



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: One
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 ● Explore issues and events from different perspectives 	<ul style="list-style-type: none"> ● To speak clearly and convey ideas ● To read and communicate in writing efficiently and effectively ● To calculate efficiently and apply skills to solve problems ● To organise time and resources 	<ul style="list-style-type: none"> ● To ask questions to extend their thinking ● To generate ideas and explore possibilities ● To overcome barriers by trying out alternatives or new solutions ● To connect ideas and experiences in inventive ways ● To support conclusions using reasoned arguments and evidence ● To plan and research ● To analyse and evaluate

Concepts:	Responsibility	Belonging	Sustainability	Care
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Enquiry Question
<p style="text-align: center;">Should zoos exist?</p> <p style="text-align: center;">Hook: classroom to be cages (bars on the windows)</p> <p style="text-align: center;">Outcome: Children to create an enclosure for an animal- to create a persuasive piece of writing/presentation to debate the enquiry question.</p>

Global Neighbours

Lead Curriculum subject 3

DT

Design and make a moving vehicle with an axel to transport an animal safely

Lead Subject 1

Science

Animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Describe and compare the structure of a variety of common animals (fish,

Should zoos exist?

English

Class Two at the Zoo

Guided reading Non fiction, classification texts

Flip flap Jungle, Safari, Frozen, minibeasts.- non fiction writing- mixed up animals

Lots- The diversity of life on Earth

The Storm Whale by Benji Davies- use for persuasive writing

Non Fiction- fact file writing

How to Wash a Woolly Mammoth by

Instruction writing- caring for an animal

Making an vehicle with an axel

Lead Curriculum subject

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

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

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

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>Designing, making and evaluating</p> <p>Design</p> <ul style="list-style-type: none"> • Name what they are designing and making • Give a purpose for their product • Understand the difference between a picture, photo and a design • Name the key components in their design and follow a simple design criteria • Explain simply how their product will work • Use what they know about materials to shape their design • Know and understand what a template and a mock up is <p>Make</p> <ul style="list-style-type: none"> • Name a range of different tools and equipment • Name different materials and understand their key components • Know and understand the safety rules for the different tools/equipment they will be using • Know the correct measuring implement and how to use it to mark out and measure the equipment • Mark out materials to be cut using a template 	<p>Children design and make a vehicle to transport an animal</p> <p>Children will record their ‘How the products work’ explanations using seesaw</p>	<p>Children to test their vehicle moving the animal from one place to another.</p> <p>Does the vehicle stay intact? Does it move freely?</p> <p>Using Seesaw to video the vehicle with voice recordings describing what they have designed and made.</p> <p>Photograph printed in Enquiry books - to go next to their plan/design. Children to write and evaluate their end product.</p>

<ul style="list-style-type: none"> ● Insert paper fasteners for card linkage ● Investigate temporary joining – fixed and moving ● Join appropriately for different materials and situations – using glue, tape etc ● Explore different ways of finishing their product <p>Evaluate</p> <ul style="list-style-type: none"> ● Make simple judgements about their product against the design criteria ● <u>Technical knowledge</u> ● Know and use the correct vocabulary for the products they are making ● Know simple characteristics of materials and their components ● Understand the difference between a fixed and moving wheels and axles <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> ● Know that all food comes from plants and animals ● Know that food has to be farmed, grown elsewhere or caught ● Name a range of different food and begin to understand that they can be classified into different food groups ● Know and understand how to prepare food safely and hygienically without a heat source ● Name the different techniques of cutting, peeling and grating 	<p>Children will learn to make axles using dowel and wheels etc.</p> <p>In our SCARF lessons, children will learn about the different food groups. See below for further information</p>	<p>SCARF - Making kebabs- rainbow plate- photograph /seesaw. Children to write or voice record. Examples of videos and photos of children making their healthy kebabs. Children will be able to label their kebab with food names. Children can explain how they prepared the food safely.Possible poster to show safety.</p>
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<p><u>Place Knowledge</u> Name the town I live in and where my school is on a map of my town. Draw your route to school on a map, using simple locational and directional language</p> <p><u>Geographical skills and field work</u> Use aerial photographs of Hedge End to find out where they live, where Shamblehurst is placed and other landmarks. Make a simple map using simple key with basic symbols.</p> <p><u>Human and Physical Geography</u> Identify daily weather patterns - using basic equipment within the school grounds. – Link to Science – seasonal change</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the 7 continents and 5 oceans.</p> <p>Use simple compass directions – North South East and West</p> <p>Use locational and directional language – near, far, left and right to describe the location of features and routes on a map</p> <p>Use observational skills and pictures/photographs over time to show the difference between the four seasons.</p>	<p>Children will explore a variety of maps including Google Maps</p> <ol style="list-style-type: none"> 1.Children will revisit country and capitals of the UK. Find Hedge End on google map- zoom into school aerial view- what do we notice? 2.Children explore a map of the school, label a map with class photos, where is the hall? Where are the toilets- what symbols could we use to show this on a map- look at simple keys on maps. 3. Explore beebots- beebot app on ipads. see computing Key Learning and outcomes 4. Possible walk around the local environment- based on covid restrictions <p>Children to learn the 7 continents and 5 oceans song https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <p>Children will learn about the different compass points(North, East, South and West)</p> <p>Children compare the photos of the tree they have been observing this year.</p>	<p>Children to draw their own map of their route to school Children can demonstrate a knowledge of different homes and use a key on a simple map.</p> <p>Children will be able to program beebots to follow a map and use the correct vocabulary</p> <p>Create a class table with daily weather patterns and record on seesaw</p> <p>Children will be familiar with the continents and oceans</p> <p>Children will complete compass point challenges in pairs. They will follow the instructions using compass directions.</p> <p>Children write sentences to compare the changes over the seasons.</p>

