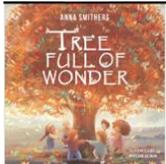
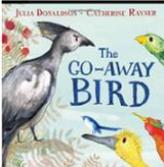


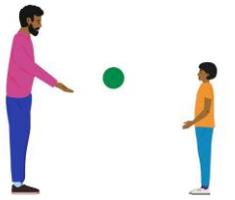
Unit of Inquiry Planner

| | | | | | | | |
|---|--|--|---|---|---|--|-------------------------|
| Class: Dove | | Year Group: Pre-School | | Term: 3 | Length of Inquiry: 6 weeks | | |
| Theme | Humankind and Ourselves | Culture and Diversity | Community and Citizenship | | Exploration and Discovery | Expression and Creativity | Humankind and Ourselves |
| Inquiry Title: | Together We Grow | | | | | | |
| Key Concepts | Responsibility | Perspective | Form | Change | Connection | Causation | Reflection |
| Lines of Inquiry | How do we behave and take responsibility in our local area? | | | | What changes do we see happening in the world around us in each season? | | |
| Links to prior learning | Visiting our local area and learning how to respect our setting. Talk of seasons and books to support. | | | | | | |
| Core Text(s) |  | |  | |  | | |
| Links to Careers/Community | Wassail & trip to local shop | | | | <u>Global Community Links</u> | | Big garden bird watch |
| Action | Winter walk around the village spotting signs of winter, discussing colours and animals we can see. Optional home work to be shared with parents | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
| Lines of Inquiry | What changes do we see happening in the world around us in each season? | | | How do we behave and take responsibility in our local area? | | | |
| Inquiry through Knowledge and understanding of the world and Expressive Art ad Design | Re cap on the seasons we looked at in term one, can the children remember any of the seasons? Create seasonal pictures, discussing colours we need for each season. | Go on a seasonal work around the village, how does it compare to our Autumn walk? What has changed? Winter tree art, collecting sticks from our seasonal walks. | Make a list of rules of our outside area on how we can respect of area and keep it looking tidy. Can the children make a list of jobs? Salt painting | Draw a map of the local area, what can the children remember that is in our village or their village at home. Children to make posters to put around the village on how we can respect our local area. | Children to learn their home address. Can the children draw their houses? | Cooking - Apple crumble. Can we source apples from the village or the village shop? Apple printing | |

| | | | | | | | | |
|--------------------------|---|---|--|--|--|--|--|--|
| Discrete Teaching | Maths: Hear and say numbers | Maths: Begin to order number names | Maths: begin to order number names | Maths: Begins to order number names | Maths: I see 1,2,3 | Maths - I see 1,2,3 | | |
| | Literacy - Environmental sounds Physical - Fine motor skills | Literacy - Making sounds in our environment Physical - Fine motor skills | Literacy - Copy cat sounds Physical - Spatial awareness | Literacy - Oral Blending Physical - Spatial awareness | Literacy: Environmental sounds Physical - Balance and co ordination | Literacy - Oral Blending Physical - Balance and co ordination | | |

Dove Homework

You can choose one activity, or you can complete more if you would like. Please with bring work into school or upload to Tapestry for children to share with the class.

| Communication and language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Knowledge and Understand of the World | Expressive Art and Design |
|--|--|--|--|--|---|---------------------------|
| <p>Can your child learn their address?</p>  | <p>Can your child create a list of rules for how to keep the local area nice and clean?</p>  | <p>Can your child throw a large ball and attempt to catch it?</p>  | <p>Share a book together at least 3 times a week and log on page ticker.</p>  | <p>Can your child order numbers to 5 or 10?</p>  | <p>Talk about where you live and in you have any landmarks where you live? Can your child draw a picture of where they live?</p>  | |