



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 1 2020-21



Shamblehurst Curriculum – Medium Term Planning – Autumn Term Year One

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> ● Seek out and enjoy challenges ● Collaborate with others ● To show commitment and perseverance <ul style="list-style-type: none"> ● To assess themselves and others ● Explore issues and events from different perspectives 	<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 organise time and resources 	<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 ● To support conclusions using reasoned arguments and evidence ● To plan and research ● To analyse and evaluate

Community	Strength	Identity	Fairness	
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Enquiry Question
Is life always fair?

English

Jack and the Beanstalk - story writing

Begin castle fact writing from non-fiction info

Fact file writing

Details about job roles and job application writing

Zog - design own dragon, descriptive sentences and recording on chatterpix

Global Neighbours

Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues

Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time

Lead Curriculum subject

Science

Distinguish between an object and material from which it is made

Identify and name a variety of everyday materials

Describe the physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Lead Subject 1

History

Sorting artefacts

Generating questions (KWL)

Chronological ordering linked to self

Ordering objects Clothing

Castle intro- features and layout- changes over time

Roles within castle life

Create coat of arms- to represent own family

Hobbies and past times in

Weaponry

Focus

Is life always fair?

Lead Curriculum subject 3

DT


Jack and the beanstalk - sliders for different characters

Moving drawbridge

Making new beanstalk - thinking of different joining techniques

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><u>History</u> -Changes within living memory -Events beyond living memory that are significant either nationally or globally -Lives of significant individual who have contributed to national/international achievements. (comparison) Edward III (King of England and lord of Ireland 1327-1377) battles? Richard II (king of England from 1377-1399) Significant historical events/people and places in own locality. -They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p><u>Historical Enquiry</u> -Sort artefacts into 'then' and 'now' -Ask and answer questions related to different sources and artefacts.</p> <p><u>Chronology</u> -Sequence events and artefacts into a chronological order. -Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.</p> <p><u>Historical Knowledge</u> Use a range of sources to find out about significant people and why they did things in the past.</p> <p><u>Historical Interpretation</u> Begin to identify different ways to</p>	<p>The text driver 'Jack and the Beanstalk' will be used to introduce children to castles through fairy tale story telling. - CONCEPT link Fairness</p> <p>Artefact box filled with 'castle life objects' and a teacher 'in role'. They will develop searching questions about the artefacts to lead onto further learning. (KWL) Children will sort artefacts into past/present, promoting discussion.</p> <p>Opportunities to develop an understanding of chronological events- linked to self (CONCEPT Identity) Creating a simple class timeline with events that are relevant to the children.</p> <p>Rich fiction/ non fiction texts and class guided reading texts will be used to broaden the children's understanding of castle life. Castle vocabulary building activities- in preparation for later learning.</p> <p>Trip to Portchester castle with a 'Discovery tour'.</p> <p>Children discover the roles of people that make up the community within a castle settlement – the children will learn about the job roles people had and apply for their own role with a job application ready for the medieval banquet. Compare facts and information about people</p>	<p>Link to DT, English journey in enquiry books</p> <p>Seesaw evidence- photographs</p> <p>Class timeline</p> <p>Vocabulary building evidence in enquiry books and on Seesaw</p> <p>Experiencing castle life Recount of the school trip using time conjunctions</p> <p>Interviews for job roles lead by significant person- TBC Medieval banquet with children in role Writing fact files</p>

