

Unit of Inquiry Planner

Class: Russet		Year Group: Year 1 and 2		Term: 5		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:	Understanding Ourselves							
Key Concepts	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection	Function
Lines of Inquiry	How does our identity help us make others feel welcome in our school community?			How can I take care of my wellness ?		How do life cycles show change in nature?		
Links to prior learning								
Core Text(s)	The Magical Yet Can I Build Another Me?							
Links to Careers/Community	Cook/Chef		Global Community Links			Celebrating Difference (Jigsaw)		
Action								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Lines of Inquiry	How does our identity help us make others feel welcome in our school community?		How can I take care of my wellness ?		How do life cycles show change in nature?			
Reading Links	GR x3	GR x 3	GR x3	GR x3	GR x3		GR x3	
Writing Links	Independent write	Sentence level work		Modelled Write		Independent write		
Inquiry through	OA YR1 Communities Who am I? Who are you? L1, L2 & L3.		OA YR2 Communities: Who is in my community? L1, L3 & L4. OA YR1 Emotions: How do I feel today? L1-L4		OA YR2 What helps me to be happy? L1-L4 OA (Science) YR2 New Life – L3 & L4.			
Inquiry through D&T	Oak Academy – YR1 Food for Me and You – L1 My favourite fruit and vegetable	Oak Academy – YR2 The Eatwell Guide L1 Introducing the eat well guide	Oak Academy – YR1 Food for Me and You – L2 Family Food	Oak Academy – YR2 The Eatwell Guide L2 Healthy mealtimes	Oak Academy – YR1 Food for Me and You – L3 Making a salad pot	Oak Academy – YR2 The Eatwell Guide L3 Healthy wrap for lunch		
Assessment opportunity	Understanding what a makes a fruit and what is a vegetable		Keeping a family food diary.		Making a salad pot to eat.	Making a healthy wrap for lunch.		
In, Out, Up question	In – What makes me who I am? What parts of my identity (culture, interests, values, experiences, language, family, etc.) am I proud of?		In – Thinking about myself - what habits help me take care of my physical, mental and emotional wellness?		In – What do I know about the life cycle of a plant or animal? What examples of life cycles have I observed in nature?			

	<p>Out – How do I share these parts of my identity with others, and how do I show interest in and respect for other people's identities? Up – How can I use my identity and what I have learned about others to help create a more welcoming, inclusive school community?</p>		<p>Out – Thinking about others and my actions – How can I support my friends' and classmates' wellness? Up – Taking action to make a difference – What can I do to help make my school or community a healthier place?</p>		<p>Out – How do changes in the environment affect life cycles? What can I learn from observing life cycles in my local environment? Up – Why is it important to protect habitats that support life cycles? How does understanding life cycles help us care for the natural world?</p>		
<p>Discrete Teaching:</p>	<p>Phonics Maths Science RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>	<p>Phonics Maths Jigsaw RE Computing Music PE</p>

Yr1 – Food for me and you – DT Cooking

Yr2 – Eatwell Guide – DT cooking