



# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 2 2020-21

SHAMBLEHURST PRIMARY SCHOOL



# Shamblehurst Curriculum

## Medium Term Planning - Autumn Term

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> <li>• Seek out and enjoy challenges</li> <li>• Collaborate with others</li> <li>• To show commitment and perseverance</li> <li>• To assess themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• To speak clearly and convey ideas</li> <li>• To read and communicate in writing efficiently and effectively</li> <li>• To calculate efficiently and apply skills to solve problems</li> <li>• To use new technologies confidently, purposefully and safely</li> </ul>	<ul style="list-style-type: none"> <li>• To ask questions to extend their thinking</li> <li>• To generate ideas and explore possibilities</li> <li>• To overcome barriers by trying out alternatives or new solutions</li> <li>• To connect ideas and experiences in inventive ways</li> </ul>

<u>Concepts:</u>	Strength	Weakness	Change	Influence
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<p><u>Enquiry Question</u></p>
<p>Do all discoveries start with curiosity?</p>

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p style="text-align: center;"><u>Science</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name different sources of food</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and presenting evidence</li> <li>• Sort things into groups according to own criteria and choose a title for sorting</li> <li>• Record observations over time</li> <li>• Talk about different drawings and charts</li> <li>• Perform a simple test</li> <li>• Ask a simple question and consider how that question could be answered</li> <li>• Make simple measurements</li> <li>• Identify similarities and differences</li> </ul> <p><b>Interpreting results/evidence</b></p> <ul style="list-style-type: none"> <li>• Discuss / talk about their investigations</li> <li>• Make comparisons in the data / observations</li> <li>• Use scientific vocabulary when making comparisons</li> <li>• Explain whether what happened was what they expected and if not why not</li> <li>• Collect data on templates provided</li> </ul> <p><b>Explaining</b></p> <ul style="list-style-type: none"> <li>• Talk about their findings using the science vocabulary related to the key concept</li> <li>• Use diagrams, photos, pictures to show findings in a simple form</li> </ul> <p>Use own observations to suggest why something happened</p>	<p>Link question to working scientifically</p> <p>Having a curiosity to discover new things and work like a scientist.</p> <p>Asking scientific questions.</p> <p>Complete food chains.</p> <p>Identify which dinosaurs were herbivores or carnivores and link this to their diet.</p> <p>Consider how habitat and world at the time of Pangea provided everything the dinosaurs needed to survive.</p>

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<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between equipment that would be available to them in the past compared to know in terms of exploration.</li> <li>• Know how to sequence events</li> <li>• Know how to use primary and secondary evidence to understand what happened.</li> <li>• Know where on a timeline the event happened</li> <li>• Know the significance for explorer that followed them.</li> </ul> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> <li>• Recognise why people did things and why events happened, developing empathy and understanding.</li> <li>• Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources.</li> <li>• Ask and answer questions about the past to find out answers.</li> </ul>	<p>Mary Anning Dinosaur periods of time. Extinction of the dinosaurs.</p>

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<p><b><u>Geography</u></b> Know the names of the world’s 7 continents and 5 oceans and say where they are on a map.</p> <p>Name hot and cold places in the world in relation to the Equator and North and South Poles use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Learn about the supercontinent Pangea.</p> <p>Local walk to discuss human and physical features of our area.</p> <p>Link to Many Anning for geographical language.</p> <p>Locate countries and continents of where dinosaurs would live if they were still alive today.</p>

Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world</p>	<p>Through P4C lessons and discussions about significant individuals in history. Discussions around the concepts of our enquiry – change and influence.</p> <p>Through discussions and learning on World Food Day.</p>	<p>They will record their learning linked to being a global citizen in their enquiry books.</p> <p>Children will be making links throughout the term through the concepts.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p>RE – Christianity:</p> <p>Symbols – Bread as a symbol</p> <p>Journey’s end – The nativity journey</p>	<ul style="list-style-type: none"> <li>• Children can talk about their own responses to journey’s end</li> <li>• Children can identify how different journey’s end in relation to their own lives</li> <li>• Children can explore questions such as When are journey’s exciting? Worrying? What happens if we get lost? Is there always something good at the end of a journey?</li> <li>• Children can identify and talk about different journey’s ends.</li> <li>• Children know the story of Baboushka?</li> <li>• Children recognise the journey’s end of the characters in the Christmas birth narratives and why they are important to Christians.</li> <li>• Children know the story of Mary and Joseph to Bethlehem</li> <li>• Children know the story of the Shepherds</li> <li>• Children know the story of The Magi</li> <li>• Children can compare elements of the stories above and understand the feelings of the characters at the journey’s end.</li> <li>• Children know how Christians remember the journey’s end of the nativity and why this is important to Christians.</li> </ul>	<p>RE books</p> <p>Make bread – World Food Day?</p>
<p>PE -</p>	<p style="text-align: center;"><b>Real PE</b></p> <p style="text-align: center;"><b>PE- Unit 2-Monkey Business &amp; Unit 6 Sammy the Squirrel</b></p> <p style="text-align: center;">Static Balance: Seated/ FUNS challenges &amp; Static Balance: Floorwork</p>	

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	PE- Unit 4 Wendy's waterski challenge & Clowning around Skill- Coordination - Ball Skills & Counter Balance in Pairs	
Art -	To use a range of materials. Drawing, painting and sculpture.  Art and design techniques in using colour, <b>pattern</b> , texture, line, shape, form and space.	
Computing -	To use technology safely and respectfully. Looking after new laptops Logging in and logging off correctly.  Use technology to create, organise and store digital content.	
Geography -	Name and locate seas and continents. Identify seasonal and daily weather of UK compared to rainforest. – Locate Hot and Cold areas.  Use world maps Atlas, and globes.  Understand geographical similarities and difference between UK and a Non-European country. ( world food day!)	



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## English Learning Journey

<p><b>Year 2</b></p> <p><b>English learning journey</b></p> <p><b>Outcome:</b></p> <p>Task: Recount of the event</p> <p>Fact File</p> <p>Short Narrative</p> <p>Poetry</p>	<p><b>Text drivers:</b></p> <p>Driven by an experience – finding dinosaur eggs on the school playground and a visit from the police</p> <p>The Egg - M. P Robertson</p> <p>Flip Flap Dinosaurs – Axel Sheffler</p> <p>How Dinosaurs Really Work – Alan Snow</p> <p>How to Grow a Dinosaur – Caryl Heart</p> <p>Bumpus Jumpus Dinosaur Rumpus – Tony Mitten</p>	<p><b>Key writing objectives from NC:</b></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, roleplay/improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones, learning to spell common exception words, learning to spell more words with contracted forms, learning the possessive apostrophe (singular) [for example, the girl's book], distinguishing between homophones and near-homophones, add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li><li>• sit correctly at a table, holding a pencil comfortably and correctly</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li></ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>• Develop a positive attitude and stamina for writing</li><li>• Consider what they are going to write before beginning</li><li>• Make simple additions, revisions and corrections to their own writing</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li></ul> <p><b>VGP</b></p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li></ul>
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