<p>represent the past using photos, stories, ICT, drama, timelines, drawing. -Use stories to distinguish between fact and fiction.</p>	<p>from medieval times- what is a source? Photographs/drawings Artefacts People in role – hot seating a character/personality from the times.</p>	
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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>Science NC Science KS1 learning objectives: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment ● performing simple tests ● identifying and classifying <ul style="list-style-type: none"> ● using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions. <p>Everyday materials (Year 1) Pupils should be taught to: Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Looking at weaponry through information texts and online historical videos- catapults. Possible look at artefacts of shields.</p>  <p>Children to become scientists and conduct their own investigations about materials. focussing on -properties -materials -planning an investigation -investigating -reviewing and concluding.</p>	<p>Children will be confident to talk about their investigations, asking questions and sharing their knowledge.</p> <p>Children will record the processes of their investigations using Seesaw and in their enquiry books.</p> <p>Children will make their own weapons in an independent learning challenge applying the knowledge they have learnt. (CONCEPT link Strength)</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>DT</p> <p>Design</p> <ul style="list-style-type: none"> • Name what they are designing and making • Give a purpose for their product • Understand the difference between a picture, photo and a design • Name the key components in their design and follow a simple design criteria • Explain simply how their product will work • Use what they know about materials to shape <p>Make</p> <ul style="list-style-type: none"> • Name a range of different tools and equipment • Name different materials and understand their key components • Know and understand the safety rules for the different tools/equipment they will be using • Know the correct measuring implement and how to use it to mark out and measure the equipment • Know how to add a simple lever and/or slider to their product • Fold, tear and cut papers and card. • Cut along lines, straight and curved • Use a hole punch • Use simple pop ups • Investigate temporary joining – fixed and moving • Join appropriately for different materials and situations – using glue, tape etc • Explore and use a wide range of different materials according to their characteristics. • Explore different ways of finishing their product <p>Evaluate</p>	<p>Sliders</p> <p>Look at a variety of sliders and materials used eg card, lolly sticks, sellotape, glue.</p> <p>Children explore the sliders and talk in pairs or groups about what they can see and how the slider works.</p> <p>Look at the book (Jack and the Beanstalk) to discuss what could slide down the beanstalk.</p> <p>Jack, Giant, golden goose, harp, coins</p> <p>Children design the characters and record what they will need e.g card, glue, sellotape.</p> <p>Using the design plan, in pairs, children make their characters for the slider, make their setting background for Jack and the Beanstalk. Add a castle at the top. Make the slits.</p> <p>Use their sliders and story settings to retell the story of Jack and the Beanstalk. Discuss how well the sliders work.</p> <p>Draw Bridges</p> <p>Following the trip to Portchester Castle look at photos and videos of working drawbridges.</p>	<p>Children use Seesaw to take a photo of their sliders and drawbridges. Explain how they made it.</p> <p>Children will use the sliders to act out the story of Jack and the Beanstalk.</p> <p>Use the drawbridges in their imaginative play.</p> <p>Children will peer assess and use comments such as:</p> <ol style="list-style-type: none"> 1. 'I liked the way you..' 2. 'My eye was drawn to..' 3. 'What jumped out was...'

<p>Make simple judgements about their product against the design criteriaAsk and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</p> <p>Technical knowledge</p> <p>Know and use the correct vocabulary for the products they are making</p> <p>Know simple characteristics of materials and their components</p> <p>Know what a simple slider is.</p>	<p>In groups of 4 children, children to design their drawbridge including what they will need. Label the design. Talk about how their product will work.</p> <p>Make drawbridges in groups following the design.</p> <p>Evaluate if the drawbridge works. What could be improved?</p>	
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<p>Key Learning From main trunks – Global Neighbours What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</p> <p>Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time</p>	<p>TBC The children will take part in P4C lessons throughout the course of a week</p>	<p>TBC There will be a whole school outcome based around the</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p>Art -To use a range of materials creatively to design and make products. -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>Drawing</u> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt, tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media.</p> <p>Lines & marks name, match and draw lines/marks from observations, invent new lines, draw on different surfaces with a range of media. Shape observe and draw shapes in between objects, invent new shapes.</p> <p>Tone investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Texture- investigate textures by describing, naming and rubbing, copying.</p> <p><u>3D</u> Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form-Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable material e.g. build a textured tile</p>	<p>Children will explore sketching and drawing skills. Drawing self-portraits to be displayed on coat of arms. Exhibition of coat of arms to show our identities - In hedge end library and Dart Centre week beginning 10th Feb</p> <p>Linked to English text driver- Zog Children will sculpt their own dragon out of clay</p>

<p><u>Geography</u> <u>Locational knowledge</u> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Geographical skills and fieldwork</u> -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Name and locate the four countries which make up the UK Make a simple map using a key with basic symbols</p>	<p>Through historical enquiry children will become knowledgeable about 4 castles based in the four countries of the UK. They will be able to place them onto the class map. (these will be represented in non-fiction information sheets for children to compare features of castles)</p> <p>Use aerial photographs/google maps to explore focus castles</p>	<p>Children can talk about the Castles on the maps in class room. Evidence in books.</p> <p>Children 'make' a map using aerial photographs-Seesaw.</p>
<p><u>RE</u> <u>Remembering-Passover</u> Intended learning outcomes: Children will be able to: Step 1 describe in simple terms what <i>remembering</i> means Step 2 simply describe ways in which Jews <i>remember</i> the Passover story Step 3 simply describe the value/importance of <i>remembering</i> Passover for Jews Step 4 simply describe their own responses to <i>remembering</i> in their own experience Step 5 simply describe ways in which <i>remembering</i> can be applied to their own and others' lives.</p> <p><u>Welcoming -Palm Sunday</u> Children will be able to:</p>	<p><u>RE</u> on RE plans</p> <p>Online Zoom meeting with Rabbi for Passover meal</p>	<p>Evidence on display and in RE books and Seesaw</p>

