

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 2  
SHAMBLEHURST PRIMARY SCHOOL

# Shamblehurst Curriculum Medium Term

# Planning: Autumn Term

# Year 2

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

## 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

*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

Art

Andy Goldsworthy – sculpture.

Making natural sculptures linked to plants/natural objects (science link)

Exploring, developing and evaluating ideas.

3D




Printing

<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>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>Children will be given the opportunity to explore the difference between living and non-living. Sorting of objects with valid reasons.</p> <p>They will explore what makes something alive.</p> <p>There will be a link back to concepts (growth &amp; care).</p>	<p>Children to sort objects into living and non-living and be able to say why something is living or non-living. They will be able to say why something is living or non-living and explain their reasons.</p>
<p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Opportunities will be given for children to explore the reasons for habitats being different.</p> <p>The variations of animals will be taught.</p> <p>Basic anatomy of animals will be labelled verbally and named (e.g. gills and fins for fish) and children will know why certain animals live in certain habitats.</p> <p>Reasons for habitats will be learned e.g. whales live in cold water and they have blubber to keep warm.</p> <p>Microhabitats will be explored and children will explore microhabitats in the school ground (link to outdoor learning).</p>	<p>Children will know the term habitat (revisit from Y1).</p> <p>Children will be able to name habitats that animals live in.</p> <p>Children will be able to explain in simple terms why animals are suited to certain habitats.</p>


<p>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.</p>	<p>Food chains will be explained and explored.</p> <p>Prey, predators, top and bottom of the food chain will be explained.</p> <p>Link to habitat lessons – food chains in different habitats to be explored.</p> <p>Visit from Spirit of the Wild.</p>	<p>Children will sort animals into herbivores, omnivores and carnivores and will be able to explain what the terms mean.</p> <p>Children will draw food chains and be able to explain them to an adult.</p>
<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Exploration of human growth.</p> <p>Link to DT – cooking.</p> <p>Link to PE.</p>	<p>Basic timelines of human beings from birth explored.</p> <p>See DT.</p> <p>See PE.</p>
<p><b><u>Working scientifically</u></b></p> <p>Ask simple questions and recognise they can be answered in different ways.</p> <p>Observe closely and use simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>	<p>During science week, the role of a scientist will be explored.</p> <p>Children will carry out, observe and discuss a variety of simple tests.</p> <p>Use specific planning format to plan, carry out and explain experiments. Children will have a growing understanding of a fair test and how to measure scientifically.</p>	<p>Experiments – mentos in fizzy drinks, cornflower experiment.</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>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>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Artifact box from History Centre. Children to discuss and write about the primary and secondary sources available. Children to know the difference between primary and secondary sources.</p> <p>Children to explore primary and secondary sources and ask/answer questions about them.</p>	<p>Timeline of Mary Anning’s life.</p> <p>Children will be able to discuss primary and secondary sources verbally.</p> <p>Children to describe and sketch an artifact.</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><b>Use a range of materials to design and make products.</b> Gain inspiration for artwork from the natural world.</p> <p><b>Use sculpture to develop and share ideas.</b> Compare others' work identify similarities and differences. Gain inspiration for artwork from the natural world.</p> <p><b>Develop techniques using pattern, form and space (sculpture).</b> Compare others' work identify similarities and differences.</p>	<p>Discuss and explore Andy Goldsworthy. Look at where he is from (Cheshire) and look at where this in the UK. Explain that he was born in 1956 – show on a timeline. Use the link below to look at the materials that Andy Goldsworthy uses.</p> <p><a href="https://www.livingyourwildcreativity.com/art-gallery-1-mitchell-1">https://www.livingyourwildcreativity.com/art-gallery-1-mitchell-1</a></p> <p>Explain that he is an artist who creates sculptures. What is a sculpture? Discuss where children may have seen sculptures. Show them pictures of Andy Goldsworthy and some of his pictures. What are they made of? What do you think of his artwork? What is it made from?</p>	<p>Children to record what they know about Andy Goldsworthy.</p> <p>Children to explore Andy Goldsworthy's artwork and say what they think of it. Do they like it? Why? What don't they like? Make decisions about which sculptures they like the most/least. Record in books.</p>
<p><b>Learn about artists, designers and craft makers commenting on their work.</b> Start to further knowledge about of artists and begin to understand the time and period of their work. Compare others' work identify similarities and differences. Use artists sources to develop and their own</p>	<p>What materials can we use? Ask children to collect natural materials and bring into school. Sort materials. Children to begin experimenting in small groups with materials they have collected. What could they copy? Use the materials in school copy Andy Goldsworthy's work. Can you make something similar? Discuss how it was made, record on Seesaw.</p>	<p>Experiment and copy some of Andy Goldsworthy's art. Photograph and add to Seesaw (computing link).</p>

