

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year 2
2020-21

SHAMBLEHURST PRIMARY SCHOOL

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Shamblehurst Curriculum

Medium Term Planning – Term

Year 2

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● 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

Concepts:	Hopes & Dreams	Equality	Empathy	Choice
	Taking risks	Class		Driven by our intentions

Enquiry Question
What takes us on a journey?

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Mind-map

Global Neighbour:

Where in the world are our families?

Rich and poor countries.

People travelling for different reasons - imbalance of class and opportunity. (Equality)

Refugees - The Journeys they make.

Where have they come from? Where are they going?
Why?

English:

Journey (picture book) - fantasy/description writing, postcard from family members, write back to them. (Pre-teach)

Letters home - description of place/habitat, comparison of Antarctica to home -

Recount of Titanic museum trip

Writing from a point of view of someone on the Titanic (different classes)

Non-fiction/factual writing - How did they (Florence Nightingale, Mary Seacole) make a difference?

Enquiry question: What takes us on a journey?

Lead Curriculum subject 2:

Geography:

Locational knowledge

Place knowledge

Comparing a small area of the UK with Non-European country.

Hot and cold climates.

Take part in simple field work - Devise a map with a key.

Lead Curriculum subject 1: History

Significant individuals - Shackleton, Scott, Florence Nightingale, Mary Seacole.

Significant local events beyond living memory - The sinking of Titanic.

Building a sense of Chronology. - ordering events in time.

Using time specific vocabulary.

Changes within living memory. - Transport.

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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>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Understands why some people in the past did things.</p> <p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Estimates the ages of people by studying and describing their features.</p> <p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Learn about the Journeys of Shackleton and Scott - Arctic expeditions - What was it like? Why did they carry out those journeys? Self discovery.</p> <p>Titanic museum - trip - immersion in the facts of the events.</p> <p>Titanic day. - become a passenger.</p> <p>learning about class system - 1st, 2nd and 3rd passengers experiences.</p> <p>The voices of Titanic - looking at the journey from different points of view.</p> <p>Learning about significant individuals (Mary Seacole, Florence Nightingale) discussing why they went on a journey to help others.</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, read letters from Antarctica. - The last polar bears, Letters to daniel.</p> <p>Postcards from family members.</p> <p>Descriptive writing of a new world.</p> <p>Order pictures of events.</p> <p>plots a timeline.</p> <p>Add to the classroom timeline to build a sense of chronology.</p> <p>Recount of events</p> <p>Photographs of Titanic day. - Speech bubbles from children about their thoughts and experiences of the day.</p> <p>Dairy from a passenger of their choice point of view.</p> <p>Fact file - How did they make a difference</p> <p>Making a Journey for others. - Empathy concept.</p>

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<p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</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>Name and locate the worlds continents and oceans.</p> <p>Name and locate the four countries which make up the UK.</p> <p>Use simple compass directions and locational language.</p> <p>Make a simple map using a key with basic symbols.</p> <p>Locational knowledge name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Learning about where in the world our families come from. Pin point the places on a world map.</p> <p>Comparison between the place we live and where our family members live/came from. What is the change in climate?. Link to refugees.</p> <p>Southampton - Antarctica comparison - link to habitats.</p> <p>Choose 1 family to focus on as a contrasting non-European country to compare.</p> <p>Learn about Ernest Shackleton and his Journey to cross Antarctica. - Plot where he went on a map.</p> <p>Comparing the climate - considering the conditions</p> <p>Learn about human and physical geography - the north and south poles.</p> <p>Plot the route the Titanic took on a map. Link to computing - algorithms.</p>	<p>Postcards/letters home. Class world map with all the pin points on.</p> <p>Comparison writing between Southampton and Antarctica.</p> <p>Photographs and mind maps or comparisons..</p> <p>Letter home (Ernest Shackleton) to describe the conditions and the treacherous journey.</p> <p>Use position and directional language in maths to help children create and plot their only simple map a key. North, south, East, West.</p> <p>Computing unit - Algorithms and coding.</p>

