

Unit of Inquiry Planner: Creative Connections (Term 5 2026)

Class: Camelot		Year Group: Year 5 and 6		Term: 5		Length of Inquiry: 5 weeks	
Theme	Humankind and Ourselves	Culture and Diversity	Exploration and Discovery	Community and Citizenship	Expression and Creativity	Humankind and Ourselves	
Inquiry Title:	Creative Connections						
Key Concepts	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection
Lines of Inquiry	The natural world is humankind's greatest inspiration for creativity.						
Core Text(s)	The Explorer (Katherine Rundell), The Wonder Garden (Kristjana S Williams)						
Links to Careers/Community				Global Community Links	Jigsaw- Relationships and me.		
	Week 1	Week 2	Week 3	Week 4 (Yr6 SATS)	Week 5		
Lines of Inquiry	<p>The natural world is humankind's greatest inspiration for creativity.</p> <p>IN (self-reflection): What inspires your creativity?</p> <p>OUT (relationships with others): How does the creativity from the past impact our lives today?</p> <p>UP (bigger ideas): God created the world in 7 days, if you could create anything at all, what would you create?</p>						
Reading Links	<p>AB Reading Curriculum: Brazil and Rainforest texts.</p> <p>Developing reading Skills</p> <p>Application of reading skills</p> <p>(A mix of these approaches to reading to be applied throughout each week during this term)</p>						
Writing Links	<p>Punctuation and grammar focus.</p> <p>Fiction- incorporating dialogue and conveying mood, character and atmosphere.</p>						
Inquiry through Geography	<p>Comparison of a locality in the UK and South America (NC)</p> <p>OA: 'South America: Why does the Amazon matter?'</p> <ul style="list-style-type: none"> - Tropical and temperate rainforests - Location of the Amazon rainforest - Features of the Amazon rainforest - Foods from tropical rainforests - Brazil nut production - Debating the future of the Amazon rainforest - Protecting our rainforests 						
Assessment opportunity	<p>YR6: Explain some links and interactions between people, places and environments.</p> <p>Yr6: Presenting information: present findings in writing and graphically, construct pie charts and line graphs.</p> <p>Yr5: Interpret information in tables and line graphs</p>						

	<p>Yr5: Begin to decide which representations of data are most appropriate and why. Yr5: Consider the significance of data to respond to geographical issues and causal questions</p>
<p>Inquiry through History</p>	<p>How are other cultures creative? How have other eras from history expressed their creativity? (an opportunity to revisit past history topics). What is meant by creativity? How can creativity extend beyond 'art?'</p>
<p>Assessment opportunity</p>	<p>YR6: Devise and answer historical questions about change, cause, similarities and differences. YR5: Understand and use appropriate vocabulary to structure historical inquiry.</p>
<p>Discrete Teaching:</p>	<p>Maths Art Jigsaw PE Music RE</p>