<p>Step 1 describe in simple terms the concept of <i>welcoming</i></p> <p>Step 2 simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today Step 3 evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday</p> <p>Step 4 describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i></p> <p>Step 5 simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.</p>	<p>Interactive lessons, including drama.</p>	
<p>P4C Debate</p>	<p>Class discussion unpicks what is important to us as individuals, age, likes, dislikes, family, hobbies.</p> <p>Following the SCARF planning- including class discussion, videos, resources and stories to stimulate discussion around the focus for each week.</p>	<p>Do you have to be brave to be a knight? Can a mouse be courageous? Are boys stronger than girls? Who are the bravest boys or girls? Is it fair that girls could not be knights? (Paperbag Princess text) -Explore class segregation -Debate fairness of traditions from the middle ages vs now? Use photographs/stills/texts as hooks for debate.</p>

<p>PHSE</p> <p>1. Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <ul style="list-style-type: none">● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.● Identify things they could do as a baby, a toddler and can do now;<ul style="list-style-type: none">● Identify the people who help/helped them at those different stages.● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);● Understand and explain the simple bodily processes associated with them.● Identify parts of the body that are private;	<p>Using Scarf lesson plans including interactive resources</p> <p>Children will be labeling the body parts and talk about their functions - Virtual t-shirts for children</p>	<p>Children will draw pictures of then and now when needing the toilet</p> <p>Photos of virtual t-shirt body parts</p>
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<ul style="list-style-type: none"> ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts ● Understand some of the tasks required to look after a baby; <ul style="list-style-type: none"> ● Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 2. Understanding healthy relationships ● Explain the difference between a secret and a nice surprise; <ul style="list-style-type: none"> ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ● Understand and learn the PANTS rules; ● Name and know which parts should be private; ● Explain the difference between appropriate and inappropriate touch; <ul style="list-style-type: none"> ● Understand that they have the right to say “no” to unwanted touch; ● Start thinking about who they trust and who they can ask for help. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; 	<p>Children discuss three different stages of growing - baby, toddler and now.</p> <p>Children will talk about the difference between the three stages when it comes to needing the toilet.</p> <p>Children will be able to talk about what babies need and don't need.</p> <p>NSPCC website - PANTS resources for schools</p>	<p>Sort pictures of what babies need</p>
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<ul style="list-style-type: none">• Give and receive positive feedback, and experience how this makes them feel.	<p>Children will understand the difference between unkind, tease and bullying</p> <p>Circle time</p>	<p>Children will be given different scenarios and they will be able to identify the difference between the words</p>
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Year 1

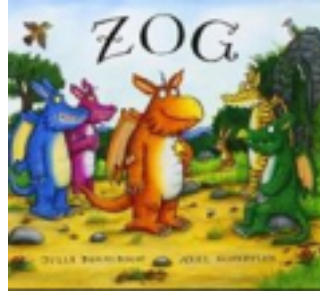
English learning journey

Outcome:

Design their own dragon

Record descriptive sentences on 'Chatterpix'

Text driver:



Key writing objectives from NC:

Transcription:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words taught in this phase
- **Use -ing, -er and -ed, where no change is needed in the spelling of root words (Phase 2)**

Composition

- Say out loud what they are going to write about
- Write a simple sentence starting with a noun/proper noun

VGP

- Leave spaces between words
- Use capital letter for names
- **Write a compound sentence using the coordinating conjunction 'and' (Phase**

Key reading objectives from NC:

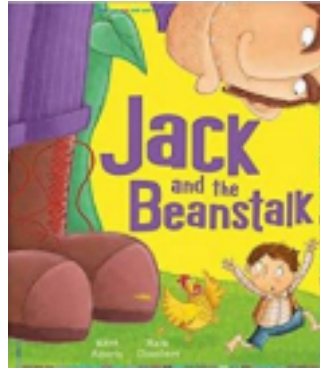
Year 1

English learning journey

Outcome:

Writing the end of the Jack and the Beanstalk story

Text driver:



Key writing objectives from NC:

Transcription:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words taught in this phase
- **Use -ing, -er and -ed, where no change is needed in the spelling of root words (Phase 2)**

Composition

- Say out loud what they are going to write about
- Write a simple sentence starting with a noun/proper noun

VGP

- Leave spaces between words
- Use capital letter for names
- **Write a compound sentence using the coordinating conjunction 'and' (Phase**

Key reading objectives from NC:

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.