







# Girton Glebe Primary School Unit of Inquiry

Maple Class (Y1) - Spring 1

<p><b>English</b></p> <p><b>Phonics</b></p> <p>This half term in Phonics, we will be focusing on alternative spellings for the following sounds:</p> <p>ai ar igh oa oo (y)oo c sh e ur oo oa ee v air ch</p> <p><b>Book Club</b></p> <p>This half term we will read a number of storybooks, which will help us explore our lines of enquiry and linked to our writing roots topics.</p> <p>Journey by Aaran Becker  </p> <p>The Magic Paintbrush by Julia Donaldson</p> <p>We will also be reading different versions of the story of the <b>Great Race (Story of the Zodiac)</b></p> <p><b>Writing and Grammar – Writing Roots (The Odd Egg by Emily Gravett and The Comet by Joe Todd-Stanton)</b></p> <p> </p> <ul style="list-style-type: none"><li>• How words can combine to make sentences Joining words and joining clauses using and Separation of words with spaces</li><li>• How the prefix un- changes the meaning of verbs and adjectives</li><li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Simple noun phrases</li><li>• Saying out loud what they are going to write about</li><li>• Composing a sentence orally before writing it</li><li>• Sequencing sentences to form short narratives</li><li>• Re-reading what they have written to check that it makes sense</li><li>• Discuss what they have written with the teacher or other pupils</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul>	<h2 style="text-align: center;">How We Express Ourselves</h2> <p style="text-align: center;"><b>Central Idea:</b></p> <p style="text-align: center;">Stories can take on different forms and be told in many ways.</p> <p style="text-align: center;"><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"><li>• An inquiry into different forms that stories can take. (form)</li><li>• An inquiry into how stories help us connect with different cultures and traditions (connections)</li><li>• An inquiry into how stories change depending on how they are told and retold (change)</li></ul>	<p><b>Maths:</b></p> <p>Maths this half term will start with looking at place value within 20 and then addition and subtraction within 20. We will start by making sure we can order the number We will also be working a lot on being able to explain how we know something. We are also valuing highly the different ways that children explain their understanding.</p> <p><b>Number- Place Value within 20</b></p> <ul style="list-style-type: none"><li>• Understanding the numbers up to 20 (being able to count that many things and also find that many things)</li><li>• Knowing 1 more or less for all the numbers up to 20</li><li>• Using Number lines up to 20</li><li>• Ordering numbers up to 20 (also saying when there are numbers missing)</li><li>• Comparing numbers under 20.</li></ul> <p><b>Number-Addition and Subtraction within 20</b></p> <ul style="list-style-type: none"><li>• Adding by counting on</li><li>• Adding using our number bonds knowledge</li><li>• Find and make number bonds to 20</li><li>• Doubles</li><li>• Near Doubles</li><li>• Subtraction- counting back</li><li>• Subtraction- finding the difference</li><li>• Missing number problems</li></ul> <p>Throughout both of these areas of learning we will be doing lots of reasoning and problem solving to deepen our understanding.</p> <p>Alongside our main maths lesson, we will also be doing NCETM's 'Mastering Number program.</p>
---	---	--



# Girton Glebe Primary School Unit of Inquiry

Maple Class (Y1) - Spring 1

<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li> <b>Form:</b> <ul style="list-style-type: none"> <li>How can we tell a story without using words?</li> <li>What tools (like puppets, pictures, or our voices) do we use to share stories?</li> <li>What changes when we tell a story using our voices, movements, or drawings?</li> </ul> </li> <li> <b>Connections:</b> <ul style="list-style-type: none"> <li>How do stories from other places help us learn about people and their celebrations?</li> <li>What do we notice that is the same or different in stories from different countries?</li> <li>How can a story make us feel closer to people who live far away?</li> </ul> </li> <li> <b>Change:</b> <ul style="list-style-type: none"> <li>What happens to the story if we change the characters or the setting?</li> <li>How does using a loud voice or a soft voice change the feeling of the story?"</li> <li>What stays the same and what changes when we tell the same story in a new way?"</li> </ul> </li> </ul>	<b>Key Vocabulary</b>				<p><b>Approaches to Learning:</b></p> <p><b>Communication Skills</b> Students practice adapting their language to suit each storytelling format (e.g., puppets, wordless books, oral narration), focusing on tone, audience, and clarity. By listening to diverse cultural stories, they expand their vocabulary and learn to engage respectfully in discussions, fostering empathy and a greater appreciation of different traditions.</p> <p><b>Thinking Skills</b> Learners sharpen their critical thinking by analysing, comparing, and retelling stories in new ways. They see how changes in characters, settings, or points of view affect meaning and mood. Through reflection routines (e.g., "What makes you say that?"), students justify their ideas with evidence and learn to evaluate multiple perspectives, developing essential metacognitive habits.</p> <p><b>Social Skills</b> By collaborating on group storytelling (like puppet shows), students learn to delegate roles, negotiate creative differences, and respect each other's contributions. Exploring tales from varied cultural backgrounds strengthens their empathy and teamwork skills, as they recognize that diverse viewpoints and traditions enrich both the story and the classroom community.</p>
	story	celebrate	culture	tradition	
	puppet	materials	illustrations	respect	
	community	Lunar	festival	Islamic	
design	properties	fabric	wood		



# Girton Glebe Primary School Unit of Inquiry

## Maple Class (Y1) - Spring 1

**Line of Inquiry:** An inquiry into different forms that stories can take.

In this inquiry, we want students to see how different “forms” of a story function (e.g., wordless picture books, oral storytelling, puppet shows) and consider the way each mode of storytelling conveys meaning differently.

