

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group:

<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

Dreams	Failure	Change	Time
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Enquiry Question

Can your dreams come true?

Mind-map

Global Neighbour

Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice.

Reflect upon, and respond to, global issues in prayer and reflection time and form their own prayers/ responses on matters of poverty, injustice and their role as agents of change

Through P4c and collective worship activities

English

Creative writing- making a new adventure for 'The naughty bus' by Jan and Jerry Oke

Recount from a characters viewpoint- 'You cant take an elephant on the bus' by Patricia Cleveland

Explore Non Fiction books discuss features and layout of these texts- fact writing in a similar style

Lead Curriculum Subject

Science

EVERYDAY MATERIALS: Distinguish between an object and the material from which it is made

EVERYDAY MATERIALS: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

EVERYDAY MATERIALS: Describe the physical properties of a variety of everyday materials

Enquiry question

Lead Curriculum subject 2

DT

Design, Make and Evaluate-

-cars for wacky races day

-paper airplanes

-a space centre

-Slider for a story prop

Lead Curriculum Subject 1

History

-Changes within living memory

- Changes over time

-Significant historical events - globally

-They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods

-Understand that transport was different in the past.

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>History</u> -Changes within living memory - Changes over time -Significant historical events - globally -They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods -Understand that transport was different in the past.</p> <p><u>Historical Enquiry</u> -Sort artefacts/ photos into old and new -Ask and answer questions related to different sources and artefacts.</p> <p><u>Chronology</u> -Sequence events and artefacts into a chronological order. -Use common words and phrases related to the passing of time, for example before, after, past, present, then, now. -begin to understand the chronology of the history of cars.</p> <p><u>Historical Knowledge</u> Use a range of sources to find out about a significant event.</p> <p><u>Historical Interpretation</u></p>	<p>Session 1</p> <p>Introduction to Transport</p> <p>Children name and describe different types of transport and begin to understand transport was different when their parents, grandparents and great-grandparents were little.</p> <p>They create a wheel and understand the importance of its invention.</p> <p>Session 2</p> <p>Wheel printing (see art)</p> <p>Children use toy vehicles to identify the features of ‘modern’ and ‘old fashioned’ cars.</p> <p>They then create artwork using printing with toy vehicles. Children recognise the name Jackson Pollock as a famous artist.</p> <p>Session 3</p> <p>History of cars</p>	<p>Session 1</p> <p>Verbalise knowledge about cars from the past up to present.</p> <p>Begin to map out a timeline of cars.</p> <p>Photo evidence and on Seesaw of wheels made.</p> <p>See art section</p> <p>Continue with the timeline of cars from the past 100 years. Create large timeline and also small timelines in books.</p>

