

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 2

SHAMBLEHURST PRIMARY SCHOOL

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> <li>● Seek out and enjoy challenges</li> <li>● Collaborate with others</li> <li>● To show commitment and perseverance</li> <li>● To assess themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● To speak clearly and convey ideas</li> <li>● To read and communicate in writing efficiently and effectively</li> <li>● To calculate efficiently and apply skills to solve problems</li> <li>● To use new technologies confidently, purposefully and safely</li> </ul>	<ul style="list-style-type: none"> <li>● To ask questions to extend their thinking</li> <li>● To generate ideas and explore possibilities</li> <li>● To overcome barriers by trying out alternatives or new solutions</li> <li>● To connect ideas and experiences in inventive ways</li> </ul>

<b><u>Concepts:</u></b>	Belief	Identity	Truth	Judgement
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Enquiry Question
Is everything always as it seems?

## Global Neighbour:

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

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

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

## English:

Traditional stories - instruction writing

Mixed up fairytales - expand the story

Letter to convince fairy tale authors

Story openings & character profile (The wolf's story, The true story of the 3 little pigs)

Instructional writing - how to grow a beanstalk.

Persuasive writing - Stop telling lies in fairytales.

Writing about themselves - fact file

## *Is everything always as it seems?*

### Lead Curriculum subject 2: DT

Understand and use a template mock up.

Use a range of tools and equipment which would be most suited to the purpose.

Know how to measure accurately

Add sliders and levers to a product.

Add a moving axle to a product.

Understand how to make a product stronger.

Add and make hinges for a product.

Evaluate a product and areas in which it could be improved.

### Lead Curriculum subject 1: Art

To look at famous artists and the time period. (Picasso)

Gain experience of printing, rubbings and patterns.

Experiment with mixing colours and tones.

Practise key drawing skills by making lines, marks and shapes.

Collage - crumpling and

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>Look at famous artists and the time period of their work (Picasso).</p> <p>To practise the skills of printings, rubbings and patterns with a pencil.</p> <p>Mixing colours and tone.</p> <p>Review their work in line with an artist.</p> <p>Drawing lines, marks and shapes with a pencil.</p> <p>Collage - crumpling and tearing</p>	<p>Learn about the artist Picasso and his portrait art. Look at examples of his work and their similarities. What do we like? What do we dislike?</p> <p>Practise sketching - making hard and soft marks. Sketching our faces in the style of Picasso - improving our work.</p> <p>Primary and secondary colours - colour wheel. Adding tone using black and white. What does dark mean? What does light mean?</p> <p>Evaluating our artwork and comparing it to Picasso's</p> <p>Perspective art - skills of sketching - holding a pencil, making lines, marks, shapes and tone. Drawing a self-portrait and side profile.</p> <p>Picasso - his portrait collages. Children to create a collage of their own faces using lots of different ears, noses, eyes etc and putting them over their self portrait.</p>	<p>Picasso style artwork. Portrait of ourselves Picasso style, using colour and shape. Opens up to reveal you on the inside - photo of you. Shows two parts of ourselves.</p> <p>Perspective art - self portrait/side profile drawing.</p> <p>A self portrait collage - using newspaper, magazines etc. exploring our identity.</p>

<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>
<p>DT - To use templates and mockups. To use tools and equipment situated to a task. To measure accurately. Make moving sliders and levers. Improve products by making them stronger and sturdier. Building skills - fold, tear, cut and holepunch. Make simple hinges Evaluate their products.</p>	<p>Children will be making a flip flap Villain in the style of inside the villains by Clotilde Perrin.</p> <p>Their character will include simple levers, sliders and hinges.</p> <p>They will need to insure is is sturdy enough for readers to enjoy it.</p>	<p>Children to be taught what sliders and levers are and be given opportunities to explore and sort them.</p> <p>They will design their villains and label which parts are best suited to sliders, levers or hinges.</p> <p>They will build their flip flap villain alongside their english writing.</p> <p>They will evaluate each others villain and discuss how easy they were to work and how sturdy they were.</p>

