

# Unit of Inquiry Planner: Spring 1

Class: Kingston		Year Group: Year 4 and 5		Term: 3		Length of Inquiry: 6 weeks	
Theme	<b>Humankind and Ourselves</b>	Culture and Diversity	<b>Community and Citizenship</b>	Exploration and Discovery	Expression and Creativity	<b>Humankind and Ourselves</b>	
Inquiry Title:	<b>Regions in focus</b>						
Key Concepts	Responsibility	<b>Perspective</b>	Form	<b>Change</b>	Connection	Causation	Reflection
Lines of Inquiry	Do we need natural resources to support a successful community?			How do the geographical and cultural features of Southern England compare to those of Northern Italy?			
Links to prior learning	The great Kapok Tree, rivers and coasts						
Core Text(s)							
Links to Careers/Community	Visit to local community farm, Future trip to local Solar farm and Hinkley C planned.		<u>Global Community Links</u>		Dreams and Goals (Jigsaw)		
Action	School community art piece using mixed media collage materials/Make a poster about sustainability/renewable energy diorama homework task. <b>Green Spaces and Biodiversity</b> - Planting trees/shrubs in the school garden. Maintaining green areas to encourage biodiversity. Using local farm/gardens for learning about nature and food sustainability.						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
Lines of Inquiry	Do we need natural resources to support a successful community?			How do the geographical and cultural features of Southern England compare to those of Northern Italy?			
Reading Links	<b>Jennifer Killick</b> Alex Sparrow and the Really Big Stink, Mo, Lottie and the Junkers Crater Lake  <b>States of Matter</b> The Rhythm of The Rain by Grahame Baker Smith Plasma What's the Matter? by Tom McGowen  <b>Recycle Week</b> Greta's Story by Valentina Camerini The Great Paper Caper by Oliver Jeffers			<b>Money</b> What Is Money? By Katie Marsico Brother, Can You Spare A Dime? by Bing Crosby It's A No-Money Day by Kate Milner  <b>Songs</b> Who's Laughing Now? By Jessie J Bridge Over Troubled Water by Simon and Garfunkel Read All About It by Emeli Sande  <b>Chinese New Year</b> The firework maker's daughter The story of the Zodiac			

	Pompeii and Mount Vesuvius (Reading comprehension activities)		
Writing Links	<p><b>Sentence Level Work:</b> complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')</p> <p><b>Use different sentence openers, including adverbs, expanded noun phrases with prepositional phrases, and conjunctive adverbs.</b></p>	<p>Modelled Newspaper report writing on farm trip.</p> <p><b>Instructions</b> on how to survive a volcanic eruption/Earthquake</p>	<p>Newspaper report writing on Escape from Pompeii and the Mount Vesuvius eruption.</p> <p>Geography inquiry questions</p>
Inquiry through Geography	<p><b>Introducing natural resources</b></p> <p><b>Natural Resources:</b> What are they? Where are they found? Why are they important?</p> <p>I can name some natural resources and describe how they can be used.</p> <p>I can identify <b>renewable and non-renewable energy sources</b> and understand the difference between them.</p> <p>I can explain the different uses of wood and economic minerals.</p> <p><b>Water: Our essential resource.</b> I can explain why water is a precious resource and identify some of the threats to its availability and distribution.</p>	<p><b>What is it like to live in Northern Italy?</b></p> <p><b>Location and transport</b></p> <p>I can locate Northern Italy on a map and describe how far it is from where I live</p> <p><b>Geographical features of Northern Italy</b></p> <p>I can use maps to identify key physical and human geographical features of Northern Italy.</p> <p>I can use different sources of information to investigate and compare towns and villages in Northern Italy to the area where I live.</p>	
Assessment opportunity	Through inquiry case study comparisons and research opportunities. Informative posters		
Inquiry through Art//Design	<p><b>Hidden worlds: Collage, textures, mono printing and mixed media exploration in sketchbooks.</b></p> <p><b>LO: I can create textures using collage and mixed media, and monoprint onto collaged surfaces.</b></p> <p>I can observe and respond to images of microorganisms</p> <p>I can create a tonal, mixed media study of a microorganism.</p> <p>I can create a fabric collage inspired by a petri dish.</p> <p>I can print on a collaged surface.</p> <p>I can use different textured materials to create mono printed collage papers.</p> <p>I can make artistic choices to create an abstract composition.</p>		
Assessment opportunity	Experimental work within sketch books and final mixed media pieces.		
Discrete Teaching:	<p><b>Maths Year 4</b> - 7X tables, 9X tables, understanding and manipulating multiplicative relations, coordinates</p> <p><b>Maths- Year 5</b> - Short multiplication/Division, Area and scaling</p> <p><b>Science Year 4</b> - States of Matter <b>Science Year 5</b> - Forces</p> <p><b>Jigsaw</b> - Dreams and Goals</p> <p><b>French</b> - Animal nouns, ask questions, discuss my favourite animals, listen and enjoy animal stories and write sentences.</p> <p><b>Music</b> - The doot doot song (Classroom percussion)</p> <p><b>PE</b>- Swimming</p> <p><b>Computing</b> -Programming</p>		