



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 5 2020-21
SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum – Medium Term Planning – Term Year 5

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

<p>Concepts Influence</p>	<p>Stewardship</p>	<p>Sustainability</p>	<p>Duty</p>	<p>Protest</p>
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<p>Enquiry Question</p>
<p>How can you influence change? <i>How can we influence local change</i> <i>How can we influence global change</i></p>

Mind-map

English

Explanation text on the Water Cycle

Letters to MP and Wildern and Marks and Spencer

Setting descriptions

Narrative (Creating a backstory)

Persuasive Speeches / campaign / debate/ discussion text.

Global Neighbour

- Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life .

- Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice .

- Actively participate in planning and taking action against poverty and for a more just and sustainable world – and be able to explain why this action is important.

Lead Curriculum subject 3

Science**All living things and their habitats**

- Describe differences in life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Animals inc humans

- Describe the changes as humans develop to old age

How can we influence change?

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Exploring, developing, evaluating ideas: Be able to work from a range of sources, collecting and adapting ideas.

Painting: Develop a painting from a drawing

3D: Use papier mache (One week unit on the Mayans)

Collage: Add collage to a background

Locational knowledge

To name and locate counties and cities of the Uk, geographical regions and their identifying human and physical characteristics, key topographical features, including hills, mountains, coasts and rivers, and land use patterns and understand how some of these aspects may change over time.

Place Knowledge

Know where the ten highest mountains are and locate them on a world map.

Understand geographical similarities and differences through the study of a human and physical geography of a region of the Uk and a region within North America – Mexico – link to Mayans?

Human and Physical Geography

Link to Science – All living things including their habitats. Describe and understand key aspects of the water cycle

Children understand the impact on humans when regions flood. They understand the impact on settlements.

Geographical skills and fieldwork

Use fieldwork to observe, measure and record and present information about the human impact on the local environment. Litter Picking - Local Study.

The water cycle – eg: evaporation through to precipitation. , rainfall – Use graphs to digital technologies to record learning.

Use computer and digital mapping to research geographical features of Mexico.

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?

- Learn about great artists, architects and designers in history. Use sketch books to make observations, revisit and review them. Continue to build mastery of techniques in colour and drawing
- Develop a print from a drawing.
- Experiment with different media and materials for painting.
- Develop a painting from a drawing. • Experiment with different media and materials for painting.
- Create imaginative work from a variety of sources e.g. observational drawing, written descriptions and previous sketches
- Use of water colours to paint using a drawn image for inspiration.
- Collage: Add collage to a background. Build ideas through examples, evaluate and

assess effectiveness of work.

Who is John Lawrence? What style of art does he create? What mediums does he use? Illustrator whose style is similar to that seen in Floodland. Find out information about him. Explore different paintings by John Lawrence . What is his style? Lines Develop sketching skills in art books replicating the style of John Lawrence. Practise using sketching pencils and shading to create depth and darker shades.



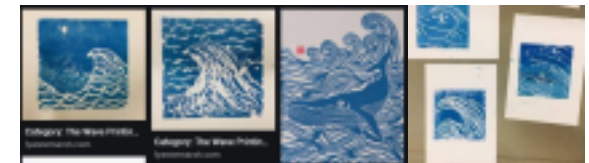
<https://shop.rogansbooks.co.uk/illustrator/john-lawrence/>

How does art tell a story? How can you use your voice to influence change? What emotive reaction do you want from your art?
Show the children a variety of different examples of the sand timer artwork. Assess the message of the artwork. What influence is the artist trying to have? What similarities and differences do you see?
Begin initial sketches and development of ideas in sketch

books. How have artists been successful in telling a story with their images.
Allow time to explore with the water pencils. Practise blending the colours they will require to create an outcome.
Practise sketching the objects they want in their

sand timers. Use of watercolour pencils to create outcome

<https://www.youtube.com/watch?v=BESZ8XUpM0Y>



Children create a print in the style of John Lawrence using the images in Floodland to inspire their final design. Engrave onto styrofoam and print onto A4 card using acrylics. Explore layering colours in John Lawrence style.

The Clock is Ticking Sand Timer Art.



3D sculpture . Create 3D models

3D: Use papier mache (One week unit on the Mayans)

Add collage to a printed or painted background. Use watercolors to draw background .

Use a range of media to research collages on climate change.

Develop sketching and drawing skills. Build up skills of perspective when drawing. Develop skills of sketching and evaluating template shapes of aquatic animals. Use different techniques, colours and textures when designing and making pieces of work use collage as a means of extending work from initial ideas.

