



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 1

SHAMBLEHURST PRIMARY SCHOOL



<p>SMSC</p> <p>Spiritual:</p> <ul style="list-style-type: none"> • being reflective about their own beliefs and perspective on life • knowledge of, and respect for , different people’s faith, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity • Willingness to reflect on their experiences <p>Moral:</p> <ul style="list-style-type: none"> • Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law • Understand the consequences of their behaviour • Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others <p>Social:</p> <ul style="list-style-type: none"> • Work and socialise with other pupils • Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs <p>Cultural:</p> <ul style="list-style-type: none"> • Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others • Understanding and appreciation of a range of different cultures in the school and further afield • Recognise and value things we share in common – cultural, religious, ethic, socio-economic • Knowledge of British democratic parliamentary system and its central role in shaping history and values • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity
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Concepts

Pride	Resilience	Change	Creativity
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Enquiry Question

Do you have to be famous to be an artist?

Mind-map

Global Neighbour

Assemblies linked to key global issues (resources from the Christian Aid Website)

Link to Harvest and RE work- possible link with Hedge End Methodist Church

-Food bank in local community

English

Mad about Dinosaurs- Giles Andreae

Slowly Slowly Slowly Sloth- Eric Carle

There's an Orangutan in my Bedroom-James Sellick

The Dot- by Peter Reynolds (to lead art)

Yves Klein- Painted Everything Blue and Wasn't Sorry- Fausto Gilberti

Yayoi Kusama- Covered Everything in Dots and Wasn't Sorry- Fausto Gilberti

Jackson Pollock- Splashed Paint and Wasn't Sorry-Fausto Gilberti

Leaf Trouble-Jonathon Emmett Guided reading whole class text

Ish- by Peter Reynolds Guided reading Whole Class text

One Snowy Night- Christina Butler -Guided reading

Lead Curriculum subject 3

Music

Using Charanga Music Education

-zoo time

-Hey you

Lead Curriculum subject 2

PSHE- SCARF

-Living in the Wider World- Rules, Rights and Responsibilities

-Relationships-Feelings and Emotions

-Relationships- Valuing Difference

Lead Curriculum Subject 1

ART-

Learn the primary colours and colour mixing

Focus artists including-

Matisse-collage/paint, Kandinsky-multimedia and paint, Yayoi Kusama-abstract and digital art, Young artists from around the world e.g **Aelita Andre**

-create artworks in response to musical and visual stimuli including story books in the style of the studied artists.

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>1-Understand that classroom rules help everyone to learn and be safe;</p> <ul style="list-style-type: none"> • Explain their classroom rules and be able to contribute to making these. <p>2-Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <ul style="list-style-type: none"> • Explain the importance of looking after things that belong to themselves or to others. <p>3-Recognise that they belong to various groups and communities such as their family;</p> <ul style="list-style-type: none"> • Explain how these people help us and we can also help them to help us. <p>4-1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>5-Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>6- Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Using Scarf lesson plans including interactive resources (The Great Big Book of Families by Mary Hoffman- you tube) and books e.g 'Looking after your planet' Lauren Child/ 'The pigeon wants a puppy' Mo Williams.</p> <p>Using Red Cross website resources suggested by Scarf lesson plans.</p> <p>Circle time games and SCARF video resources to teach the skills.</p>	<p>In classrooms displays and in children's enquiry books, activities linked to the themes of the lesson and the enquiry concepts. Children can access Seesaw to record ideas verbally or to photograph role play/drama activities.</p> <p>3- children will make a 'special balloon' poster showing their important people.</p> <p>4-Children will be able to talk about basic first aid</p> <p>5-children will be able to talk about who can help them when they have different emotions- they will identify people at home and in school- a class display will help children to remember the feelings they may have.</p> <p>6-discussion</p>