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> <ul style="list-style-type: none"> <li>• Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</li> <li>•</li> <li>• 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.</li> </ul>	<p>Show racism the red card Discussion around inequality and injustice. - black lives matter and football.</p> <p>Earth Day 2021 (Thursday 22nd April) discussion around climate change and our impact on the earth. Plants - science unit. What we get from plants and why they are important. Overusing of plants and not looking after them.</p>	<p>Poster competition</p> <p>Nature walk - look at our impact on the world.</p> <p>Design our own t-shirts to raise awareness. Following our plant experiment, children then plant more plants in the school grounds to help our environment thrive.</p>

Learning opportunities

NC Subject - objectives.	Skills/Knowledge - How?	Outcomes - What does it look like?
<p>Science</p> <ul style="list-style-type: none"> <li>- Working scientifically</li> <li>- Observing over time.</li> <li>- Recording and interpreting results.</li> <li>- Carrying out a simple test.</li> <li>- make simple measurements.</li> </ul>	<p>Jack and the baked beanstalk - Children to prove you cannot grow a beanstalk by throwing it out of the window</p> <p>Working in small groups to prove that seeds need warmth, light and water to grow.</p>	<p>Planning experiment and what they need to set up in small groups.</p> <p>Setting up a control plant and a test plant ie one with warmth and one without.</p> <p>Observing the plant over time and recording in a bean diary.</p> <p>Sharing the results as a class and discussing what we need to tell fairy tale authors about how beanstalks really grow.</p>
<p>Computing</p> <ul style="list-style-type: none"> <li>- understand algorithms are a set of instructions.</li> <li>- program simple devices.</li> <li>- understand what debugging is and take steps to fix an algorithm.</li> </ul>	<p>Linked to english and writing instructions on how to grow a beanstalk.</p> <p>Simple programming - scratch.</p> <p>Following each other's instructions and debugging them when they go wrong.</p>	
<p>PE- unit 3 -</p>	<p>cognitive cog</p> <p>I can begin to order instructions, movements and skills.</p> <ul style="list-style-type: none"> <li>● I can explain why someone is working or performing well.</li> <li>● With help, I can recognise similarities and differences in performance.</li> </ul>	<p>unit 3</p> <p>Dynamic balance on a line.</p> <p>Static balance - stance.</p>

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	<ul style="list-style-type: none"><li>● I can name some things I am good at.</li><li>● I can understand and follow simple rules.</li></ul>	
RE -	Authority Remembering - Shabbat. ( See KS1 units from hampshire)	

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## English Learning Journey

<b>Year group &amp; number of lessons:</b> Year 2	<b>Main texts:</b> Red Riding Hood, Three Little Pigs, mixed up fairy tales. <b>Parallel texts:</b>	
<b>Purpose:</b> Writing to inform/instruct	<b>Audience:</b> peers	<b>Form:</b> Instructional Writing
<b>Key Vocabulary:</b>  Traditional tales. beginning, middle end, characters. settings. plot villains	<b>National Curriculum coverage (Reading, Writing &amp; Spoken Language):</b> <ul style="list-style-type: none"><li>- Use relevant strategies to build their vocabulary</li><li>- Participate in discussions, presentations and role—play.</li><li>- Articulate and justify answers, opinions and arguments.</li><li>- Become familiar with key stories.</li><li>- Participate in discussions about what is read to them.</li><li>- To write simple and coherent narratives.</li><li>Form lower case letters in the correct direction...</li><li>- Write for different purposes</li><li>- To clarify meaning of new vocabulary.</li><li>- Evaluating their writing with teacher and peers (all of that section)</li><li>- Sentences of different forms - statement, command, question, exclamation</li><li>- Expanded noun phrases - 2 A sentences.</li><li>- To use full stops, capital letters and question marks.</li><li>- Subordinating and coordinating conjunctions</li><li>- Application of phonics and spelling rules.</li><li>- To spell common exception words.</li></ul>	

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	<ul style="list-style-type: none"><li>- <b>Handwriting - letters of the correct size and orientation including using spacing that reflects the size of letters.</b></li></ul>
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