Look at different pieces of 3D sculpture and have a discussion about how the artist has conveyed their message through art. What story can be told through the art. Show the children the image of the art we will be creating. Gather ideas about how it can be created. Sketchbook ideas on the final piece. Use of different mediums to create plans for 3D art.

Explore the meaning behind Mexican Day of the Dead masks.

Look at some example masks and designs.

Practise the patterns and designs that occur on the masks in sketch books. Practise the painting skills required with acrylic

paint.<https://www.youtube.com/watch?v=Uxja2UmeKlk> Practise paper mache skills over the mask .

X3 Collective art pieces collage created together. Artwork to have concept words along top.

3D sculpture installation piece placed outside the school grounds. The installation will be created from litter and rubbish collected from litter picks. The art will challenge and influence a change in the community. Banner and plachards displaying concept words.

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>The Water Cycle - The children will look and study the water cycles and cover the key terminology: evaporation, convection, precipitation and collection.</p> <p>What is the Water Cycle?</p> <p>Key words Science/Geography KS2</p> <ul style="list-style-type: none"> • To know the key aspects of the water cycle. • To make a model water cycle to observe the process in action. <p>Key Words: • Water cycle • Evaporation • Water vapour • Condensation • Precipitation • Run off</p>	<p>Children will create the water cycle as part of an experiment.</p> <p>Watch the following animation to help build understanding.</p> <p>https://www.youtube.com/watch?app=desktop&v=S_tPobH5ODTw</p>	<p>Children will record their experiment in their Enquiry books. Children will conduct experiments about the water cycle and look at the impacts of Climate Change on the Water Cycle.</p>

Children will understand the role of watersheds in the collection and movement of precipitation into rivers and lakes.

They will understand the terms associated with water travelling to rivers and discuss how pollutants travel in water and impact the environment

Children will understand how a river forms from its source to the sea. Focussing on the journey of water linking to the water cycle.

Children to learn about Flood Plains - link to English floodland.

Recreate a mountain range in order to demonstrate the water cycle.

Children will work in groups to make Modrock Rivers, which reflect the journey of water from the source to the sea.

Children to look at their Modrock models and think about where flood barriers would need to be placed. Children to label up.

Children will have created their own mountain range and predict and record where precipitation collects and travels too.

Children to have clearly labelled Modroc models of the Water Cycle and how it relate to rivers.

Children will discuss the effects of human impact on flood plains. They will understand the importance of flood management systems and discuss how to improve life on a flood plain. Look at how London has developed the Thames Barrier and how it will protect the city.

To look at climate change and the impact on the Earth, Animals and Humans

What is it and how is it affecting us?

https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf

Explore the facts and the myths about climate change - What can we do to help?

Watch and read about important aspects of climate change.

<https://education.microsoft.com/en-us/learningPath/19416e8e>

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

https://www.wwf.org.uk/sites/default/files/2020-05/WWF_ESD_Learning_MOOC_Journal.pdf

Planning WWF link

<https://www.wwf.org.uk/get-involved/schools/school-campaigns/shaping-our-future>

Children create a mind map for a better Earth- What have we learnt and what can we do?

To look at contrasting UK localities their physical features (coasts, rivers, fells) and the potential impact of Global Warming - Why did the author of Floodland choose Norwich to become an island? Could this happen elsewhere in the U.K? What will the impact of rising waters be on the UK? What is being done to prevent this?

To carry out field work conducting a local litter study and collating data
Children will learn to follow local maps (including google street maps) and collate keys to show where most of the rubbish was found.

Children to study UK maps and flood maps. What is flooding? (recap from previous work) - Look at various news articles from the previous years to the recent day. Where did this occur? Locate on a map here in the UK is impacted by flooding? Why is this happening more often? - Climate Change.
<https://friendsoftheearth.uk/climate/flood-map-engl-and-and-wales-areas-risk-flooding>

Children will conduct local litter surveys every 2 weeks in the local community making recordings.
Children will produce data about their findings and report these to their local community.

Children will produce labelled flood maps of the UK.

They will write to local councillors, schools and businesses about the litter that they have found with suggestions on how this problem can be resolved.
The litter collected will form part of their art installation.

