



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 6 2020-21
SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum

Medium Term Planning – Spring Term

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

<u>Concepts:</u>	Creativity	Exploration	Influence	Invention
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<p><u>Enquiry Question</u></p>
<p>What can an imagination unlock?</p>

Global Neighbour

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

Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world

Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world

Investigate the causes and impacts

Lead Curriculum subject 1

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

Ancient Greeks

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

English

Narratives using different voice/viewpoint, descriptive settings

Playscripts

Lead Curriculum subject 2

Science

Working scientifically

Exploring and planning

Plan different types of scientific enquiry to answer questions
Decide which variables to control

Gathering and presenting evidence

Select equipment on my own and can explain how to use it accurately
Communicate findings using detailed scientific language

Interpreting results/evidence

Draw scientific, causal conclusions using the results of an enquiry to justify my ideas

Distinguish opinion and facts

Use my findings to make predictions and set up further enquiries

Explaining

Explain my conclusion using scientific knowledge and understanding
Explain my ideas with scientific reasons

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Compare and give reasons for variations in how components function inc the brightness of bulbs, the loudness of buzzers and the on-off position of switches

Use recognised symbols when representing a simple circuit in a diagram

What can an
imagination
unlock?

Lead Curriculum subject 3

Art/Design Technology

Papier Mache Greek masks/Invention design/Food tasting

Know some **key architects and designers** and the impact of their work

3D: Explore recycled, natural and man-made materials.
Add detail with intricate patterns and textures.

Collage: Extend and develop ideas working from a range of sources.

Drawing: Develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning.</p> <p>What will the children learn?</p>	<p>How?</p> <p>What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes</p> <p>What will the learning look like?</p> <p>How will the learning be recorded?</p>
<ul style="list-style-type: none"> - Use, evaluate and link a range of sources to find out about an aspect of the past. - Place current study on a timeline in relation to other studies they have undertaken and other key events leading up to and following the ancient Greeks. - Study different aspects of life at the time for men and women/rich and poor/adults and children. - Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings. - Compare the ancient Greek times with modern times. - Identify and describe reasons for and results of historical events, situations and changes in British society as a result of the ancient Greeks. 	<ul style="list-style-type: none"> - Immerse children in Greek mythology through a cinema evening watching ‘Percy Jackson – The Lightning Thief’. - Study opportunities to conduct their own research, using a range of sources, e.g. laptops and textbooks and create group fact files, which focus on: people (slaves, wealthy, soldiers, children, women), and their different roles in Greek society; theatre, art, architecture; maths and science; Olympics. Children present their research. - Children research ancient Greek inventions and consider how these have changed the world today. Children create their own inventions improving a product that already exists – these will be entered into the ‘Wallace and Gromit Cracking Ideas’ competition. - Children study Greek food, sample them and become food critics, writing reviews for the local paper. Then, children to make own tweaked recipes for traditional Greek foods, such as Baklava – Junior Masterchef 	<ul style="list-style-type: none"> - Plot the Ancient Greeks on a timeline alongside other key events that helped shape Britain as it is today. - Children will create fact files presenting their research on the different aspects of ancient Greece and present their findings to the class. - Children will research Greek inventions and create a mind map sharing these. - Children will create a mind map sharing their own ideas for inventions. - Children will create a mood board, including an annotated diagram, to show their new invention plan. - Children to taste Greek foods, then write a critic review. - Children to create a new Greek recipe adding a twist to an old recipe. Prepare and cook, take photos and use graphic design to incorporate into their cookbooks. Children will create a cookbook with instructional writing, and menus. - Mrs Jones to judge Junior Masterchef competition.

