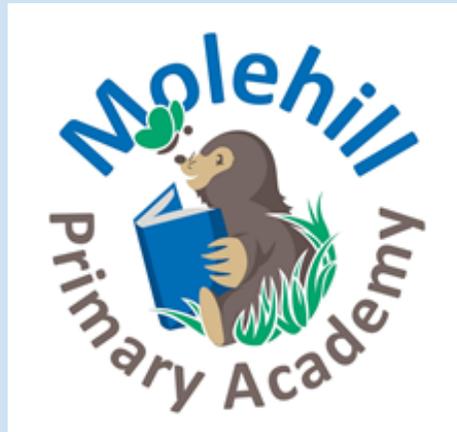


Molehill Primary Academy

Programme of Inquiry 2023/24



Nursery Little Moles

Transdisciplinary Theme	Who we are Module 1	How we express ourselves Module 2	Where we are in place and time	How the world works Module 3 and 4	How we organise ourselves	Sharing the planet Module 5 and 6
Summary	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.		An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.		An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	The health of my body and mind is important	Play helps us to understand ourselves each other and the world		People use their senses to explore and experience the world around them.		Life on earth depends on the harmony between all living things
Lines of Inquiry	An inquiry into: - ways to take care of our body -Ways to take care of our mind -maintaining an active lifestyle	An inquiry into: -learning through play -play and social relationships -play around the world		An inquiry into: -what the senses are -what each sense tells us -How we use our senses -how our sense help us to interact with the world.		An inquiry into: -what living things are -Why living things depend on each other -How the actions of humans have a positive and negative consequence
Key Concepts	Form, Function, Connection	Form, Connection, Perspective		Form, Function, Change		Change, Connection, Responsibility
Approaches to Learning	Communication Skills Social Skills	Self-management skills Communication skills Social Skills		Communication skills Research Skills Thinking Skills		Research skills Thinking skills Self management skills Communication skills
Core Text	 <p>Marvelous me Couch potato</p>	 <p>Naughty bus What to do with a box</p>		 <p>The gingerbread man What the ladybird heard at the seaside</p>		 <p>Bee</p>

						The most important animal of all Little turtle and the sea
Action	Make positive choices about how to treat people	Pupils find new ways to express themselves through different games		Pupils can use their knowledge to create a sensory garden		Pupils wonder more about how to look after the planet.
Global Engagement	Goal 16. Peace, Justice and Strong Institutions	Goal 3: Good Health and Well-being		Goal 3: Good health and wellbeing Goal:12 Responsible consumption and production.		Goal 6: Clean water and sanitation. Goal : 12 Responsible consumption and production.
Interleaving Subjects	English/PSHE/Social Studies	English, Art, Social Studies		English, Science, Social Studies		English, Social Studies, Science, PSHE
Careers	Teacher Police officer Doctors Nurses Firefighters	Artist Dancer Actor Authors Illustrators		Gardeners Beekeepers Farmers		Vet Pilot Builder

Reception

Transdisciplinary Theme	Who we Are Module 1	How we express ourselves Module 2	Where we are in place and time Module 3 and 4	How the world works	How we organise ourselves	Sharing the planet Module 5 and 6
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.			Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Unique identities influence the choices humans make	Our voice is an important form of expression to communicate ideas, emotions and feelings	Everyone has their own special place in the world			People's choices can harm and influence the environment, living things and habitats
Lines of Inquiry	An inquiry into: -Who I am -How different strengths and characteristics make me an individual- -Human relationships including friends, family and community	An inquiry into: -How does our body create a voice -How do people communicate their feelings and emotions using their voice? - How do people express themselves without a voice	An inquiry into: -Maps and globes - Where we are globally -What my community has to offer			An inquiry into: -an inquiry into where food comes from. Explore environmental implications of food production. Ways to produce food that works well with environmental issues.
Key Concepts	Form, Connection Perspective	Perspective, Connection, Change	Form, Function, Connection			Form, Change, Connection
Approaches to Learning	Communication Skills Social Skills	Thinking Skills Social Skills Communication skills	Research Skills Communication skills			Self-management skills Communication skills
Core Text	All Are Welcome The Big Book of Families	My Beautiful Voice Colour monster	Here we are Lunch at 10 Pomegranate street Martha Maps it out			Oliver's vegetables The Little Red Hen One Plastic Bag Someone Swallowed Stanley