<p>-Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.</p> <p>-Use stories to distinguish between fact and fiction.</p>	<p><i>Children explore the story of the automobile, looking at how the internal combustion engine was invented and how the car developed over time. Children produce a timeline of cars over 100 years.</i></p> <p>Session 4 Link (D&T)</p> <p>How wheels work – design a car</p> <p>Session 5 Link D&T</p> <p>Make a car</p> <p>Session 6</p> <p>Transport trip (day out)</p> <p>Children are taken on a trip to a transport museum - Beaulieu Motor Museum They are thus able to experience directly older forms of transport. They relate what they see and do to their own experiences of transport now.</p> <p>Session 7 Link -D&T</p> <p>Space Travel</p>	<p>See DT</p> <p>Trip to Beaulieu Motor Museum</p> <p>See DT</p>
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	<p><i>Children learn about space travel and appreciate the significance of space exploration in recent history. They begin to recognise a chronology and then go on to design a rocket/space station, working collaboratively.</i></p> <p>Session 8 Link D&T</p> <p>Moon Landings</p> <p>Using footage of moon landing and images of the earth from space, children understand this significant historical event. They read Mark Haddon's Sea of Tranquillity and are able to date the event. They now build their own space station or rocket in the classroom, using their own designs</p> <p>Session 9 Link Science</p> <p>The Solar System</p> <p><i>Children look at actual pictures of Mars and begin to understand that space exploration is an on-going as well as an historical undertaking. They learn about the solar system and produce a drawing, then learn the names of the planets in order.</i></p>	<p>Timeline work</p> <p>See DT</p> <p>Using google earth app. Evidence on Seesaw and in books.</p> <p>English outcome - writing in books.</p> <p>Drawings of the Solar System. Chatterpix app - Computing</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>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:Name key components of their design and follow a simple criteria.</p> <p>Make: Name a range of different tools / equipment and understand their key components and use them safely</p> <p>Make: Mark out materials to be cut using a template</p> <p>Make: Investigate temporary Joining - fixed and moving and join appropriately - tape, glue etc</p> <p>Make: Explore and use a range of different materials and explore ways to finish their product</p> <p>Know and use the correct vocabulary for their product. Understand the difference between a fixed and moving wheels and axels</p> <p>Evaluate: Make simple judgements about their product against the success criteria</p>	<p>Through integrated History and DT lessons children design and make a car using a prototype testing axels first.</p> <p>In outdoor learning provision children will explore paper airplanes</p> <p>Whilst learning about the history of space travel and rockets children will create a space station in small groups.</p>	<p>Children use Seesaw to take a photo of their sliders and axels. Explain how they made it.</p> <p>Children will use the sliders to act out a story</p> <p>Use the cars in the mini outcome of Wacky Race day.</p> <p>Children will peer assess and use comments such as:</p> <ol style="list-style-type: none"> 1. 'I liked the way you..' 2. 'My eye was drawn to..' 3. 'What jumped out was...'

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>Science</p> <p>Everyday materials (Year 1) Pupils should be taught to: Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working scientifically Skills-</p> <p>-Gathering and presenting evidence: Use simple equipment provided (such as hand lenses / egg timers) -Gathering and presenting evidence: Present findings using drawings and simple sentences - Interpreting results and evidence: Talk about the investigation / enquiry being carried out and discuss what they have found out - Explaining: Write a simple sentence to describe what they observed / compared</p>	<p>Session 1- acquiring prior knowledge</p> <p>Session 2: Key vocabulary- materials, properties- Images of different objects made from different materials could be looked at. Their basic observable properties are identified and discussed. https://www.youtube.com/watch?v=xOKr462HLC0</p> <p>Session 3: recalling property groups- metals and rocks</p> <p>Children choose objects from around the classroom. They sort them according to their properties - bendy/not bendy, hard/soft.</p> <p>Session 4: recalling property groups- fabrics and wood</p> <p>Session 5: recalling property groups- plastic and ceramic</p> <p>Placing different objects into an opaque bag and asking children to guess what the object is using their sense of touch, which features of the object lead them to their guess?</p> <p>Session 6: recalling uses of some materials and their properties</p> <p>Out door provision will give children the opportunity to apply their knowledge of materials in a variety of contexts. For example, bridge building- strength, den building- willow</p>	<p>Children will record findings using seesaw work in books relating to the properties of materials- this could be in the form of Venn diagrams, detailed mind maps (colour, pictures, branches,)</p> <p>Children will be confident to talk about their investigations, asking questions and sharing their knowledge.</p> <p>Children will record the processes of their investigations using Seesaw and in their enquiry books.</p>

