: YR2: Me, myself and others: Sculpting myself. YR3: Re cycled robots.</p>	<p>Drawing: YR2: Me, myself and others: YR3: Re cycled robots.</p>	
<p><b>Assessment opportunity</b></p>	<p><b>History:</b> YR2: Use knowledge of ways that the past can be represented to create their own accounts. Be able to describe historical events and significant people from the past.</p> <p>YR2: Know that there are reasons for what has happened. Be able to talk about the causes of historical events or the reasons why people acted in the way they did.</p> <p>YR3: Know that there are reasons for what happened. Know what beliefs and experiences may have caused historical events or the reasons why people acted in the way they did. Use a range of historical representations for historical events.</p>		<p><b>History:</b> YR2: Know that events that happened earliest go first on the timeline. Use knowledge to label a timeline and give reasons for their order.</p> <p>YR3: Know when (approximate dates) the studied time in history took place and be able to correctly place on a timeline.</p> <p><b>Art:</b> YR3: Know how they can scale their work; use of thumb and pencil to measure or the grid method of referencing.</p> <p>YR2: Know that they can follow basic contours and outlines of shapes from observation using a guide with their hand or viewfinder.</p>		<p><b>YR3 Science:</b> Know and explain the relationship between light and seeing things. Observe and record this. Know that there are other light sources beyond the sun.</p> <p>Experiment with light reflecting from a range of surfaces.</p> <p>Know that protective measures (such as sunglasses) do not mean that we can now look directly at the sun.</p> <p>Know and describe what is happening when a shadow is formed.</p> <p>Know, experiment and observe how shadows change when a light source is moved nearer/ further and higher/ lower.</p>		

<b>Discrete Teaching:</b>	Jigsaw – block and teach two full days prior to week 1) Phonics Maths Science 1 MFL Music PE RE	Phonics Maths RE 1 Music 1 PE – swimming 1 Science 2 PE MFL Music RE	Phonics Maths RE 2 Music 2 PE – swimming 2 Science 3 PE MFL Music RE	Phonics Maths RE 3 Music 3 PE – swimming 3 Science 4 PE MFL Music RE	Phonics Maths RE 4 Music 4 PE – swimming 4 Science 5 PE MFL Music RE	Phonics Maths RE 5 Music 5 PE – swimming 5 Science 6 PE MFL Music RE	Phonics Maths RE 6 Music 6 PE – swimming 6 MFL Music RE
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