<ul style="list-style-type: none"> - Use evidence to support and illustrate an explanation on the causes and effects of past events. 	<p>Competition – panel to sample the foods and winners announced. Children to also create menus and recipes to be compiled in a book.</p> <ul style="list-style-type: none"> - Greek day: children dress up, experience the day in the life of a certain Greek person – make clay plaques using the Greek alphabet, create Greek God portraits, sample traditional foods and learn some Greek dancing. - Children to research, plan and host their own Olympic games – create own game/sport and write instructions for these. 	<ul style="list-style-type: none"> - Children to link skills in PE to orchestrate their own Olympic games.
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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning.</p> <p>What will the children learn?</p>	<p>How?</p> <p>What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes</p> <p>What will the learning look like?</p> <p>How will the learning be recorded?</p>
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<p><u>Working scientifically</u></p> <p>Exploring and planning</p> <ul style="list-style-type: none"> ● Plan different types of scientific enquiry to answer questions ● Decide which variables to control <p>Gathering and presenting evidence</p> <ul style="list-style-type: none"> ● Select equipment on my own and can explain how to use it accurately ● Communicate findings using detailed scientific language <p>Interpreting results/evidence</p> <ul style="list-style-type: none"> ● Draw scientific, causal conclusions using the results of an enquiry to justify my ideas ● Distinguish opinion and facts ● Use my findings to make predictions and set up further enquiries <p>Explaining</p> <ul style="list-style-type: none"> ● Explain my conclusion using scientific knowledge and understanding ● Explain my ideas with scientific reasons <p><u>Electricity knowledge</u></p> <ul style="list-style-type: none"> ● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ● Use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> ● The Greeks discovered the notion of electrical charge, or static electricity. ● Investigate static electricity – what is it and how does it work? ● Children to be given a whole range of circuit equipment to ‘play’ with – investigate how to make a circuit. What works, what doesn’t and why? Discuss. ● Problem solving – ● Pushing electrical current: How does the number of lamps in a circuit affect how long a battery lasts? ● Electrical current makes devices work: Design a circuit that will allow us to quickly compare how well different batteries push current. ● All devices resist a current: How does the length of a wire affect how bright a bulb is? ● Electrical current has a heating effect: How does the number of batteries/devices in the circuit affect how much heat is produced in the wire? 	<ul style="list-style-type: none"> ● Electricity pre-assessment ● Children to bend water – static electricity. Conduct experiment, and then explain what they observed using scientific vocabulary. ● Look at the circuit symbols and match the symbol to the piece of equipment it represents. ● Using the science plan, children to plan and investigate the problem solving questions in the middle column. Use of electrical circuit symbols and scientific vocabulary to explain their ideas and understanding.
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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning.</p> <p>What will the children learn?</p>	<p>How?</p> <p>What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes</p> <p>What will the learning look like? How will the learning be recorded?</p>
<p>Know some key architects and designers and the impact of their work</p> <p>Exploring, developing, evaluating ideas: Use their knowledge of artists and their work to adapt and develop their own ideas, giving reasons.</p> <p>Drawing: Develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition.</p> <p>Painting: Develop ideas from a range of sources</p>	<ul style="list-style-type: none"> ● Children to study images of Greek theatre masks. ● Children to design their own Greek theatre mask linking to their playscript writing in English - draw these designs, then 'make' out of paper materials adding detail. ● Experiment with a range of materials - choose the best for creating their Greek masks. Most likely use papier mache on balloons to create the base of the masks. ● Paint Greek masks - experiment with paint techniques - what will give us the most authentic looking mask? 	<ul style="list-style-type: none"> ● Greek masks made to wear when performing their playscripts. ● Step-by-step explanation of making process - what materials did they experiment with, which did they choose to use, why? Good/bad bits of each method explained.

<p>Key Learning From main trunks – Global Neighbours</p> <p>What will the children learn?</p>	<p>How?</p> <p>What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes</p> <p>What will the learning look like?</p> <p>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>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>Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</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>Compare ancient Greece to modern Greece – talk about the refugee crisis in Lesvos particularly. P4C</p> <p>Discuss how people end up living in places like the Lesvos refugee camp. Can the childrens’ lives be connected in any way, or are we too far removed from the situation?</p> <p>How does someone become disadvantaged?</p> <p>Discussion - what can we do to help the situation? Is there anything we can do, or is it down to bigger organisations like the government to do something about it?</p>	<p>The outcomes to this learning will depend on where the children take it. We have recently done work looking at the refugee crisis during Refugee Week before Christmas. This could be extended - watch this space!</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
Geography	<ul style="list-style-type: none"> ● Know and locate the world’s countries focusing on those involved with the Olympics. ● Use maps , atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> ● Research the locations for the earliest Olympic games - the first being held in Athens in 1896. Children to map these locations. ● Identify the first nations that took part in the first Olympics. ● Identify the key features of some of the Olympic countries.
PE	<ul style="list-style-type: none"> ● To know different strategies and tactics in order to succeed as a team and as an individual, ● To know how to communicate effectively, ● To know how to lead a team and develop teammates through knowledge sharing. 	<ul style="list-style-type: none"> ● Children to make up their own new game to add to the Olympics using their skills and knowledge.