<p>7-Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p>8- Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.</p> <p>9- Value and Difference Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p>10-Identify simple qualities of friendship; Suggest simple strategies for making up. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p>11- Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p>		<p>7-children will make and deliver cards to a special person, they will review how this was received and how it made them feel.</p> <p>8-children will play a matching game and verbalise their thoughts around what to do if you get hurt.</p> <p>10-children make a recipe for friendship</p>
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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>KS1:</p> <ul style="list-style-type: none"> • Use drawing, painting, collage and sculpture to develop and share ideas • Develop techniques using colour, pattern, texture, line, shape, form and space • Learn about artists, designers and craft makers commenting on their work. <p>To begin to know about some artists. To begin to know suitable materials to design and make products. Know the primary colours.</p> <p>Exploring, developing, evaluating ideas: Begin to record and explore their own ideas. Ask / answer questions about what they observe</p> <p>Drawing: Learn how to use a range of implements in different ways</p> <p>Painting: Begin to explore technique and tools</p> <p>Printing: Begin to explore printing using a range of materials, corks, sponge, rollers.</p> <p>Collage: Begin to create images from a variety of sources and materials</p>	<p>Children are exposed to the work of a selection of artists, to explore their style and techniques- cross curricular link to history to plot these artists on a time line.</p> <p>Exploration of the colour mixing through learning challenges e.g How many colours can you make with red, yellow, blue, what happens if you have white? (CONCEPT LINK-CHANGE)</p> <p>Using the book stimulus 'Ish' by Peter H Reynold. Children then complete a range of observational drawings. (CONCEPT LINK-PRIDE)</p> <p>Using 'The Dot' by Peter Reynold. The children will start with a 'dot' and then create their own art work. --linking to the artist study of Kandinsky (painted circles and colour mixing. (CONCEPT LINK CREATIVITY & CHANGE)</p> <p>Whilst studying Matisse- children will explore the technique of collage, along with colour mixing, to create work following their interests e.g. animals in the rainforest.</p>	<p>Experimenting to replicate the same skills Discussion of the artist's work Practising the skills within own learning time</p> <p>Mini art galleries within school</p>

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><u>Hey You!</u> To know 5 songs off by heart.</p> <ul style="list-style-type: none"> ● To know what the songs are about. ● To know and recognise the sound and names of some of the Instruments they use. <p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> ● To know that we can create rhythms from words, our names, favourite food, colours and animals. <p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p>Using the Charanga Music Education including interactive resources to provide the children with high quality music lessons. Children will learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ol style="list-style-type: none"> 1. Find the pulse. Choose an animal and find the pulse. 2. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. 3. Create rhythms for others to copy. 4. Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. <ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of 	<p>Children will be able to talk about the differences between pulse, rhythm and pitch.</p> <p>Children will be able use pulse, rhythm and pitch.</p> <p>Children can access Seesaw to record ideas verbally or to record their activities.</p>

	<p>the differentiated parts (a one-note part, a simple part, medium part).</p> <ul style="list-style-type: none">• Listen to and follow musical instructions from a leader. <p>Learn the names of the instruments they are playing.</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>Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</p> <p>Community Engagement Work with a church, community group or international organisation to raise awareness of issues surrounding global injustice and take action together in ways that engage the whole school, parents/carers and wider community.</p>	<p>Through collective worship/class assembly times children will be exposed to global issues such as;</p> <ul style="list-style-type: none"> -the importance of water -how 'harvest' affects those around the world. -develop an understanding of refugees through story books and P4c lessons around rights and responsibilities of all <p>Use of the Christian Aid teaching resources to lead these assemblies and discussions.</p> <p>School to develop links with Hedge End Methodist church- to support and work alongside throughout 'Harvest' time.(link to RE curriculum)</p>	<p>Children will be able to talk about their collective worships and the issues discussed- they may make reference to displays to support this.</p> <p>Ideas and discussions may be recorded on Seesaw, or within the classroom display.</p> <p>When appropriate children may make voice recordings on the learning platform Seesaw.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
Computing	<p>Use a range of technologies to store and retrieve content. (iPads and Laptops)</p> <p>Create some original content using a variety of apps or on a Laptop</p>	<p>Become fluent in the sue of seesaw- taking photographs and saving work into own journal Link to art- create digital artwork in the style of Yayoi Kusama</p>
Geography	<p>LOCATIONAL KNOWLEDGE - can name the four countries and capital cities of the UK</p> <p>PLACE KNOWLEDGE - can name the town where I live</p> <p>PLACE KNOWLEDGE - can name the different types of houses</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK - use maps to begin to identify the 7 continents and 5 oceans</p>	<p>Large maps in class with labels Class display/map of children's houses. -Google tour and street view of Hedge End Local environment walk to library/church (link to RE)</p>
Science	<p>Working scientifically Skills-</p> <p>-Gathering and presenting evidence: Use simple equipment provided (such as hand lenses / egg timers)</p> <p>-Gathering and presenting evidence: Present findings using drawings and simple sentences</p> <p>- Interpreting results and evidence: Talk about the investigation / enquiry being carried out and discuss what they have found out</p> <p>- Explaining: Write a simple sentence to describe what they observed / compared</p>	<p>AWE and Wonder- colour mixing experiments- skittles, flower change, walking colours, milk and colour Seesaw evidence</p> <p>Link Geography- begin longitudinal study.- Enquiry question- what changes happen to our courtyard tree over time?</p>