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<p>Geographical skills and fieldwork 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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Fieldwork - Devise a simple map; and use and construct basic symbols in a key 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>		
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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>Ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global issues</p> <p>Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice</p>	<p>Asked parents to provide postcards/ letters from family members from across the globe discussing what it is like and why they moved?</p> <p>Refugees - Looking back to last terms work - Recap of the book “ My name is not Refugee”</p> <p>Comparing Southampton with a non-European country. - Opportunities.</p> <p>Voices from the Titanic. - Experiences of different people from different classes on board the ship and why they were making their journey.</p>	<p>Postcards back to family members across the world.</p> <p>Refugee week outcomes. Letter welcoming a refugee.</p> <p>Comparison of place. - Pictures and venn diagrams.</p> <p>Produce a diary from the point of view of a passenger.</p>

Learning opportunities

NC Subject - objectives.	Skills/Knowledge - How?	Outcomes - What does it look like?
<p>RE – Christianity:</p> <p>Change</p> <p>Step 1 identify and talk about different types of <i>change</i> in their experience</p> <p>Step 2 identify how their responses to <i>change</i> affect their lives</p> <p>Step 3 identify and talk about the meaning of <i>change</i> and different types of <i>change</i></p> <p>Step 4 recognise that Christians believe that Jesus <i>changes</i> some people’s lives</p> <p>Step 5 talk about why the idea of Jesus being able to <i>change</i> people is important to Christians and identify an issue raised.</p>	<p>Sequence of activities:</p> <p>Step 1 – Communicate: <i>What is our experience of and response to change?</i></p> <p>In pairs, children talk about anything they have noticed changes. Teacher scribes children’s ideas on board. <i>Has anything about them changed?</i> Eg: could not ride a bike before, but can now, could not write their name before but can now, used to be scared of dogs before but not now. Sometimes people can change their ideas. Read story to illustrate change – discuss. <i>How do you feel about change?</i></p> <p>Discuss. Draw a picture and annotate change in their own lives.</p> <p>Step 2 – Apply: <i>How does change affect us?</i></p> <p><i>Is there anything you would like to change?</i> It could be about yourself, change something in the school, change something in the world. Discuss ideas. Record simply the change you would like to make. <i>Are changes always good? Can some changes make you feel sad or scared?</i> Draw two pictures – one before and one after, either a bad or a good change.</p> <p>Step 3 – Enquire: <i>What does change mean?</i></p> <p>Pupils brainstorm as a class the meaning of change and the different types of change, eg: in nature, in people, in weather, in attitudes in</p>	

