



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 5
SHAMBLEHURST PRIMARY SCHOOL

Shamblehurst Curriculum Medium Term

Planning: Autumn Term

Year 2

SMSC

Spiritual:

- 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

Moral:

- 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

Social:

- 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

Cultural:

- 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

Concepts:

Care	Growth	Change	Difference
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Enquiry Question

Does environment affect change?

Global Neighbours

Develop an understanding of how our actions locally impact the wider world and its inhabitants (human and non-human)

English

My shadow is pink – letters to the world

Alternative versions of Jack and the Beanstalk – writing our own versions

The big book of bugs and Do you love bugs? Non-fiction books about scientists

Lead subject 1

Science

Working scientifically

Living things and their habitats

Plants

Animals, including humans

Use of everyday materials

*Does environment
affect change?*

Lead subject 2

History

Learning about significant individuals in the past who have contributed to national achievements

Looking at Mary Anning in relation to dinosaur discoveries and fossils

Lead subject 3

Geography

Locational knowledge – naming countries around the world

Local knowledge – what is in the surrounding areas

Vocabulary -

<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>Science</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 ● Observe and describe how seeds and bulbs grow into mature plants ● find out and describe how plants need 	<ul style="list-style-type: none"> ● Gathering and presenting evidence ● Sort things into groups according to own criteria and choose a title for sorting ● Record observations over time ● Perform a simple test ● Ask a simple question and consider how that question could be answered ● Make simple measurements ● Identify similarities and differences <p>Interpreting results/evidence</p> <ul style="list-style-type: none"> ● Discuss / talk about their investigations ● Make comparisons in the data / observations ● Use scientific vocabulary when making comparisons ● Explain whether what happened was what they expected and if not why not ● Collect data on templates provided <p>Explaining</p> <ul style="list-style-type: none"> ● Talk about their findings using the science vocabulary related to the key concept ● Use diagrams, photos, pictures to show 	<ul style="list-style-type: none"> ● Link question to working scientifically ● Having a curiosity to discover new things and work like a scientist ● Asking scientific questions ● Complete food chains ● Identify which dinosaurs were herbivores or carnivores and link this to their diet ● Consider how habitat and world at the time of Pangea provided everything the dinosaurs needed to survive

<p>water, light and a suitable temperature to grow and stay healthy</p> <ul style="list-style-type: none">● 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 amounts of different types of food, and hygiene● Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses● Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<p>findings in a simple form</p> <ul style="list-style-type: none">● Use own observations to suggest why something happened	
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<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>History</p> <p>Know the difference between equipment that would be available to them in the past compared to now in terms of exploration</p> <p>Know how to sequence events</p> <p>Know how to use primary and secondary evidence to understand what happened</p> <p>Know where on a timeline the event happened</p> <p>Know the significance of explorers</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Recognise why people did things and why events happened, developing empathy and understanding</p> <p>Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources</p> <p>Ask and answer questions about the past to find out answers</p>	<ul style="list-style-type: none"> ● Mary Anning ● Dinosaur periods of time ● Extinction of the dinosaurs

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<p>Geography</p> <ul style="list-style-type: none"> ● Name and locate the world's seven continents and five oceans ● Use basic geographical vocabulary to refer to geographical features including: beach, cliff, coast, forest, hill, mountain, soil, valley, vegetation, seasons, weather ● Identify the location 	<ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> ● Learn about the supercontinent Pangea ● Local walk to discuss human and physical features of our area ● Link to Many Anning for geographical language ● Locate countries and continents of where dinosaurs would live if they were still alive today

<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>
<ul style="list-style-type: none"> ● Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world 	<ul style="list-style-type: none"> ● Through P4C lessons and discussions about significant individuals in history ● Discussions around the concepts of our enquiry – our environment and change 	<ul style="list-style-type: none"> ● Children will record their learning linked to being a global citizen in their enquiry books ● Children will be making links throughout the term through the concepts ● Children will make posters/ flyers to support our environment

Additional Learning opportunities

RE	Skills/Knowledge	Outcomes
<p>Symbols – bread as a symbol</p> <p>Journey’s end – the nativity journey</p>	<p>Children can talk about their own responses to journey’s end</p> <p>Children can identify how different journey’s end in relation to their own lives</p> <p>Children can explore questions such as</p> <p>When are journey’s exciting?</p> <p>Worrying? What happens if we get lost?</p> <p>Is there always something good at the end of a journey?</p> <p>Children can identify and talk about different journey’s ends</p> <p>Children know the story of Baboushka.</p> <p>Children recognise the journey’s end of the characters in the Christmas birth narratives and why they are important to Christians</p> <p>Children know the story of Mary and Joseph to Bethlehem</p> <p>Children know the story of the Shepherds</p> <p>Children know the story of The Magi</p> <p>Children can compare elements of the stories above and understand the</p>	<p>RE books</p> <p>Make bread – World Food Day</p>

	<p>feelings of the characters at the journey's end</p> <p>Children know how Christians remember the journey's end of the nativity and why this is important to Christians</p>	
PE	<ul style="list-style-type: none"> ● Coordination and footwork ● Static balance ● Dynamic balance ● Agility 	<p>Active games focussing on balance and coordination such as matching pairs, mirror image, follow the leader, balloon balance, timeshares. We will also practice agility through cooperative and competitive games.</p>
Computing	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content ● To use technology safely and respectfully ● Looking after new laptops and iPads, logging in and logging off correctly ● Use technology to create, organise and store digital content 	<p>Animal fact-files (research, taking photos and creating content)</p>

<p><u>English learning</u></p> <p><u>journey Outcomes:</u></p> <p>Letter writing</p> <p>Fact- file / non chronological report</p> <p>Character description</p> <p>Biography writing</p> <p>Letter writing</p>	<p><u>Text drivers:</u></p> <p>My shadow is pink, Scott Stuart</p> <p>Do you love bugs?, Matt Robertson</p> <p>The big book of bugs, Yuval Zommer</p> <p>Jim and the beanstalk, Raymond Briggs</p> <p>Tidy, Emily Gravett</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 ideas ● Speak audibly and fluently with an increasing command of Standard English ● Participate in discussions, presentations, performances, role-play ● 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>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> ● Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones, learning to spell common exception words, learning to spell more words with contracted forms, learning the possessive apostrophe (singular) [for example, the girl's book], distinguishing between homophones and near-homophones, add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ● Sit correctly at a table, holding a pencil comfortably and correctly
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Handwriting:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Composition:

- Develop a positive attitude and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing
- Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, grammar and punctuation:

- Develop their understanding of the concepts such as: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use; sentences with different forms: (statement, question, exclamation, command) expanded noun phrases to describe and specify, the present and past tenses correctly and consistently including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), learning the grammar for year 2 in English and some features of written Standard English
- Use and understand grammatical terminology in discussing their writing and reading

Key reading objectives from NC:**Word reading**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above ● Read words containing common suffixes

- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading

Comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: ● Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related ● Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways ● Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Checking that the text makes sense to them as they read, and correcting inaccurate reading
 - Making inferences on the basis of what is being said and done
 - Answering and asking questions

		<ul style="list-style-type: none">○ Predicting what might happen on the basis of what has been read so far· Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say · Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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