<p>SEASONAL CHANGES: Observe changes across the four seasons</p> <p>PLANTS: Identify and name a range of common, wild and garden plants, inc trees</p>	<p>or bricks, water proof-boats, investigation shed- touchy feely boxes, experimenting opportunities to develop the working scientifically skills.</p> <p>Link Geography- revisit longitudinal study.- children to compare picture from autumn to winter. What do they notice?</p> <p>Enquiry question- what changes happen to our courtyard tree over time?</p>	<p>Seesaw evidence of longitudinal study- children comparing previous observations from autumn, they will comment on the similarities and differences between the two photographs.</p> <p>Name tree and plants in outdoor courtyard- label</p>
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<p>Key Learning From main trunks – Global Neighbours</p> <p>What will the children learn?</p>	<p>How?</p> <p>What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes</p> <p>What will the learning look like?</p> <p>How will the learning be recorded?</p>
<p>Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice.</p> <p>Reflect upon, and respond to, global issues in prayer and reflection time and form their own prayers/ responses on matters of poverty, injustice and their role as agents of change</p>	<p>P4c lessons will develop the children’s skills in understanding that their views are important and they can make a difference to their own class/community through their words and actions</p> <p>Children are exposed to texts showing diverse cultures and representations of people and places.</p>	<p>Discussion and evidence recorded on seesaw from P4C/assembly sessions</p>

Additional Learning opportunities

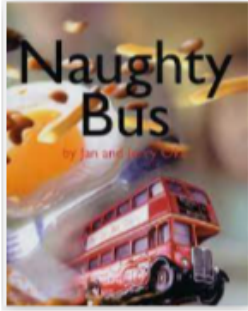
NC Subject	Skills/Knowledge	Outcomes
<p>Computing Internet safer Day 8th Feb</p> <p>All fun and games? Exploring respect and relationships online</p>	<ul style="list-style-type: none"> -Understand why they need to stay safe when using technology -Search for images using a filtered safe search -Know what to do if they see inappropriate content (close the lid of a laptop or lock the iPad and alert an adult) -Begin to understand that need to respect others online (not copying their work online without permission) -Understand information on the internet can be seen by and is available to others -Begin to recognise that personal information should be kept private and not shared with an audience but only with people they can trust. 	<p>internet safety week- using project Evolve and SCARF planning children will develop an understanding of the key elements of keeping safe on-line.</p> <p>They will create posters/information They will demonstrate through examples how to keep themselves safe online.</p>
<p>Geography</p>	<p>LOCATIONAL KNOWLEDGE - can name the four countries and capital cities of the UK PLACE KNOWLEDGE - can name the town where I live 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>
<p>RE-</p>	<p><u>Remembering-Passover</u> Intended learning outcomes: Children will be able to:</p> <ul style="list-style-type: none"> Step 1 describe in simple terms what <i>remembering</i> means Step 2 simply describe ways in which Jews <i>remember</i> the Passover story Step 3 simply describe the value/importance of <i>remembering</i> Passover for Jews Step 4 simply describe their own responses to <i>remembering</i> in their own experience Step 5 simply describe ways in which <i>remembering</i> can be applied to their own and others' lives. 	<p>Evidence on display and in RE books and Seesaw</p> <p>Children retell, with props the Passover story</p> <p>Link to DT- children will take part in preparing and experiencing a Passover meal.</p> <p>Children design their own special plate for remembering</p>

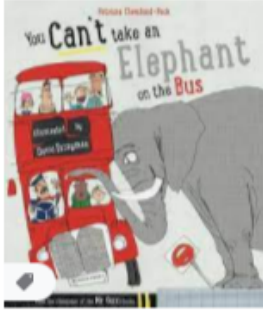
	<p style="text-align: center;"><u>Welcoming -Palm Sunday</u></p> <p>Children will be able to:</p> <p>Step 1 describe in simple terms the concept of <i>welcoming</i></p> <p>Step 2 simply describe how the concept of <i>welcoming</i> is important in the story of Palm Sunday, and how Christians re-create that <i>welcome</i> today</p> <p>Step 3 evaluate the concept by simply describing the importance of <i>welcoming</i> in the story of Palm Sunday</p> <p>Step 4 describe in simple terms their ideas about the concept of <i>welcoming</i> and identify examples of how they have felt <i>welcomed</i></p> <p>Step 5 simply describe situations when <i>welcoming</i> is or is not important, or can change to hostility.</p>	<p>Visualisation and retell of Palm Sunday story</p> <p>Children to make welcome posters for the class</p>
<p>Music- Theme Man on the Moon</p> <p><u>Dimensions</u></p> <p>Timbre: identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically)</p> <p>Texture: recognise and respond to the different layers of sounds used in music</p>	<p>Playing: Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments</p> <p>Rehearsing: Build in practice, rehearsal and improvement opportunities: Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)</p> <p>Notating: Use of notation if appropriate: graphic notation – in particular to highlight use of texture</p> <p>Listening and responding: Mare Tranquillitas – Vangelis</p> <p>Describing and discussing: Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</p> <p>Key words to use and understand timbre, vocal, shaken, struck, plucked, strummed, blown, electronic texture, layers</p>	<p>Performances of Aliens Hello, A Spaceship to the Moon, Michael Collins song Man on the Moon music (class and small group)</p>

