



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 4 2020 - 2021

SHAMBLEHURST PRIMARY SCHOOL



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:	Identity	Influence	Tradition
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Enquiry Question
<p>What does it mean to be strong?</p>

Mind-map

Global Neighbour

Consider the impact of faith in people's lives

Explain how the lives of people in different countries are connected

Reflect and respond to global issues

English

Recount

Letter

Newspaper report

What does it mean to be strong?

Geography

Key cities and towns in Roman Britain

Comparing climates

Map skills

History

Overview of the Romans

Anglo-Saxons

Picts/Scots

Vikings

DT

Design, make, create & evaluate a piece of jewellery based on Viking designs.

Use a variety of materials to create depth & texture.

Create an Anglo Saxon Shield.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>
<ul style="list-style-type: none"> • To know who the Romans were. • Know and understand the term Empire and know where the Roman Empire began and how it expanded. • Know about the key features of Roman life (their houses, mosaics, the food they ate, roman entertainment – baths, gladiators) • Know about the Romanisation of Britain. • Know and understand the terms BC and AD. • Know and understand the term ‘chronology’ and the concepts of continuity and change. • Know why the Romans left Britain in 410AD. • Know who the Anglo Saxons and Scots were and why they invaded Britain. • Know what life was like in a Saxon settlement. • Know about the Anglos Saxon laws and justice system. • Know who the Vikings were and why they invaded Britain from 787 Ad until 871 AD. • Know about the Viking raid on Lindisfarne in AD793. • Know about Viking life and mythology. • Know who Alfred the Great was and his resistance to Viking invasions. • Know who Edward the Confessor was and how he became king. • Know who the contenders to the throne were in 1066. 	<ul style="list-style-type: none"> • Analyse sources for information about the Romans. • Examine maps. • Identify key towns, cities & roads. • Use and evaluate sources of information, including ICT, to find out about events, people and changes. • Plotting events chronologically on a timeline. • Look at primary and secondary sources. • Generate questions. • Identify different ways in which the past is represented and interpreted. • Identify and describe reasons for and results of historical events, situations and changes in the period studied. • Place events, people and changes into correct periods on a timeline. 	<ul style="list-style-type: none"> • Produce a mindmap summarising Roman civilisation in Britain. • Create a piece of Viking jewellery. • Create a timeline of events. • Design & Create an Anglo-Saxon Shield. • Create an Acrostic poem.

- Know about the Battle of Hastings.

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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>
<ul style="list-style-type: none"> • Understand how they can develop their own design criteria and use these to inform their ideas. • Know the difference between prototypes and pattern pieces and use in the design process • Name and explain the difference between each design element – annotated sketches and exploded diagrams • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Name a range of materials and components which are suitable for the task and explain their choice according to their function and aesthetic qualities. • Know that they have to order the stages of making for it to be successful. 	<ul style="list-style-type: none"> • Examine historical designs of Shields and evaluate what makes them successful and effective. • Sketch a variety of designs focusing on symmetry. • Explore the use of colour. • Commenting on line, shape, colour, tone and texture. 	<ul style="list-style-type: none"> • Individual shields painted based on Anglo-Saxon designs. • Piece of Viking jewellery made from clay.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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>
<ul style="list-style-type: none"> • Know the similarities and differences between the UK with a European Country. • To understand the physical features and climate of Britain. 	<ul style="list-style-type: none"> • To use maps and atlas to locate countries. • Identify key Roman cities on a map. • To examine primary sources. 	<ul style="list-style-type: none"> • Classroom map showing the movement of people across Europe.

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?
<ul style="list-style-type: none"> • Reflect on the relevance of faith in people’s lives and consider the impact it has on the lives of believers with regard to injustice • Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world • Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time 	<ul style="list-style-type: none"> • During history discuss the impact of tradition on Anglo-Saxon and Viking lives. • During PSHE examine the lives of other children and define the similarities and differences. • In class assemblies discuss different global issues. 	<ul style="list-style-type: none"> • Exploration of the importance of different traditions recorded in Enquiry books.