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<p><u>Year 6:</u></p> <p><u>English learning journey</u></p> <p><u>Task:</u> To create descriptive settings.</p> <p><u>Purpose:</u> To create powerful and vivid images in our readers' mind.</p> <p><u>Outcome:</u></p> <p>The setting descriptions will form part of a larger project to create an imaginative story to be published.</p>	<p><u>Text Drivers:</u></p> <p>Percy Jackson and the Lightning Thief</p> <p>Alice and Wonderland</p> <p>His dark materials</p> <p>The Lion, the Witch and The Wardrobe</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• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring idea• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, roleplay/improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication <p>Transcription:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1• use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus <p>Composition:</p>
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		<p>plan their writing by:</p> <ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• noting and developing initial ideas, drawing on reading and research where necessary• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>VGP</p> <ul style="list-style-type: none">• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility
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		<ul style="list-style-type: none">• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun• learning the grammar for years 5 and 6 in Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list• punctuating bullet points consistently <p>Key reading objectives from NC:</p> <ul style="list-style-type: none">• recommending books that they have read to their peers, giving reasons for their choices• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by</p> <ul style="list-style-type: none">• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• provide reasoned justifications for their views. <p>Themes and conventions:</p> <ul style="list-style-type: none">• identifying and discussing themes and conventions in and across a wide range of writing• maintain positive attitudes to reading and an understanding of what they read by:
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- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Comprehension:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Inference:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Language for effect:

- identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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<p>Year 6:</p> <p><u>English learning journey</u></p> <p>Task: To create character descriptions</p> <p>Purpose: To create powerful and vivid images in our readers' mind.</p> <p>Outcome: The character descriptions will form part of a larger project to create an imaginative story to be published.</p>	<p><u>Text Driver:</u></p> <p>BFG</p> <p>A Monster Calls</p> <p>A Whistling Monster: stories from around the world. Jamila Gavin</p> <p>Harry Potter</p> <p>Percy Jackson</p> <p>Books around Myths and Legends and Greek Gods.</p>	<p>As above.</p>
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<p>Year 6:</p> <p><u>English learning journey</u></p> <p>Task: To write from a range of viewpoints.</p> <p>Purpose: To create convincing and engaging characters for our narratives.</p> <p>Outcome: The character descriptions will form part of a larger project to create an imaginative story to be published.</p>	<p><u>Text Driver:</u></p> <p>BFG</p> <p>Fawn in 'The Lion, the Witch and the wardrobe'.</p> <p>Cheshire Cat and Alice in Alice and Wonderland.</p> <p>Artful Dodger in Oliver Twist.</p>	<p>As above</p>
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<p>Year 6:</p> <p><u>English learning journey</u></p>	<p><u>Text Drivers</u></p> <p><u>Children will discuss familiar stories they have read</u></p>	<p>As above</p>
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<p><u>Purpose:</u> To create a published book that will entertain</p> <p><u>Task:</u> Write a narrative</p> <p><u>Outcome:</u> A published story to share with others.</p>	<p><u>and unpick how the narratives are structured- what was the build up, climax, resolution and end? Why were these successful?</u></p>	
<p><u>Year 6:</u></p> <p><u>English learning journey</u></p> <p><u>Task:</u> To create biographies based on Greek Gods</p> <p><u>Purpose:</u> To develop our knowledge in preparation for playscript writing.</p> <p><u>Outcome:</u> Children create body biographies of a chosen Greek God.</p>	<p><u>Text Driver:</u></p> <p>A range of fiction and non-fiction texts on Greek Mythology.</p> <p>Who let the Gods out by Maz Evans (Children to take part in author workshop 21st March-28th May, 2021 hosted by Maz)</p>	As above
<p><u>Year 6:</u></p> <p><u>English learning journey</u></p> <p><u>Task:</u> To produce a playscript</p> <p><u>Purpose:</u> To entertain</p> <p><u>Outcome:</u> Children produce and star in their own plays and upload to seesaw for others to enjoy.</p>	<p>A range of fiction and non-fiction texts on Greek Mythology.</p> <p>Who let the Gods out by Maz Evans (Children to take part in author workshop hosted by Maz)</p>	As above.