LONGITUDINAL STUDY – display built across the year based on the same tree. And shots at the same time of day -		
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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>Plants</p> <ul style="list-style-type: none"> Identify and name a range of common, wild and garden plants, inc trees Identify and describe the basic structure of plants and trees <p>Animals inc humans</p> <ul style="list-style-type: none"> Identify and name common animals inc fish, amphibians and reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of the common animals Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Using Non-fiction text drivers/guided reading to explore plants and trees</p> <p>1. Discussion about different trees. Go on a learning walk to see what you find. 2.. Plot the trees on a map – label- link geography</p> <p>3. photo jigsaw of a plant can they put it back together? Teach the structure by using a real plant. Then can they change their puzzle and label. Children to explore plants that have been grown- looking at roots, leaves, tems etc.</p> <p>Grow sunflower plants and bean plants- link to working scientifically investigation</p> <p>1. Children name different animals they know. In groups chn to sort pictures/animal objects into 2 piles based on a difference. Discuss. Now sort into groups of reptiles, birds, amphibians, mammals and fish.</p> <p>2. In groups chn sort a variety of animals by what they eat. Agree/disagree with statements. Reveal answers.</p> <p>3. Sort animals by how they move/their environment (land/water)</p> <p>4. Teach herbivore, carnivore, omnivore Ext - Venn diagram – herbivore, carnivore, omnivore</p> <p>Visit from Dave Sharpe exotic raptors- 1hr workshops with live animals.</p>	<p>Trees labelled in books on a school map photographs on seesaw</p> <p>photographs on seesaw- writing and pictures in books to demonstrate learning</p> <p>Children will create an online diary record of the growth of their sunflowers- they will use a ruler to measure.</p> <p>Pre written descriptive sentences to identify the classification groups Photographs on seesaw, simple venn diagrams in groups Class displays with animals sorted into classification groups- key vocabulary</p> <p>Photographs from Dave Sharpe exotic visit , facts written in connected sentences</p> <p>labelled pictures on seesaw</p>

	<p>5. Draw around bodies- label. Body songs- 'Busy Body', 'Head, shoulders, Knees and Toes'. 'Boa-constrictor'.</p> <p>6. Discuss 5 senses- pictures on IWB to give clues. As a class agree on 3 areas around school to explore- questions to prompt e.g. Which area will be smelliest/ noisiest/quietest</p>	<p>Senses poem</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><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global issues • • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world <p><u>Collective worship and spiritual development</u></p> <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 	<p>Children will explore the idea of suffering in the context of zoos.</p> <p>Discuss the idea of exploitation of animals within a zoo.</p> <p>Visit from Rabbi (virtually).</p>	<p>Hook will explore the idea of a zoo and animals in captivity.</p> <p>P4C links.</p> <p>RE links.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
SCARF - PSHE	<p>Health and Wellbeing > Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. Healthy me <ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle. 2. Super Sleep <ul style="list-style-type: none"> ● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep 3. Harold wash and brush <ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. 4. Eat Well <ul style="list-style-type: none"> ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 5. I can eat a rainbow <ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 6. Around and about school (Transition) <ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. 	<ul style="list-style-type: none"> - discussions and whole class seesaw evidence - evidence in books- activities from SCARF website <ol style="list-style-type: none"> 1. Healthy Me: activity sorting sheets demonstrating an understanding of what you need to stay alive, to be healthy and what you might have as a treat. 2. Super Sleep Bedtime routine sequencing activity 3. Harold wash and brush sequencing sheets of washing hands, making breakfast 4. Eat Well- children create a healthy lunch box 5. Children will make healthy food, including fruit/vegetable kebabs children visiting new classroom, meeting new teacher and preparing for the change into year 2.