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	<p>ideas, in computers. Create a display and pupils add pictures and annotate (teacher scribes, if necessary).</p> <p>Step 4 – Contextualise: <i>What stories do Christians have about Jesus changing people?</i></p> <p>Use a persona doll as a Christian to explore some Christian stories. Tell some stories about Jesus changing people’s lives:</p> <ul style="list-style-type: none">- <i>Zacchaeus</i> (Luke 19:1–10). Role play story – <i>What happened that changed for Zacchaeus? How did Zacchaeus feel before and after? What made Zacchaeus change?</i> Scribe children’s ideas on paper. Respond by: paper divided in two – use colours to represent Zacchaeus before/after, or write own story or diary entry, or sequence pictures as appropriate.- <i>Jairus’ daughter</i> (Matthew 9:18, 19:23–26, Mark 5:22–24, 35–43, Luke 8:41, 42, 49–56). <i>What part of the story do you think is the most important? Why? How do you think Jesus did this? How did the father feel before and after? What do you think the people watching thought? How did they change?</i> Open discussion. Role play story. Respond using musical instruments to represent before and after. Draw picture from the story/sequence four pictures/write story in own words/write story as a group/paint story in group/make a <i>thank you</i> card or letter from the little	<p>Creating a poem for what happy and sad means to them.</p>
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<p>Sadness to happiness - The Easter Story</p> <p>Step 1 talk about their own experiences of <i>sad</i> then <i>happy</i></p> <p>Step 2 identify feelings of <i>sadness/happiness</i> in different situations and for different people</p> <p>Step 3 identify and talk about the</p>	<p>girl/write letter.</p> <ul style="list-style-type: none">- <i>The blind man</i> (John 9:1–34). Reflect and respond to story. <i>What change happened? What did the blind man feel and think before? What did he think after?</i> Discuss. Pupils act out the story, sequence pictures, etc. <p>Step 5 – Evaluate: <i>Why are these stories important for Christians?</i></p> <p>Discuss why pupils think these stories are important to the persona doll and other Christians. Briefly retell or act out each story but without any change occurring. <i>What difference would that make? How would people feel about Jesus if He could not change people? What do you think Christians think about the way Jesus changed people’s lives?</i></p> <p>Pupils complete a speech bubble on a picture of the persona doll (or a Christian) which says <i>“The idea of Jesus changing people is important because</i></p> <p>Step 1 – Communicate: <i>When have I been sad then happy?</i></p> <p>Use <i>Badger’s parting gifts</i> as a starting point. Discuss feeling sad then happy. Circle time activity/discussion. Use sad/happy music for reflection. <i>When do I feel sad then happy? What changes my mood/feelings?</i></p>	
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<p>concepts of <i>sadness</i> and <i>happiness</i></p> <p>Step 4 recognise how <i>sadness</i> and <i>happiness</i> are significant in the Easter story</p> <p>Step 5 talk about the importance of the feelings of <i>sadness</i> and <i>happiness</i> to Christians when they remember the Easter story.</p>	<p>Pupils draw and annotate “<i>I was sad when ...</i>”, “<i>then I was happy because ...</i>”.</p> <p>Step 2 – Apply: <i>What different things make people sad then happy?</i></p> <p>Use different scenarios to explore different responses to different situations. Discuss – <i>do different things make us sad then happy? Are there some things that can make everyone sad then happy?</i></p> <p>Step 3 – Enquire: <i>What is sadness and happiness?</i></p> <p>Pupils share and collate ideas and words associated with <i>sad</i> and the same for <i>happy</i>. Pupils describe <i>sad</i> in a picture, a poem or a gesture. Ditto <i>happy</i>. Pupils write description “<i>sad means ...</i>”; “<i>happy means ...</i>”</p> <p>Step 4 – Contextualise: <i>What are the sad and happy parts of the Easter story?</i></p> <p>Tell a simple version of the Easter events – from Garden of Gethsemane to the women finding the tomb empty. Pupils act out the story. Play music to illustrate the changing moods Pupils create a frieze or storyboard or sequence pictures. They place or at appropriate parts of the story. Explain how Christians remember the sad parts of the story through sad music/pictures and no decorations in Church, then happy parts – happy hymns, decorations, feasting.</p>	
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	<p>Step 5 – Evaluate: <i>Do we think it is important for Christians to feel sad then happy at Easter?</i> <i>Do you think that it is important for Christians to remember the sad bits and the happy bits? Why/why not?</i> <i>What if they only remembered the sad bits? How would they feel?</i> <i>Is the happy part of the story important to Christians? Why/why not?</i></p>	
<p>PE</p>  <p>Level 3</p> <ul style="list-style-type: none">• I have begun to challenge myself.• I know where I am with my learning. <p>Level 2</p> <ul style="list-style-type: none">• I try several times if at first I don't succeed.• I ask for help when appropriate. <p>Level 1</p> <ul style="list-style-type: none">• I can work on simple tasks by myself.• I can follow instructions and practise safely.	<p>Real PE Unit 1 - Coordination - FUNS station 10 Static balance. - FUNS station 1</p>	

