

Unit of Inquiry Planner

| Class: Elves | | Year Group: 1 and 2 | | Academic Year: 2025 - 2026 | | |
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| Theme | Humankind and Ourselves (7 weeks) | Culture and Diversity (7 weeks) | Community and Citizenship (6 weeks) | Expression and Creativity (6 weeks) | Exploration and Discovery (5 weeks) | Humankind and Ourselves (7 weeks) |
| | Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities, the application of scientific principles by humans and the repercussions of scientific and technological progress on both the society and the environment. | Inquiry into understanding human connections spanning families, friends, communities, and cultures, exploring rights and duties and pondering the essence of humanity. | Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities, the dynamics of communities and the connections within and between them, the attainment of fair access to opportunities, and the promotion of peace and resolution of conflicts. | Inquiry into the methods by which we uncover and convey thoughts, emotions, the natural world, culture, convictions, and principles; the strategies through which we ponder, expand and take pleasure in our creativity; our recognition of the aesthetic. | Inquiry into our sense of location within space and time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, and movements of humanity, and the intricate ties and interdependences between individuals and societies, viewed from both local and global vantage points. | Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects. |
| Inquiry Title | That's Life | Big Dreams | Communities | Engineers | Explorers | Eco-warriors |
| Key Concepts | Function Causation Connection | Causation Perspective Connection | Responsibility Connection Perspective | Form Change Reflection | Reflection Change Function | Form Function Responsibility |
| Related Concepts | Systems Wellbeing Processes | Rights Comparison | Habitat Sustainability Resources | Properties Suitable Transformation | Citizenship Location Community | Structure Transformation Ownership |

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| <p>Lines of Inquiry</p> | <p>What am I made of?</p> <p>How can I look after my wellbeing?</p> <p>How does weather affect our lives?</p> | <p>Why are rights important?</p> <p>How does Bridgwater carnival compare to Rio carnival?</p> | <p>Why won't a whale survive in a forest?</p> <p>Why is Buddy's habitat shrinking?</p> <p>Where does my food come from?</p> | <p>What is it made of?</p> <p>Which material is suitable for the job?</p> <p>How have toys changed over time?</p> | <p>What is it like to walk around Lympsham?</p> <p>What makes a community?</p> | <p>How do plants survive in different environments?</p> <p>What transformation occurs in plants?</p> <p>How do the choices we make impact our environment?</p> |
| <p>Core Text</p> | <p>Can I build another me?</p> <p>Couch Potato</p> <p>Welcome Rain</p> | <p>Malala's Magic Pencil</p> <p>Charlie's Magical Carnival</p> | <p>The Storm Whale</p> <p>Buddy's rainforest rescue</p> <p>Oliver's Vegetables</p> | <p>The Building Boy</p> <p>Rosie Revere Engineer?</p> <p>The repair shop</p> | <p>A place called home??</p> <p>Beegu??</p> <p>My Lighthouse</p> | <p>Jack and the Beanstalk???</p> <p>Ruby Plants a Radish</p> <p>Bloom</p> |
| <p>Y1 science</p> <p>Y2 science</p> | <p>Body parts and senses</p> <p>Living, dead, never alive</p> <p>Basic needs of survival</p> <p>Importance for humans of exercise, food, and hygiene.</p> <p>Seasons</p> | | <p>animal groups</p> <p>Habitats</p> <p>carnivore, etc...</p> <p>Sources of food and food chains</p> | <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials, compare and group. Compare suitability of materials</p> | <p>Seasons</p> | <p>Identify and name plants</p> <p>Identify and describe the basic structure of a plant</p> <p>Lifecycles – animals, humans and plants --> observe and describe how seeds and bulbs grow into mature plants</p> <p>What a plant needs</p> <p>microhabitats</p> |

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| | | | | How materials change | | |
| History Geography | Identify seasonal and daily weather patterns – link to global warming | Significant ind exploring rights - Malala Yousafzai Place Knowledge - Somerset v Rio carnival | | Changes in living memory - toys | History – sig ind Grace Darling Beaches past and present Local Geography - Use simple compass directions - Devise a simple map - Human /physical | |
| Action | We the curious | | Zoo? Noah’s Ark? | | Beach visit? | Carymoor? |
| Interleaving Subjects | PSHE Being Me in My World Music (sound link to senses) | PSHE Celebrating Difference | | Music (Timbre – wood, metal etc.) | | PSHE Changing Me |
| Discrete Subjects | RE Creation, computing | RE, PSHE, computing | RE, PSHE Dreams and Goals, computing | RE, PSHE Healthy Me, computing | RE, PSHE Relationships, computing | RE Judaism, computing |