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>All living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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. <p>Animals inc humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right 	<p>P4C - Special places. Look at ‘special places’ in our Earth (including those that inhabit endangered animals). Great barrier reef - coral (living thing) being destroyed by climate change.</p> <p>Chn to research animals that are extinct or endangered by climate change. What does that species need to exist? What type of habitat do they need and why? - basic needs. What are their sources of food? Has their food chain been affected? • Monarch Butterfly.</p> <ul style="list-style-type: none"> Atlantic Cod. ... Koala. ... Leatherback Sea Turtle. ... Adélie Penguin. ... American Pika. ... Columbia Spotted Frog. <p>Changes as humans develop - using SCARF resources:</p> <p>All Change!</p> <p>My feelings are all over the place! (PSHE)</p> <p>Preparing for periods (formerly Period positive)</p>	<p>A poster on an endangered species - fact file of what they need to survive, details of their habitat and why they are endangered - how could they be saved?</p> <p>Chn can use iPads as a model for detailed sketches of species they are researching.</p>

amounts of different types of food, and hygiene.

- Know the names of the parts of the body , To maintain personal hygiene to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way to learn about how the body changes as children approach puberty

Properties and changes of materials

- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, inc changes associated with burning and the action of acid on bicarbonate of soda

Changing bodies and feelings

Growing up and changing bodies

Help! I'm a teenager - get me out of here! (PSHE)

See Geography unit on the water cycle.

<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>Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life .</p> <p>Actively participate in planning and taking action to create a more sustainable world – and be able to explain why this action is important. Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice.</p>	<p>Explore litter in the local area and the increasing impact of global warming and climate change on their planet and local community.</p> <p>Provide an opportunity to collect , record and collate data on litter in their local area. Start in our school and branch out to the local area.</p> <p>Year 5 to research and promote Earth Hour on Saturday, 27 March. https://www.earthhour.org/our-mission Earth Hour is now one of the world's largest grassroots movements for the environment. Held every year on the last Saturday of March, Earth Hour engages millions of people in more than 180 countries and territories, switching off their lights to show support for our planet.</p> <p>But Earth Hour goes far beyond the symbolic action of switching off - it has become a catalyst for positive environmental impact, driving major legislative changes by harnessing the power of the people and collective action. Earth Hour is open-source and we welcome everyone, anyone, to take part and help amplify our mission to unite people to protect our planet.</p>	<p>Write letters to Wildern school to alert them to the level of rubbish that blows over from their school. Write to the local MP and invite him in for a meeting regarding our research on flood maps and rising levels of the oceans.</p> <p>Plastic display outside highlighting the issue of rubbish and single use plastics. Letters to be written to the companies we find the litter from during our field trip work.</p> <p>Children in year 5 to promote Earth hour to the school through the use of video's (Adobe Spark). Photos in the newsletter regarding Earth Day. How did the children at home contribute to Earth hour?</p> <p>inventionfile:///C:/Users/lauren.stapleton/Downloads/WFM_PS_Booklet_lowres.pdf , innovation or idea to help British farmers continue to care for the environment and become Climate Ser Heroes</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE - Steweggship	<p>Step 3 describe/explain what <i>stewardship</i> is</p> <p>Step 2 describe/explain how <i>stewardship</i> is expressed within the Muslim world view</p> <p>Step 3 evaluate by describing/explaining the importance and relevance of <i>stewardship</i> to Muslims and to themselves</p> <p>Step 1 describe/express a personal response to the concept of <i>stewardship</i></p> <p>Step 2 describe/explain how the concept can be applied in their own and others' lives.</p> <p>Chn to look after (be stewards) of an egg for the week which is painted to signify a world. They must protect it and ensure it does not break - they can make a protective home for it and record a diary of what they've done with it.</p>	<p>Double page spread - what have we learnt about stewardship? Link to Muslims and also their own personal response, linking to their time with their eggs.</p>
PSHE - Rights and Responsibilities	<p>Know the names of the parts of the body</p> <p>To maintain personal hygiene</p> <p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>To learn about how the body changes as children approach puberty</p>	<p>SCARF lessons -</p>

To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Year 5 – Learning Objectives

- Understand that children change into adults so that they can reproduce
- To explore the emotional and physical changes that occur in puberty
- To understand male and female puberty changes ● Explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways of getting support during puberty ● Know the words associated with female and male body parts - set agreed words

- Explore the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence ● Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes

