




Unit of Inquiry Planner

Class: Pippin		Year Group: Reception			Term: 6		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:	How We Change											
Key Concepts	Responsibility	Perspective		Form		Change		Connection	Causation	Reflection		
Lines of Inquiry		What makes up my identity?			How can we look after our wellness?			How do we change as we grow?				
Vocabulary												
Links to prior learning												
Core Text(s)												
Links to Careers/Community		<p>Talk about how families, teachers, doctors, health visitors, and other community members help children grow and stay healthy.</p> <p>Question: Who helps you grow and learn?</p>				Global Community Links		<p>Link to the idea that all children have the right to grow up healthy and safe (from the UNICEF Rights of the Child).</p>				
Action		Create a healthy lunchbox poster/ information sheet to share										
In - out - up question		IN (look inside yourself): What can you do now that you couldn't do when you were a baby?			OUT (think about others): How have you changed since you started school?			UP (think bigger / spiritual reflection): What do you think you will be able to do when you are older?				
	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	Week 7
Lines of Inquiry		What makes up my identity?			How can we look after our wellness?			How do we change as we grow?				
Inquiry through PSHE	Jigsaw: My Body and Respecting my Body		Jigsaw: Growing up Art: self portraits Drawing club: All about me profile		Jigsaw: Fun and Fears Part 1 and 2 Drawing club: All about me profile		Wellness Activities Whole school National yoga day Oral Health Healthy lunchboxes (Action)		Jigsaw: Celebrations Drawing club: All about me profile		Community Links Work Drawing club: All about me profile	Global links Work Drawing club: All about me profile
Discrete Teaching	Phonics: Phase 4 Mastery - adjacent consonants Handwriting: Year 1 Unit 4		Phonics: Phase 4 Mastery - Polysyllabic words Handwriting: Year 1 Unit 4		Phonics: Phase 4 Mastery - adjacent consonants Handwriting: Year 1 Unit 4		Wednesday and Thursday - Transition Days Handwriting: Year 1 Unit 4		Phonics: Phase 4 Mastery - adjacent consonants Handwriting: Year 1 Unit 4		Phonics: Phase 4 Mastery - adjacent consonants Handwriting: Year 1 Unit 4	Phonics: Reteach Handwriting: Year 1 Unit 4

	Maths: counting, recognising and comparing numbers. PE: Swimming	Maths: counting, recognising and comparing numbers. PE: Swimming	Maths: counting, recognising and comparing numbers. PE: Sports Day practice	Maths: counting to and from 20 PE: Sports Day practice	Maths: counting to and from 20 PE: Sports Day practice	Maths: counting in tens - decade numbers PE: Sports Day	Maths: counting in tens - decade numbers
--	---	---	--	---	---	--	---

Pippin Homework

You can choose one activity, or you can complete more if you would like. Please either 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>Talk with your child about their time in Reception and ask them to think about their favourite memories. This could include trips, special activities, learning experiences, friends they have made, or things they have enjoyed doing in class.</p> <p>Encourage your child to explain their memory in full sentences, for example: "My favourite memory was..." or "I liked it when..."</p>	<p>Help your child create an "All About Me" poster. They can include photos, drawings, and simple information such as:</p> <ul style="list-style-type: none"> • Their name and age • Things they like to do • Their favourite food, colour, or toy • People who are important to them • What makes them special <p>Encourage your child to talk about their poster and explain their choices. We look forward to sharing these in class and celebrating what makes everyone unique.</p>	<p>At home, talk with your child about healthy habits. Together, choose one activity to complete:</p> <ul style="list-style-type: none"> • Draw or take a photo of your child doing something healthy (e.g. exercising, eating healthy food, drinking water, brushing teeth, or getting enough sleep). • Ask your child to explain why this activity helps to keep their body healthy. <p>Please share your picture or photo via Tapestry so your child can share their learning with the class.</p>	<p>Read a minimum of three times each week and practice the sound cards sent home.</p> <p>Practice spelling words from the common exception words list.</p>	<p>Numbots: In your child book bag, you will find a letter with login details to an app, which supports children with their number facts recall.</p> <p>Please download and find a few minutes a week to complete these challenges.</p> 	<p>My Family Tree</p> <p>Please help your child create a simple family tree using family photos. Encourage them to talk about who is in their family and how they are related. Children will be invited to share and explain their family tree with the class.</p> 	<p>Help your child create a self-portrait using any materials they would like, such as pencils, paints, crayons, collage materials, or photographs.</p> <p>Encourage your child to look carefully at their features, including their hair colour, eye colour, and facial features, and talk about what makes them unique.</p> <p>Please bring the completed self-portrait to school so your child can share their artwork with the class.</p>