	 <p>All are welcome The great big book of families</p>	 <p>I like bees, I don't like honey The colour monster</p>	 <p>Here we are Martha maps it out Recipes from the balconies, rooftops and gardens</p>			 <p>Oliver's vegetables Little red hen One plastic bag Someone swallowed Stanley.</p>
Action	Children describe themselves in a positive way	Pupils find new ways to express themselves	Pupils become more globally aware and make global connections			Pupils wonder more about where their food comes from
Global Engagement	Goal 3: Good Health and Well-being Goal 16: Peace Justice and Strong Institutions	Goal 3: Good Health and Well-being	Goal 10: reduced Inequalities Goal 11 sustainable cities and communities Goal 16: Peace Justice and Strong Institutions			Goal 12: Responsible Consumptions and Production Goal 13: climate action
Interleaving Subjects	English, PSHE, Social Studies Art	English, Art, Social Studies PSHE	English, Science, Social Studies			English, Social Studies, Science, PSHE
Careers	Teachers Policemen Doctors Nurses Fire fighters	Prime minister Royal family Author Illustrator Artist	Geologist Astronomer Chef Faith leaders			Farmer Zookeeper vet Marine biologist Environmentalist

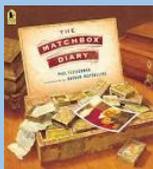
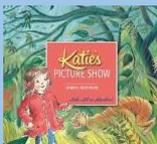
KS1

Transdisciplinary Theme	Who we are Module 1	How we express ourselves Module 4	Where we are in place and time Module 3	How the world works Module 6	How we organise ourselves Module 2	Sharing the planet Module 5
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	.Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Learning about ourselves helps us understand and connect to others in the world	Stories can be told in different ways and for different reasons	People can learn from the past	Inventions create change and can lead to new possibilities	People learn and collaborate using games and toys	What people do and how people use materials will help save our planet
Lines of Inquiry	An inquiry into: -understanding the value of being an individual. -the ways our lives connect with the lives of other people in our community. -similarities and differences between our lives and those of others.	An inquiry into:- -Types of stories -Different ways to tell or share stories -why people tell stories	An inquiry into: -how we learn about the past -How people lived through the ages -the similarities and differences and connections between peoples lives now and in the past	An inquiry into: -Inventions and why they are needed -How inventions work -The impact of inventions on people.	An inquiry into: -Different kinds of games and toys -How toys and games from around the world have changed over time How people learn and collaborate using games and toys	An inquiry into: -where materials come from. -properties of materials -Reusing and recycling different materials
Key Concepts	Form Perspective Connection	Form Function Perspective	Causation Change Perspective	Causation Change Function	Causation Connection Responsibility	Causation Change Responsibility
Approaches to Learning	Thinking skills Communication skills Social skills	Thinking skills Social skills Self management skills	Research skills Communication skills	Communication skills Research skills Social skills Self management skills	Thinking skills Research skills Self management skills	Thinking skills Communication skills