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 <p>Level 3</p> <ul style="list-style-type: none"> • I am happy to show and tell others about my ideas. • I show patience and support others listening carefully to them about our work. <p>Level 2</p> <ul style="list-style-type: none"> • I can help, praise and encourage others in their learning. <p>Level 1</p> <ul style="list-style-type: none"> • I can work sensibly with others, taking turns and sharing 	<p>Real PE Unit 2 - Dynamic Balance - FUNS station 6</p> <p>Static balance (Seated). - FUNS station 2</p>	
<p>Art To use a range of materials. Drawing, painting and sculpture.</p> <p>Art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To learn about LS Lowery who was an artist in the early 1900s.</p> <p>Experiment with sculptures.</p>	<p>Match stalk men - recreate a piece of artwork in the style of LS Lowery.</p> <p>Create free standing match stalk men.</p>
<p>Computing - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information</p>	<p>Programme a beebot to follow a planned route.</p> <p>Work with a partner to follow each others routes.</p> <p>Fix problems in the algorithm if the beebot does not follow the correct route.</p> <p>Seesaw home learning.</p> <p>Internet safety discussion - class assemblies.</p>	<p>Videos recorded on seesaw of partner. group work.</p> <p>Bee Bot mats with route plotted.</p> <p>Recordings of routes and where they have been debugged in enquiry books.</p>

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<p>technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>What is and isn't okay to share online.</p> <p>PSHE Scarf</p>	
<p>Science: Materials and forces.</p> <p><u>Forces</u></p> <p>Things can move in different ways.</p> <p>Larger masses take bigger pushes and pulls to move or stop them.</p> <p>Bigger pushes and pulls have bigger effects</p> <p><u>Working Scientifically.</u></p> <p><u>Ask questions</u></p> <p>Scientific enquiry to answer questions. observing changes over time Noticing patterns Grouping and classifying things Carrying out simple comparative tests Finding things out using secondary sources of information Communicate their ideas in a variety of ways.</p> <p><u>Materials</u></p>	<p>Taught through PE - Throwing and catching of different size balls.</p> <p><u>Penguin experiments - using planning model.</u></p> <p>“ Which materials is best to keep the penguin from melting”</p> <p>Insulators and conductors.</p> <p>Choosing materials for penguin experiment.</p>	<p>Choosing appropriate materials to build our ship.</p>

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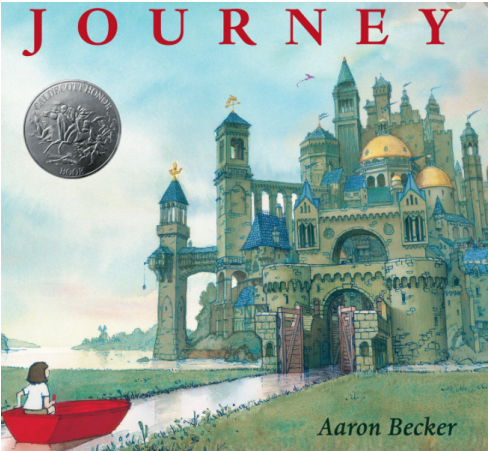
<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Describe the importance of exercise, a balanced diet and hygiene for humans</p>	<p>Design, plan, build and make and evaluate an unsinkable ship.</p> <p>Experiment through a blocked PE week - Children plan a test and evaluate it as a group.</p> <p>“ How can we find out who is the fittest?”</p>	<p>Planning model for science - groups plans on flip chart paper and photographed for books.</p>
<p>DT Design design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Make, select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components,</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms.</p>	<p>Design an appealing and functional product.</p> <p>Design an unsinkable ship: generate and develop ideas through drawings and communication.</p> <p>Make – a junk model ship. - use a range of tools to cut, join and shape materials.</p> <p>Select from a wide range of materials.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate – evaluate against a design criteria.</p> <p>Build structures, explore how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms (for example levels, sliders and axels)</p>	<p>Experiment - who’s ship will float? Who’s ship will sink?</p> <p>Evaluation of materials used and what does and doesn’t work - purpose/use.</p> <p>Group work - Will make two ships.</p>

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	Improve their designs and build again. - Ready to test.	
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English Learning Journey