**In this Line of Inquiry, we will cover the following skills:**

### Art & Design

As part of this half term’s IB inquiry, children will explore how puppets can bring stories to life. They will watch puppet shows, explore different types of puppets, and learn how shadow puppets have been used around the world. Inspired by the legend of Nian and the Lunar New Year, children will design and make two types of puppets: simple shadow puppets and sewn hand puppets using felt and running stitch. They will then use their puppets to retell the Legend of Nian through performance and play.

### Science (Everyday Materials)

Identifying common materials and exploring their properties:

- **Distinguish** between an object and the material from which it is made.
- **Identify and name** a variety of everyday materials (e.g., wood, plastic, fabric, paper).
- **Describe** the simple physical properties of a variety of everyday materials.
- **Compare and group** materials based on their simple physical properties.

**Line of Inquiry:** An inquiry into how stories help us connect with different cultures and traditions.

We want students to explore how stories act as a bridge between people, places, and cultures, and how shared narratives foster empathy, understanding, and a sense of belonging across diverse traditions.

**In this Line of Inquiry, we will cover the following skills:**

### Geography

- Use world maps, atlases and globes Use simple compass directions and directional language (near, far, left, right) to describe the location of their community on a map.
- Use basic geographical vocabulary to refer to key human features such as towns, etc.
- Develop knowledge about the world: Identify on a simple map where certain stories/traditions originate (e.g., China for Lunar New Year).
- Use basic geographical vocabulary to refer to key physical and human features of places linked to the stories.

**Line of Inquiry:** An inquiry into how stories change depending on how they are told and retold.

We want students to understand that stories are dynamic and can evolve over time as they are retold by different people, in different contexts, and for different purposes

**In this Line of Inquiry, we will continue to cover the skills covered in the other lines of inquiry.**

It is important to note that, while each line of inquiry highlights a different angle or perspective, they will be addressed in an integrated way rather than taught as entirely separate “units.” This approach supports a more holistic, concept-based exploration. The national curriculum objectives noted above will be interwoven throughout the six weeks as we explore different forms of storytelling.



# Girton Glebe Primary School Unit of Inquiry

Maple Class (Y1) - Spring 1

<p><b>Music: Inspired by the world around us</b></p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> <li>• Listen attentively and with understanding to music from different historical periods.</li> <li>• Understand that music can tell a story.</li> <li>• Listen to music and tell if it sounds happy, sad, or exciting, and what story it might be telling.</li> <li>• Dance, sing along, or make sounds that accompany a song's lyrics and melody.</li> <li>• Get ideas for making music from the world around me, like the sound of rain or a busy street.</li> <li>• Make music using voice, body (like clapping!), or the instruments in the classroom.</li> <li>• Talk about how music makes them feel and describe the sounds that they hear.</li> </ul>	<p><b>Art/DT</b></p> <p><b>How can puppets be used in storytelling?</b></p> <p>We will be covering the following skills:</p> <p><b>Developing, planning and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Think of some ideas of their own.</li> <li>• Explain what they want to do.</li> <li>• Use pictures and words to plan.</li> </ul> <p><b>Working with tools and materials:</b></p> <ul style="list-style-type: none"> <li>• Explain what they are making</li> <li>• Understand and articulate which tools they are using and why</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• They can describe how different textiles feel</li> <li>• They can make a product from textile by gluing</li> <li>• Show experience in simple stitch work, particularly running stitch</li> <li>• Match and sort fabrics (colour, texture, length, size, shape)</li> <li>• They can cut textiles</li> </ul>	<p><b>R.E:</b></p> <p><b>What is God's Job?</b></p> <ul style="list-style-type: none"> <li>• Share their interpretations of what different names for God tell people about what God does.</li> <li>• Discuss opinions about beliefs about what God does while respecting others' views.</li> <li>• Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship.</li> <li>• Identify which of the 99 names are similar to how God's job is described in the quotes.</li> <li>• Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview.</li> <li>• Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms.</li> <li>• Compare Zoroastrian beliefs to other religious or worldview concepts of good and bad.</li> <li>• Make thoughtful observations about how this belief influences moral choices in daily life.</li> </ul>
<p><b>PSHE</b></p> <p>The topic this half term is "<b>Dreams and Goals</b>".</p> <p>We will be focussing on our own successes and feeling proud of them. We will then look at setting goals and working out how to achieve them by supporting each other. We will then look at tackling new challenges and how to respond when it is difficult or you have a setback.</p>		
<p><b>Computing:</b></p> <p><b>Programming A</b></p> <p>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>		<p><b>PE:</b></p> <p><b>Gymnastics and Fitness: Tuesday</b></p> <p>During these topics we will focus on the following skills:</p> <ul style="list-style-type: none"> <li>• Physical: run, jump, co-ordination, stamina, strength, agility, balance, travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</li> <li>• Social: communication, co-operation, support, work safety, kindness</li> </ul>



# Girton Glebe Primary School Unit of Inquiry

Maple Class (Y1) - Spring 1

		<ul style="list-style-type: none"><li>• Emotional: kindness, perseverance, honesty, independence, determination</li><li>• Thinking: comprehension, creativity, problem solving, reflection, feedback</li></ul>
--	--	--