<p>Core Text</p>	 <p>Can I build another me Super duper you</p>	 <p>Inside the villains Little rude riding hood</p>	 <p>Stone girl, bone girl Don't say no to Flo</p>	 <p>Rosie Revere, Engineer Ada Twist, Scientist</p>	 <p>Toys in space Lost in the toy museum</p>	 <p>Dear Earth The Lumberjacks beard</p>
<p>Action</p>	<p>Creation of posters showing all the ways they are an individual.</p>	<p>Children create and publish their own alternative version of a traditional tale. Children to share their with another member of our school community.</p>	<p>Children to plan and complete an initiative that will benefit their local community. E.g. Litter pick, supporting a food bank, creation of a school first aid/safety leaflet.</p>	<p>Children to design and make their own improved version of Stephenson's rocket.</p>	<p>To design and make their own new toy, with moving parts, aimed at a specific audience.</p>	<p>Campaign posters to save our school woodland/copse. Creation of placards and mini protest activity.</p>
<p>Global Engagement</p>	<p>Goal 2: Zero hunger. Goal 3: Good Health and Well-being</p>	<p>Goal 4: Quality education.</p>	<p>Goal 2: Zero hunger. Goal 3: Good health and wellbeing. Goal 6: Clean water and sanitation.</p>	<p>Goal 9: Industries, innovation and infrastructure.</p>	<p>Goal 16: Peace Justice and Strong Institutions Goal 17: Partnerships for the goals</p>	<p>Goal 7: Affordable and clean energy. Goal 13: Climate action Goal 14: Life below water Goal 15: Life on land</p>
<p>Interleaving Subjects</p>	<p>English, PSHE, Social Studies, RE</p>	<p>RE, PSHE, Art, Music, English</p>	<p>English, Art, Social Studies, History</p>	<p>History, DT, Science</p>	<p>PSHE, Geography, RE, DT</p>	<p>Science, Geography.</p>
<p>Careers</p>	<p>Jobs that are present in our local community - shop owners/workers, Vicar, teachers, police officers, doctors, nurses.</p>	<p>Authors and illustrators.</p>	<p>Firefighters/fire service visit.</p>	<p>Pilot, train driver, bus driver, astronaut.</p>	<p>Different religious leaders - Vicar, Rabbi, Pandit/Pujari</p>	<p>Vet, farmer, zoo keeper.</p>

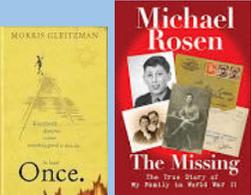
LKS2

Transdisciplinary Theme	Who we are Module 1	How we express ourselves Module 2	Where we are in place and time Module 3	How the world works Module 4	How we organise ourselves Module 5	Sharing the planet Module 6
Summary	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures ; rights and responsibilities; what it means to be human	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea	Culture has an impact on people's actions	What we can learn about culture through art	How we attach meanings to artefacts	How we are affected by natural phenomena	How laws impact on people	What rights and responsibilities do we have to the plane
Lines of Inquiry	<ul style="list-style-type: none"> - what does culture mean to you? - Everybody has their own customs, beliefs and values - How values and beliefs vary among cultures 	An investigation into the meaning of a selection of paintings <ul style="list-style-type: none"> - A comparison of different artforms from different eras - Recognise aspects of our culture expressed in art 	What are artefacts <ul style="list-style-type: none"> - Which artefacts, customs and traditions are important to your family? - How do meanings attached to artefacts vary across different cultures? 	What do we mean by 'natural phenomena'? <ul style="list-style-type: none"> -What is the impact of this? - How has technology progressed to address this? 	What are laws and where do we use them? <ul style="list-style-type: none"> - Who creates and enforces laws? -Are laws always fair? 	<ul style="list-style-type: none"> -A comparison of sustainable and unsustainable resources -An investigation into how they are distributed. -How do we respond globally to imbalance in disruption?
Key Concepts	Form Function Causation	Perspective Responsibility	Change Connection Perspective	Function Causation Change	Function Connection Responsibility	Form Causation responsibility
Approaches to Learning	Social skills	Social skills Self-management skills	Thinking skills	Research skills Communication skills	Thinking skills Literacy skills	Social skills

Core Text	 <p>Beowulf</p>	 <p>The matchbox diary</p>	 <p>Katie's picture show</p>	 <p>Pop up[volcano</p>	 <p>The accidental prime minister</p>	 <p>The great kapok tree</p>
Action	Pupils to be aware of their local community and suggest improvements for the future	Pupils create and host an art exhibition	Ancient Greece day and the production of Greek pots and catapults.	Demonstrate an awareness of recent natural disasters in UK and related problems/causes	Pupils to gain a knowledge of democracy (UK).	Investigate the impact of climate change in the UK
Global Engagement	Goal 11 Sustainable Cities and Communities	Goal 16 Peace, Justice and strong institutions	Goal 10 Reduce Inequalities	Goal 13 Climate action	Goal 4 Quality Education	Goal 15 life on land
Interleaving Subjects	Literacy, Science, History, Geography, Science, PSHE	Literacy, Art, History, Music, Computing, Dance	Literacy, History, Art, PSHE, RE	Literacy, Science, History, Art	Literacy, PSHE, Computing	Literacy, Maths, Computing, PSHE
Careers	Farming/ agriculture	Artist	Archeologist	Emergency Services	Local government	Scientist