<p>Year group & number of lessons: Year 2</p>	<p>Main text: Journey - Aaron Becker Parallel texts: Quest and Return.</p>	
<p>Purpose: To entertain. To inform</p>	<p>Audience: parents.</p>	<p>Form: a descriptive piece,</p>
<p>Key Vocabulary:</p> <p>Concepts: hopes and dreams choice empathy equality</p> <p>capture. journey adventure vehicle. experience wonder</p> 	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> · Spell by using alternative phonemes · Spell CEW · Common suffix rules for ed and ing. <p>Composition</p> <ul style="list-style-type: none"> · Planning · Organise ideas · Sequence sentences. <p>VGP</p> <ul style="list-style-type: none"> · Expanded noun phrases – adjectives. · Conjunctions for coordination (and, because) · Full stops, capital letter (including names), · Question marks · Begin to use an exclamation mark · Consistent use of tense. <p>Handwriting</p> <ul style="list-style-type: none"> · Correct size and orientations · Joining some letters. · Ascenders and Descenders. <p>Key reading objectives from NC:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> · Listening to, discussing and expressing views of new stories · Participate in discussions about books <p>Explain their understanding of books they have listened to</p> <ul style="list-style-type: none"> · Learn topic specific vocabulary <p>Comprehension</p> <ul style="list-style-type: none"> · Selecting and retrieving information from texts · Clarify and discuss new vocab · Make inferences about a character's thoughts and feelings. 	<p>The children will create a world where they wish to travel to.</p> <p>Focusing on our enquiry question “ what takes us on a journey”</p> <p>The children will focus on the little girl in the book Journey by Aaron Becker. They will see what she creates with the crayon and the vessels which are needed to explore a new, wonderful world.</p> <p>The children will write to entertain a reader describing the vessel they want to travel in and where it will take them using their 5 senses.</p>

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	<ul style="list-style-type: none">. Make plausible predictions based on what they already know.. Make meaningful links between stories they are reading.	
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<p>Year group: Year 2</p> <p>What takes us on a journey?</p>	<p>Main text: Ice trap – Shackleton’s incredible expedition.</p> <p>Dear Daniel - Letters from Antarctica.</p> <p>Lost and Found - Oliver Jeffers (Guided reading)</p> <p>The penguin who wanted to find out - Jill Tomlinson. (Guided reading)</p>	
<p>Purpose: . To empathise. To inform. To entertain</p>	<p>Audience:</p>	<p>Form: A postcard, letter home, fact file, instructions, diary entry.</p>
<p>Language: Stowaway, bitter, expedition, powerfully, bellowed, roaring his anger, imperial Trans-Antarctic, Endless ice white fields, weaving, charging, vast jigsaw of ice, stuck fast, plummeted, powerless, striven, unplanned, unwanted, fearful, dreadful, darkness, ominous moans, restlessly, cheerfulness, optimism, wrinkled skin, heaved, buckled, splintered, cracked, fingers of ice, helpless, anxious, torturous,, marching, dragging, salvaged, upended, zig zags, rages, fidgety, treacherous, necessitates, hoarded, crushed, lurched,</p>	<p>National Curriculum coverage (Reading, Writing & Spoken Language):</p> <ul style="list-style-type: none">● Making inferences and predictions linked to own experiences.● Understand the effects of different words and phrases.● Suffixes - ing, ed, ly, ful and less.● Hot seating, freeze framing and conscious alley. – developing a viewpoint.● planning writing● Making simple addition, corrections and revisions.● Consider what they are going to write by planning or saying out loud.● Use a range of sentence types and punctuation. - Exclamatory sentences.● Expanded noun phrases.	

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- Conjunctions.
- Imperative verbs, Adverbs

Original english journey edited to fit with home learning

5 x weeks of separate writing tasks for parents to follow at home.

11.01.21 - Week 2 Postcard home

18.01.21 - Week 3 Letter describing the conditions in Antarctica.

25.01.21 - Week 4 - Diary entry - empathy

01.02.21 - Week 5 - Fact file Shacklton recount of events.

08.02.21 - Week 6 - Instructions - What to pack for an expedition to the south pole.