

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 4 2020 - 2021

SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum

Medium Term Planning - Autumn Term

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

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| <u>Concepts:</u> | Beauty | Change | Diversity |
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| <p><u>Enquiry Question</u></p> |
| <p>One world...Millions of creatures...How on Earth do we sort them?</p> |

Mind-map

Global Neighbour

Looking at us and how we belong to a wider world

Our behaviour, values and attitudes

Climate change and adaption

English

Fantastic Beasts text – non-chronological report

Creature descriptions

Mini documentaries

One world...Millions of creatures...How on earth do we sort them?

Art

Sketching

Water colour painting

Geography

The continents

Weather and climate

Capital cities

Similarities and differences between the UK and a European country

Science

Functions of skeletons and how humans and animals move

The digestive system and teeth

The importance of a healthy diet

Classification

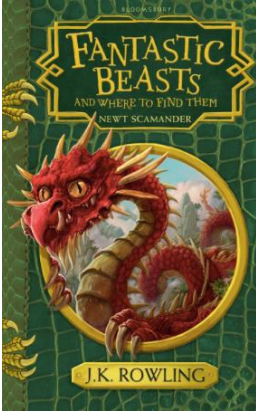
| Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn? | How? What opportunities am I going to give the children so that they can learn? | Outcomes What will the learning look like? How will the learning be recorded? |
|---|---|--|
| <ul style="list-style-type: none"> • Animal skeletons and muscles and how they support protection and movement. • Importance of nutrition, and how its associated with skeletons and muscles. • Describe the simple functions of the digestive system. • Identify the different types of teeth in humans. • The function of body parts. <ul style="list-style-type: none"> • Classification - different animal groups. • Construct and interpret a variety of food chains. • Animal adaptations for living in specific habitats. | <ul style="list-style-type: none"> • Make predictions (skeletons) based on prior knowledge. • Observing changes over time. • Make accurate measurements of those changes. • Analyse a range of results and identifying patterns. • Research and explore <ul style="list-style-type: none"> • Designing a key. • Reasoning • Create enquiry questions that build on prior knowledge and allow further exploration. • Plan and design own enquiry questions relating to their creature. | <ul style="list-style-type: none"> • Creating skeletons for our mythical creatures demonstrating anatomical knowledge. • Make split pin creatures in a group. • Physical exploration of our muscles and how they work. <ul style="list-style-type: none"> • Classification keys to classify our mythical creatures. |

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| <ul style="list-style-type: none"> • Naming and locating the world’s seven continents. Identify key countries in each continent. • Identifying weather and climate - physical geography of countries. • Relational knowledge - Asia and Australia are close to each other, both hot and sticky! Why? • Know where countries are within Europe. • Know the capital cities of Europe and where they are. • Know the similarities and differences between the UK with a European country and explain where there are differences. | <ul style="list-style-type: none"> • Compare different places by responding to and asking questions. • Describe places and landmarks using a range of sources. • Analyse the physical geography of locations. • Combine sources of information to provide a broader picture of a location. • Compare a range of sources to generalise the physical features of different localities. • Create a range of sources that demonstrate an understanding that information about the world can be presented in different ways. • Looking at different maps and identifying places and landmarks. | <ul style="list-style-type: none"> • A1 map displaying real animal’s locations, Newt Scamander’s locations and our own mythical creature’s locations. • Individual maps to display children’s learning. • Fact sheet for given countries - physical geography |

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| <ul style="list-style-type: none"> • Knowing how to mix colours and blend them to create an effect. • Understanding the point of different materials. • Develop a wide range of artistic techniques using colour, pattern, texture, line, shape, form and space • Use and collate ideas through collage. • Draw from a variety of sources. | <ul style="list-style-type: none"> • Describing in detail what the children can see. • Commenting on line, shape, colour, tone and texture. • Clarify and explore ideas by recording first hand observations. • Analysing pieces of artwork as a starting point, as well as their own work. | <ul style="list-style-type: none"> • Frames sketched drawings of their mythical creature. • creating back drop / environment for their creature using colour, put a sketch of their creature on top |

| 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? |
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| <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>Reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world, and consider changes they may make as a result</p> | <p>An animal that is designed with consideration for it's environment and adaptations it has had to make due to climate change.</p> |

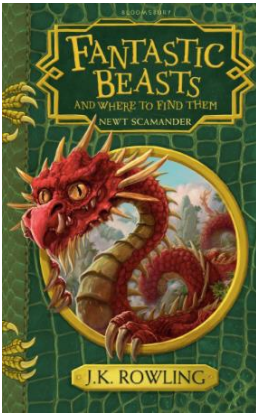
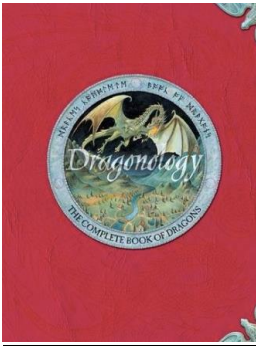
English Learning Journey