<p>original artwork.</p> <p><b>Exploring developing and evaluating ideas:</b> Begin to understand how to develop their ideas and improve their work. Begin to explore work of artists and discuss. Be introduced to reviewing what they and others have done.</p> <p><b>Drawing:</b> explore drawing techniques. Experiment with pencils to create tone.</p> <p><b>Printing:</b> Be introduced to repeating patterns.</p> <p><b>3D:</b> To use materials from the natural world to create 3d images.</p>	<p>Exploring leaves.</p> <p>Teach children how to sketch leaves (link to science).</p> <p>Teach how to complete a symmetrical leaf by cutting a leaf in half and children completing the other side.</p> <p>Teach children how to sketch using sketching pencils and experiment with tone – not colour pencils. Children should be taught to sketch correctly here – pressing lightly and looking carefully at form.</p>	<p>Children to create their own symmetrical leaf drawing. To be completed in sketch books.</p> 
	<p>Leaf printing – repeating pattern, children to make their own repeating pattern using leaf printing.</p> <p>What patterns can you make?</p>	<p>In sketch books, children to create a simple repeating pattern.</p>
	<p>Leaf printing – colours.</p>	
	<p>Children to create a piece of artwork using leaf printing inspired by Andy Goldsworthy.</p> <p>Children to print picture and then create sculpture. Photograph and add to Seesaw.</p>	



		
	Children to evaluate their artwork and others.	Children will be able to articulate what they have done well and what they would change about their artwork.  Create a natural gallery for parents to view their artwork.

<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>
<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>Through P4C lessons and discussions about significant individuals in history.</p> <p>Discussions around the concepts of our enquiry – our environment and change</p>	<p>Children will record their learning linked to being a global citizen in their enquiry books.</p> <p>Children will be making links throughout the term through the concepts.</p> <p>Children will make posters/ flyers to support our environment.</p>

## 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 When are journey’s exciting?</p> <p>Worrying? What happens if we get lost? 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 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 – following Real PE.	<p>Coordination and footwork</p> <p>Static balance</p> <p>Dynamic balance</p> <p>Agility</p>	<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>
DT	<p>To know that food comes from plants and animals.</p> <p>Know that food can be farmed, grown elsewhere or caught.</p> <p>Know and understand how to prepare food safely and hygienically, with or without a heat source.</p>	<p>Link to food chains and where food comes from. Exploring the egg to the chicken. Visit from chickens.</p> <p>Making scrambled eggs.</p>
Computing	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully .</p> <p>Looking after new laptops and iPads, logging in and logging off correctly.</p>	Seesaw

<p>Geography</p>	<p>Use basic geographical vocabulary to refer to geographical features including: beach, cliff, coast, forest, hill, mountain, soil.</p> <p>Identify coastal locations (Jurassic Coast).</p> <p>Link to Mary Anning (History).</p>	<p>Link to Mary Anning for geographical language.</p> <p>Locate countries and continents of where dinosaurs would live if they were still alive today.</p>
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<p><b><u>English learning</u></b></p> <p><b><u>Journey Outcomes:</u></b></p> <p>Letter writing</p> <p>Fact- file / non chronological report</p> <p>Diary Entry</p> <p>Letter writing from different perspectives</p> <p>Non-fiction</p>	<p><b><u>Text drivers:</u></b></p> <p>My shadow is pink, Scott Stuart</p> <p>Do you love bugs?, Matt Robertson</p> <p>Jim and the beanstalk, Raymond Briggs</p> <p>Tidy, Emily Gravett</p> <p>Mary Anning Dinosaur Lady</p> <p>The Pirate Cruncher</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>● Listen and respond appropriately to adults and their peers</li> <li>● Ask relevant questions to extend their understanding and knowledge</li> <li>● Use relevant strategies to build their vocabulary</li> <li>● Articulate and justify answers, arguments and opinions</li> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>● Speak audibly and fluently with an increasing command of Standard English</li> <li>● Participate in discussions, presentations, performances, role-play</li> <li>● Gain, maintain and monitor the interest of the listener(s)</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● Select and use appropriate registers for effective communication</li> </ul> <p><b>Key writing objectives from NC:</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>
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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"><li>○ Predicting what might happen on the basis of what has been read so far</li><li>· 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</li></ul>
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