		<ul style="list-style-type: none"> ● Explain how to stay clean during puberty ● Describe how emotions change during puberty ● Know how to get help and support during puberty. ● Use words associated with male and female bodies without embarrassment and with understanding.
<p>Sacred place (C/I) – places of worship link to blue planet</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● explain what <i>sacred</i> means and why a place can be <i>sacred</i> ● explain the features of a church which create a sense of the <i>sacred</i> ● explain the features of a mosque which create a sense of the <i>sacred</i> ● explain the significance of <i>sacred</i> places for different people ● explain their own understanding of a <i>sacred</i> place for them ● explain how and why people show that a place is <i>sacred</i> to them 	<p>P4C - special places. What makes somewhere special? Get children to respond to pictures of places that are special and link back to stewardship - we are stewards of these places.</p> <p>Brainstorm the meaning of the word <i>sacred</i>.</p> <p>Investigate a church (visual tour) Children photograph/draw features which they think make a church sacred. Repeat above activity for a mosque through a virtual tour or visit.</p> <p>Hot-seat, volunteer children in role as a Christian or Muslim who have been offered an alternative place of worship because theirs is being pulled down to make way for a road. <i>How would they react?</i></p> <p>Children draw and annotate their sacred place or create a poem about it.</p> <p>Discuss and compare children's personal sacred places. <i>How do you feel about each other's sacred places? Can you explain why it is sacred?</i> (Eg: place where I was born, a football ground, where the dog was buried.) <i>How do people show a place is sacred?</i></p>
<p>History - <u>The Mayan Civilisation (focus week)</u> Compare a non-European society that provides contrasts with British</p>	<p>Children will investigate the following questions:</p> <p>When did the Ancient Maya live?</p> <p>Children will work in teams to remember and add</p>	<p>They will be able to establish a chronological context for the ancient Maya by creating a large class time line. The</p>

<p>History – Mayan Civilisation Know who the Ancient Maya were, where they lived and what they did Know what life was like for the Ancient Mayans Know and understand the term chronology and the concepts of continuity and change Know what happened to the Mayans and the reasons for their decline Know what the Mayans believed in Know how Mayans farmed and provided for themselves Use primary and secondary sources to select and combine information. Use the evidence collected to build up a picture of life in the time studied. Study different aspects of the life of different people</p>	<p>dates of events in Europe to a timeline of the Maya.</p> <p>How do we know about the Ancient Maya? The children will use various sources of evidence for the ancient Maya. They will discuss what what we can find out about them from various sources. They will question the reliability of them and use evidence from them to justify their responses. Children will use: Archaeology, images, writing and oral history.</p> <p>Where did the Maya live? Explore maps and websites to find out where the Maya lived and what the different environmental zones are like, make sketches.</p> <p>What was life like for a Myan child?</p> <ul style="list-style-type: none"> ● Learn about the differences between childhoods for the rich and for the poor Maya. ● Understand that life and trade skills were passed down from parents to children and that family life was extremely important. ● Gain an understanding of Maya life and draw scenes of everyday life on a class mural. <p>What did the ancient Mayan eat and what did they wear? Using a variety of sources the children will explore how the ancient Maya provided for themselves, how they farmed and what clothes they wore.</p>	<p>children will work in groups plotting the key events in history that know in comparison to the ancient Myan time line.</p> <p>Children will:</p> <p>Work out what historical evidence tells us about the Maya Assess the usefulness of different sources of evidence</p> <p>Take part in a discussion</p> <p>Children will:</p> <p>Use atlases and online mapping to explore the region. Identify physical and human geographical features of a region. Make sketches in enquiry books</p> <p>Children are going to create their own mural of life of an ancient Maya.</p> <p>Children will make a chips and dips afternoon following authentic recipes of the modern Mayan people.</p> <p>We will be making Guacamole, Salsa and making their own corn tortillas.</p>
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What do the Mayan's believe and how do they celebrate?

Discover the modern culture and struggles of the Maya people; research modern Maya celebrations; organise a Maya celebration ;inform them about all you have found out in this block.

Teaching Outcomes:

- To learn that the Maya people are still in existence and understand something of their modern culture.
- To make Maya foods for the celebration, play instruments and dress up in headdresses.

Links to art - Death Day Mask and celebrations

English Learning Journey - example

<p>Year 5</p> <p><u>English learning journey</u></p> <p><u>Outcome:</u></p> <p>Task: Persuasive Speeches, Newspaper Reports and Narrative , Letters.</p> <p>Audience: Author of the book.</p> <p>Purpose: Speeches - Newspaper - To inform and entertain Narrative - To entertain</p> <p>https://marcussedgwick.com/floodland/</p>	<p><u>Text drivers:</u></p> <p>https://marcussedgwick.com/floodland/ (recording of the story all the way through)</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 - 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
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		<ul style="list-style-type: none">- 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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