Learning opportunities

NC Subject - objectives.	Skills/Knowledge - How?	Outcomes - What does it look like?
RE	<p>Spring 1: Concept – Myth - Myth</p> <ul style="list-style-type: none"> ● Children can describe the meaning of the concept -myth ● Children understand the difference between a myth and a story ● Children understand that myths reveal beliefs and values within all religions ● Children know the myth of Adam and Eve/Noah and the Flood-Christianity ● Children know the myth of Krisna and the Serpent- Hindu ● Children can describe which myths reveal the beliefs and values in Christianity and Hinduism. <p>Spring 2: Concept Ritual – Paschal candle</p> <ul style="list-style-type: none"> ● Children can describe the meaning of the concept – ritual. ● Children can describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus. ● Children know the story of the women visiting the tomb of Jesus and finding that He was not there. 	<ul style="list-style-type: none"> ● Opportunities to explore different texts discussing myth. ● Make links to prior learning and see the connections between previous units. ● Children can consider what they think is important about myths from a Christian perspective ● Children to describe their own response to myth ● Children reflect on how myth can be applied to their own lives ● Children can consider what they think the most significant/important part of the ritual and why? ● Children to describe their own responses to rituals within their own lives. ● Children to reflect on how rituals affect our lives – are rituals always pleasant?
PE	<ul style="list-style-type: none"> ● How to balance in different ways. ● Coordination and ball skills ● Sending and receiving a ball ● Counter balancing 	<ul style="list-style-type: none"> ● Practice skills with a variety of different apparatus ● Explore the use of body parts to help with balancing in different positions.

		<ul style="list-style-type: none">• Use a variety of collaborative games to build skill and confidence.• Work in small teams.
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Year 4

English learning journey

Outcome 1:

Task: First Person Recount

Audience: Peers

Purpose: To entertain

Outcome 2:

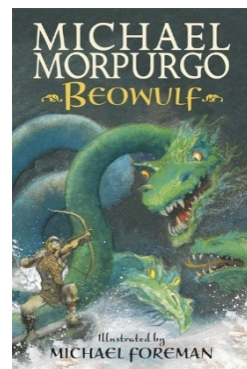
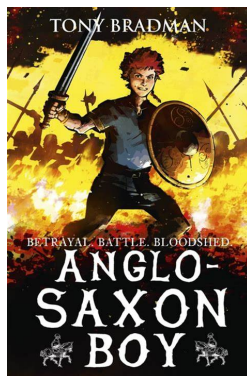
Task: Letter home

Audience: Peers

Purpose: To inform

Text drivers:

Anglo-Saxon boy.



Writing objectives from NC

Composition:

- To organise writing into paragraphs.
- To maintain an accurate tense through a piece of writing.
- To make ambitious word choices.
- Place the possessive apostrophe accurately.
- Discuss writing similar to that which they are planning to write.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proof-read for spelling and punctuation errors.

VGP

- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause

Reading objectives

- Using dictionaries to check the meaning of words that they have read.
- Discussing words and phrases that capture the reader's interest and imagination.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Year 4

English learning journey

Outcome 1:

Task: Dialogue between 2 characters.

Audience: Peers

Purpose: To inform.

Text drivers:

The Secret of Black Rock



Writing objectives from NC

Composition:

- Compose and rehearse sentences orally, progressively building a rich and varied vocabulary and an increasing range of sentence structures.
- In narratives, create settings, characters and plot.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Use speech marks and dialogue correctly.

VGP

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Express time, place and cause using conjunctions, adverbs or prepositions.
- Use fronted adverbials.

Reading objectives

- Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Discussing words and phrases that capture the reader's interest and imagination.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these

Year 4

English learning journey

Outcome 1:

Task: Diary entry.

Audience: Peers

Purpose: To entertain.

Outcome 2:

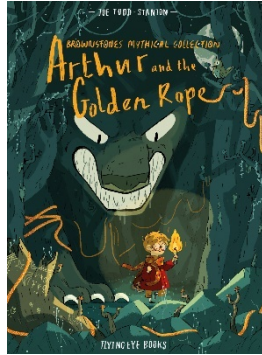
Task: Instructions for a quest.

Audience: Peers

Purpose: To instruct/inform.

Text drivers:

Arthur and the golden rope.



Writing objectives from NC

Composition:

- Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as model for their own.
- Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Use further organizational devices to structure text and to guide the reader.
- Ensure a consistent tense throughout writing.

VGP

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Spell commonly misspelt words correctly.

Reading objectives

- Continue to read and discuss an increasingly wide range of fiction.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Ask questions to improve their understanding.