UKS2

Transdisciplinary Theme	Who we are Module 3	How we express ourselves Module 5	Where we are in place and time Module 4	How the world works Module 1	How we organise ourselves Module 6	Sharing the planet Module 2
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution
Central idea	Nature can be seen as the driving force for humanity.	Narratives are told in many ways and may influence people’s beliefs, values and understanding of the world	Exploration may lead to discoveries, opportunities and new understandings	Identity and thinking can be influenced through the media	Governmental systems and decisions might promote or deny equal opportunities and social justice.	Peaceful resolution to conflict may improve people's lives
Lines of Inquiry	A study into the influence of our nature An investigation into the impact of outside forces on ourselves An inquiry into where 'humanness' comes from.	An inquiry into different expressions of narratives. Exploring how stories are influenced by culture, beliefs and values The impact of events on future stories	An inquiry into the reasons for exploration (historical, personal and spiritual). An investigation into the feelings and attitudes associated with exploration. A study of what we learn through exploration.	An inquiry into what media is An inquiry into the role and purpose of the media An inquiry into the impact media can have on people's identity and thinking.	A study of types of governance An investigation into principles of human rights and social justice The effect of institutional behaviours and attitudes on social justice	An inquiry into the nature of conflict. An investigation into how conflict can be resolved. A study into the impact of conflict and their resolutions
Key Concepts	Causation Change Connection	Form Change Perspective	Causation Perspective	Form Change Connection	Form Connection Responsibility	Function Change Responsibility
Approaches to Learning	Thinking skills Social skills Self management skills	Creative and critical thinking skills Communication	Critical thinking skills Research skills	Collaborative skills Creative thinking skills Information literacy skills	Information literacy skills Critical thinking skills Transfer skills	Thinking skills (critical and creative) Transfer skills reflection/metacognition

<p>Core Text</p>	 <p>Darwin's Dragons Moth</p>	 <p>The Watertower The Viewer Rose Blanche</p>	 <p>The Island Windrush Child</p>	 <p>Ban this book The Last Wild</p>	 <p>Fight Back</p>	 <p>Once The Missing</p>
<p>Action</p>	<p>To develop an inclusive and supportive team.</p>	<p>To be able to discuss how art is a powerful tool for communication.</p>	<p>To develop understanding and the ability to talk about multiculturalism in their own classroom and communities.</p>	<p>Pupils take responsibility for their impact on the environment around them, in particular, animal welfare.</p>	<p>Pupils take responsibility for managing their own personal finances.</p>	<p>Make individual choices that can bring equality to our school and local community.</p>
<p>Global Engagement</p>	<p>Goal 3 - Good health and well-being. Goal 5 - Gender and Equality.</p>	<p>Goal 3 - Good health and well-being. Mental health.</p>	<p>Goal 10 - reduced inequality</p>	<p>Goal 7 - Renewable energy Goal 12 - Responsible consumption.</p>	<p>Goal 9 - Industries, innovation and infrastructure.</p>	<p>Gender and equality Goal 10 - Reduced inequalities</p>
<p>Interleaving Subjects</p>	<p>History, PHSE, RE, English</p>	<p>English, Art, Music</p>	<p>English, History, Geography</p>	<p>Science, History, Geography, English</p>	<p>PHSE, Maths, English</p>	<p>English, PHSE,</p>
<p>Careers</p>	<p>Vicar (Reverend Joyce) Teacher</p>	<p>Artist (illustrator / graphic designer, photographer) Media and advertising</p>	<p>British Red Cross</p>	<p>Engineer Climate scientist</p>	<p>Careers in finances Banking (Natwest Money Matters) Local council - councillors</p>	<p>Teacher / education Astronaut Politics / political leaders</p>