	<p>7. Harold's Money</p> <ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home. <p>8. How should we look after money</p> <ul style="list-style-type: none"> ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<p>7. Harold's Money groups mind maps about their family and things that they spend money on. A class list bringin all the ideas together for a discussion</p> <p>8. How should we look after money Children will sort denominations of money from smallest to largest. photograph evidence on seesaw of how to keep your money safe.</p>
<p>RE- Belonging-Judaism Authority- christianity</p>	<p><u>Belonging- Judaism</u></p> <ul style="list-style-type: none"> ● Children can talk about their own responses to Belonging – answering the question – What does belonging mean to you? ● Children identify how belonging affects their lives. ● Children can identify and talk about the concept of belonging – are there places that they don't belong? ● Children can identify how Jewish people show they belong to the Jewish faith. ● Children understand the importance of Shabbat for Jewish people ● Children have a Shabbat meal and can explain why this is important in terms of Jews belonging ● Children know what a synagogue is and what things happen within a synagogue – virtual tour ● Children are able to talk about the importance of belonging to Jewish people – discuss scenarios – if a person was ill and couldn't attend the synagogue would they feel that they didn't belong? <p><u>Authority-Christainity</u></p> <ul style="list-style-type: none"> ● Children can describe in simple terms their own responsibility to authority figures – who tells us what to do? 	

	<ul style="list-style-type: none"> ● Children identify simple examples of ways in which people with their authority affect their lives – children explore who they trust to tell them what to do. Discuss different scenarios. ● Children describe in simple terms the meaning of the concept of authority – what are people in authority like – what do they have in common? ● Children can give a simple description about events in Jesus life which demonstrate His authority ● Children know the story of : Jesus in the Temple ● Children know the story of Baptism ● Children know the story of Jesus Calling Disciples ● Children know the story of Miracles ● Children can describe in simple terms the importance of Jesus' authority to Christians. 	
P4C Debate	<p>Concepts will be discussed through video clips, pictures and photos</p> <p>Class discussion unpicks what is the importance of caring for animals</p> <p>The difference between thrive and survive will be discussed and explored</p> <p>Following the Science planning and the children's knowledge gained through research, the enquiry question will be discussed/debated etc.</p> <p>Discuss significant people such as David Attenburgh and Greta Thunburgh. Read the stories of 'Little People' and discuss the concepts of sustainability etc.</p>	<p>What is the difference between thrive and survive?</p> <p>Animals need Do humans always love animals? Do humans love all animals?</p> <p>Should zoos exist?</p>
Computing- computer science	<ul style="list-style-type: none"> Introduced the term algorithm and what it means Begin to know how to use an algorithm – knowing that an algorithm is a set of precise and unambiguous instructions Begin to know how to follow a simple algorithm Begin to know how to use logical reasoning to predict what might happen in a set of instructions Understand what has happened and why when inputting an algorithm Understand and use the term debug Identify the need and how to debug 	<p>links with geography.</p> <p>The children will be able to program a bebot and send it from one place to another by programming it correctly. They will use the correct vocabulary.</p>
PE	Coordination: Sending and receiving	<p>First half term - Cricket coach in from the Hampshire Ageas</p> <p>Second half term-</p>

	<ul style="list-style-type: none"> ● Children will perform a sequence of movements with some changes in level, direction or speed. ● They will learn to perform a range of skills with some control and consistency. <p>Agility - Reaction and Response</p> <ul style="list-style-type: none"> ● Children will use equipment appropriately and move and land safely. ● Children will learn to say how my body feels before, during and after exercise. 	<p>Using Real PE planning scheme</p> <p>Unit 5 John and Jasmine learn to juggle and Ringo to the rescue.</p>
<p>Music -</p> <p>Using the Charanga Music Education including interactive resources to provide the children with high quality music lessons.</p>	<p>Following Charanga Music Scheme - Zootime</p> <ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class 	<p>I can keep a steady beat. I can name untuned instruments I can create rhythms using words, colours etc I can move in time to music.</p>

Year 1

English learning journey

Outcome:

Writing instructions for their own animal

Text driver:



Key writing objectives from NC:

Transcription:

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

Composition

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

VGP

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

Key reading objectives from NC:

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