	<ul style="list-style-type: none"> • Children know how Jews celebrate Hanukkah today • Children know what the candles are remembering in Hanukkah • Children know what the advent ring is – initially speculating what it is, what it is used for, how it is used – can they suggest what it remembers? • Children know what each candle symbolises • Children know the Christmas story • Children know what the candles remind Christians about • Children are able to talk about the importance of candle flames when remembering 	
D.T	<p>Design: name what they are designing and making and give a purpose for it and be able to simply explain how it will work</p> <p>Design: Understand the difference between a photo, picture and a design</p> <p>Make: Name a range of different tools / equipment and understand their key components and use them safely</p> <p>Make: Fold, tear, cut paper and card. Cut along lines, straight and curved. Use a hole punch. Curl paper</p> <p>Evaluate: Make simple judgements about their product against the success criteria</p>	Opportunities to learn the design, make, evaluate process through continuous provision e.g. Pop up cards

English – learning journey

Year 1 - Autumn 1 Week 2 and 3

English learning journey

Outcome: adjective writing / Sentence writing including descriptive language

Text driver:



Key writing objectives from NC:

Transcription:

- *Spell words containing each of the 40+ phonemes already taught*
- *(phonetically plausible)*

Composition

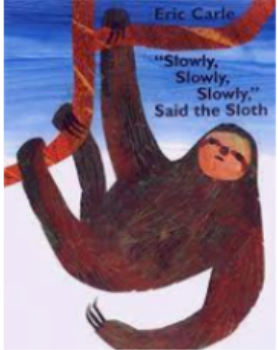

- Say out loud what they are going to write about
- Discuss what they have written with the teacher or other pupils
- Compose a sentence orally before writing it

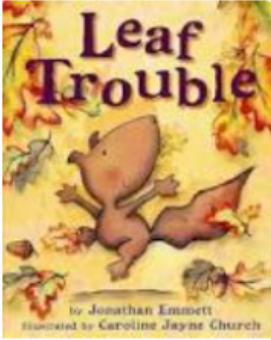

VGP


- Leave spaces between words
- Use capital letter for names
- Begin to punctuate sentences using a capital letter and a full stop

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.

<p>Year 1</p> <p><u>English learning journey</u></p> <p><u>Outcome: Caption writing</u></p>	<p>Text driver: Slowly, Slowly, Slowly Sloth- Eric Carle</p> 	<p>Key writing objectives from NC: Transcription:</p> <ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught</i> • (<i>phonetically plausible</i>) <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Compose a sentence orally before writing it <p>VGP</p> <ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • Begin to punctuate sentences using a capital letter and a full stop <p>Key reading objectives from NC: Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or <u>hear read</u> to their own experiences.</p>
<p>Year 1</p> <p><u>Whole class text: English learning journey</u></p> <p><u>Outcome: Poster to the library</u></p>	<p>Text driver:</p>  <p>By James Sellick</p>	<p>Key writing objectives from NC: Transcription:</p> <ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught</i> • (<i>phonetically plausible</i>) <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Compose a sentence orally before writing it <p>Key reading objectives from NC: -Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or <u>hear read</u> to their own experiences. -Participate in discussion about what is read to them, taking turns and listening to what others say.</p>

<p>Year 1</p> <p><u>Whole class text: English learning journey</u></p> <p><u>Outcome: 3 guided reading skills- role on wall, sequencing story and tell me square</u></p>	<p>Text driver:</p> <p>Leaf Trouble by Jonathon Emmett</p>  <p>by Jonathan Emmett Illustrated by Caroline Jayne Church</p>	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught</i> • <i>(phonetically plausible)</i> <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Compose a sentence orally before writing it <p>Key reading objectives from NC:</p> <ul style="list-style-type: none"> -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. -Participate in discussion about what is read to them, taking turns and listening to what others say. -
<p>Year 1</p> <p><u>Whole class text: English learning journey</u></p> <p><u>Outcome:</u> Whole class guided reading activities Tell me Square</p>	<p>Text driver:</p>  <p>By Peter Reynolds</p>	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught</i> • <i>(phonetically plausible)</i> <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it <p>Key reading objectives from NC:</p> <ul style="list-style-type: none"> -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. -Participate in discussion about what is read to them, taking turns and listening to what others say. -Predict what might happen based on what has been read so far

<p><u>Year 1 - Autumn 2</u></p> <p><u>English learning journey</u></p> <p><u>Outcome: Instructions of how to warm up a hedge hog</u></p>	<p><u>Text driver:</u></p>  <p>One Snowy Night</p> <p>M Christina Butler Tina Macneil</p>	<p>National Curriculum coverage (Reading, Writing & Spoken Language):</p> <ul style="list-style-type: none">• Participate in discussion about what is read to them, taking turns and listening to what others say• Ask questions and express opinions about main events and characters in stories- thinking about the Hedgehog on his journey and his feelings.• Predict what might happen on the basis of what has been read so far- use pictures to help make predictions• Has an awareness that ideas can be organised into a sequence – instruction writing
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