

Unit of Inquiry Planner

Class: Ashton		Year Group: Year 2 and 3		Term: 3		Length of Inquiry: 7 weeks	
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	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 can we find out about the past? (history)			What early inventions developed communities? (innovation)		How have communities evolved over time? (change)	
Links to prior learning							
Core Text(s)	Stone Age Boy – Satoshi Kitamura A Street Through Time						
Links to Careers/Community	<p>Focus: How people contribute to the community now vs Stone Age roles</p> <p>Stone Age roles: hunter, gatherer, tool maker Modern roles: shop worker, builder, doctor, teacher, police officer</p> <p>Activities</p> <ul style="list-style-type: none"> • Invite a parent or local worker to talk about their job • Children match modern jobs to Stone Age equivalents • Role-play “A day in the life” (Stone Age vs today) 				Global Community Links	Celebrating Difference (Jigsaw)	
Action	Create a class museum. Chn can bring in (or photograph) family or community artefacts. Curate them with labels, dates and stories. Invite parents, other classes or partners into visit.						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Lines of Inquiry	How can we find out about history ?		What early innovations contributed to the development of communities,		How have communities changed over time?		
Reading Links	SATS The Worst Witch – Jill Murphy.	The Worst Witch – Jill Murphy. How to Wash A Woolly Mammoth – Michelle Robinson and Kate Hindley	Stone Age Boy – Satoshi Kitamura SATS The Worst Witch – Jill Murphy.	The Worst Witch – Jill Murphy. Stonehenge – Elizabeth Raum. From A Railway Carriage by Robert Louis Stevenson	The Worst Witch – Jill Murphy. Matilda Who Told Lies And Was Burned To Death by Hillaire Belloc.	SATS The Worst Witch – Jill Murphy. Settlements	

<p>Writing Links</p>	<p>Sentence Level Work</p> <p>Identify and write adverbs of place within a simple sentence.</p> <p>Identify and write adverbial phrases of manner, time and place within simple sentences.</p> <p>Identify and write adverbial phrases of time, place and manner that begin simple sentence.</p> <p>Convert spoken word into direct speech (statement) followed by a reporting clause.</p> <p>Convert spoken word into direct speech (question and exclamation) followed by a reporting clause.</p>		<p>Modelled Write</p>		<p>Narrative of 'Stone Age Boy'</p>	
<p>Inquiry through History</p>	<p>Stone Age Britain: What do archaeologists think they know? The big picture. (Oak Academy)</p> <p>English: Narrative on Stone Aged Boy</p>	<p>Stone Age Britain: The evidence of the Palaeolithic Era (Oak Academy)</p>	<p>Stone Age Britain: Life at the end of the last Ice Age (Oak Academy)</p>	<p>Stone Age Britain: Settlement during the Mesolithic Era. (Oak Academy)</p>	<p>Stone Age Britain: Skara Brae and life in the Neolithic Era (Oak Academy)</p>	<p>Stone Age Britain: Significant Stone Age artefacts. (Oak Academy)</p>
<p>Inquiry through DT</p>	<p>Cooking and nutrition: healthy and varied diets.</p>	<p>Cooking and nutrition: healthy and varied diets.</p>	<p>Cooking and nutrition: healthy and varied diets.</p>	<p>Cooking and nutrition: healthy and varied diets.</p>	<p>Cooking and nutrition: healthy and varied diets.</p>	<p>Cooking and nutrition: healthy and varied diets.</p>
<p>Assessment opportunity</p>	<p>History: YR3 Which era are the artefacts from? Place the artefacts in the correct era on the timeline.</p>		<p>DT: YR3 Design products beginning to take into account the needs of others.</p> <p>DT: YR2 Identify the purpose of their product.</p>		<p>Computing: YR3 Predict what a program will do.</p> <p>Computing YR2:</p>	

	<p><i>(Be able to use historical terms and understanding of time to sequence events, people and artefacts)</i></p> <p>History: YR2 Answering questions on the Palaeolithic era. Answer the following questions: What did people living in the Stone Age make tools from? The Stone Age is often divided into how many parts? When did the Stone Age begin? Which era was at the beginning of the Stone Age. <i>(Observe, handle sources to answer questions about the past on the basis of simple observations)</i></p>		<p>Science YR3: Know the term 'stem/ truck' – understand their function. Explore through tasks such as observing the effect of putting cut celery or white carnation into coloured water.</p>		<p>I can spot something in a program that has an action or effect.</p>		
<p>Discrete Teaching:</p>	<p>Jigsaw – block and teach two full days prior to week 1) Phonics Maths Science 1 Music PE</p>	<p>Phonics Maths RE 1 Music 1 Science 2 PE Music</p>	<p>Phonics Maths RE 2 Music 2 Science 3 PE Music</p>	<p>Phonics Maths RE 3 Music 3 Science 4 PE Music</p>	<p>Phonics Maths RE 4 Music 4 Science 5 PE Music</p>	<p>Phonics Maths RE 5 Music 5 Science 6 PE Music</p>	