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| <p>Year 4</p> <p>English learning journey</p> <p>Outcome:</p> <p>Task: Mini documentaries Audience: General public, peers and parents. Purpose: To inform and entertain</p> | <p>Text drivers:</p>  <p>Steve Backshall and David Attenborough clips, e.g.</p> <p>https://www.youtube.com/watch?v=gr5EWZoCHQ</p> <p>https://www.youtube.com/watch?v=LsCo2xiQd4I</p> <p>https://www.youtube.com/watch?v=ndMKTnSRsKM</p> | <p>Key writing objectives from NC:</p> <p>Spoken language</p> <ul style="list-style-type: none">- listen and respond appropriately to adults and their peers- speak audibly and fluently with an increasing command of Standard English.- gain, maintain and monitor the interest of the listener(s)- select and use appropriate registers for effective communication. <p>Transcription:</p> <ul style="list-style-type: none">- Place the possessive apostrophe accurately in words with regular plurals.- Use the first two or three letters of a word to check its spelling in a dictionary.- Spell words which are often misspelt.- Use further prefixes and suffixes and understand how to add them.- Spell further homophones <p>Composition:</p> <ul style="list-style-type: none">- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing.- Plan their writing by discussing and recording ideas so that writing is clear in purpose.- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.- A wider range of appropriate conjunctions, adverbs and prepositions are used to place, creating cohesion within and between sentences.- Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).- Organise paragraphs around a theme so that narrative and non narratives are paragraphed and related information is clustered logically.- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)- Variation in sentence structure includes simple, compound and complex structures <p>VGP</p> <ul style="list-style-type: none">- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition- Using fronted adverbials and commas after them |
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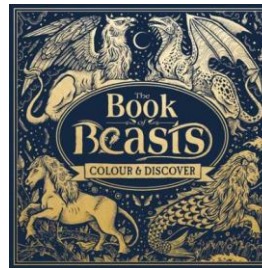
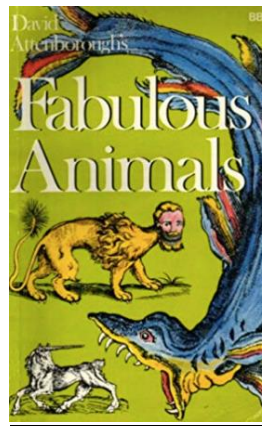
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| | | <ul style="list-style-type: none">- Extend sentences with more than one clause by using a wider range of conjunctions- Possessive apostrophes for regular singular and plural nouns- Possessive pronouns- Use prepositions- Expanded nouns- Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Key reading objectives from NC:</p> <p>Themes and conventions:</p> <ul style="list-style-type: none">- Develop positive attitudes to reading and understanding of what they read- Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings <p>Comprehension:</p> <ul style="list-style-type: none">- Check that the text (video) makes sense to them, discussing their understanding and explaining the meaning of words in context.- Ask questions to improve their understanding of a text (video)- Discuss understanding as it develops and explain the meaning of words in context- Use dictionaries to check the meaning of words that they have read- Retrieve and record information from non-fiction- Use features to locate information, e.g. contents, indices, subheadings- Locate information using skimming, scanning and text marking- Discuss words and phrases that capture the reader's interest and imagination <p>Inference:</p> <ul style="list-style-type: none">- Predict what might happen from details stated and implied based on references to the text <p>Language for effect:</p> <ul style="list-style-type: none">- Identify how language, structure, and presentation contribute to meaning- Discuss how language used has an effect on the reader. |
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| <p>Year 4</p> <p>English learning journey</p> <p>Outcome:</p> <p>Task: Non-chronological report</p> <p>Audience: General public, peers and parents.</p> <p>Purpose: To inform and entertain</p> | <p>Text drivers:</p>   | <p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none">- Place the possessive apostrophe accurately in words with regular plurals.- Use the first two or three letters of a word to check its spelling in a dictionary.- Spell words which are often misspelt.- Use further prefixes and suffixes and understand how to add them.- Spell further homophones <p>Composition:</p> <ul style="list-style-type: none">- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing.- Plan their writing by discussing and recording ideas so that writing is clear in purpose.- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.- A wider range of appropriate conjunctions, adverbs and prepositions are used to place, creating cohesion within and between sentences.- Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).- Organise paragraphs around a theme so that narrative and non narratives are paragraphed and related information is clustered logically.- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)- Variation in sentence structure includes simple, compound and complex structures <p>VGP</p> <ul style="list-style-type: none">- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition- Possessive apostrophes for regular singular and plural nouns- Possessive pronouns- Use prepositions- Expanded nouns- Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. |
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Key reading objectives from NC:

Themes and conventions:

- Develop positive attitudes to reading and understanding of what they read
- Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings

Comprehension:

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text
- Discuss understanding as it develops and explain the meaning of words in context
- Use dictionaries to check the meaning of words that they have read
- Retrieve and record information from non-fiction
- Use features to locate information, e.g. contents, indices, subheadings
- Locate information using skimming, scanning and text marking
- Discuss words and phrases that capture the reader's interest and imagination

Inference:

- Predict what might happen from details stated and implied based on references to the text

Language for effect:

- Identify how language, structure, and presentation contribute to meaning
- Discuss how language used has an effect on the reader.