<p>Art:</p>	<p>Printing Children to create artwork using printing with toy vehicles. Refer back to the printing we did in Aut 2 during Art enquiry and art gallery trip. Children recognise the name Jackson Pollock as a famous artist.</p>	<p>Children will create prints of different wheels - photos in books/seesaw</p>
<p>PHSE 1. Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <ul style="list-style-type: none"> ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages. ● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them. ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts ● Understand some of the tasks required to look after a baby; ● Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. <p>2. Understanding healthy relationships</p>	<p>Using Scarf lesson plans including interactive resources</p> <p>Children will be labeling the body parts and talk about their functions - Virtual t-shirts for children</p> <p>Children discuss three different stages of growing - baby, toddler and now.</p> <p>Children will talk about the difference between the three stages when it comes to needing the toilet.</p> <p>Children will be able to talk about what babies need and don't need.</p>	<p>Children will draw pictures of then and now when needing the toilet</p> <p>Photos of virtual t-shirt body parts</p> <p>Sort pictures of what babies need</p>

<ul style="list-style-type: none"> ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ● Understand and learn the PANTS rules; ● Name and know which parts should be private; ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say “no” to unwanted touch; ● Start thinking about who they trust and who they can ask for help. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. 	<p>NSPCC website - PANTS resources for schools</p> <p>Children will understand the difference between unkind, tease and bullying</p> <p>Circle time</p>	<p>Children will be given different scenarios and they will be able to identify the difference between the words</p>
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<p>PE</p> <p>REAL PE</p> <p><u>Cognitive skills</u></p> <p>-I can recognise similarities and differences in performance/I can begin to order instructions, movements and skills</p> <p>-I can name some things I'm good at/I can understand and follow simple instructions</p> <p><u>Fundamental movement skill</u></p> <p>-dynamic balance- on a line</p> <p>-static balance-stance</p> <p><u>Creative Skills</u></p> <p>-I can begin to compare my movements and skills with those of others</p> <p>-I can select and link movements together to fit a theme</p> <p>-I can explore and describe different movements</p> <p>-I can observe and copy others</p> <p><u>Fundamental Move Skills</u></p> <p>Coordination-ball skills</p> <p>Counter balance- with a partner</p> <p>Outdoor PE following Twinkle planning</p>	<p>Following Real PE (indoor)</p> <p>Tilly the Trains big day</p> <p>Thembi walks the tightrope</p> <p>Clowing around</p> <p>Wendy's water ski challenge</p>	<p>Active work in lessons</p>
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<p>Year 1</p> <p>English learning journey</p> <p>Outcome: Write their own sequel for the Naughty Bus</p>	<p>Text driver: by Jan and Jerry Oke</p> 	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> • 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) <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Write a simple sentence with prepositions <p>VGP</p> <ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • Write a compound sentence using the coordinating conjunction 'and' (Phase 2) <p>Handwriting</p> <ul style="list-style-type: none"> • To write <u>lower case</u> letters in the correct direction (starting and finishing in the right place). <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>
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<p>Year 1</p> <p><u>English learning journey</u></p> <p><u>Outcome:</u> Write a recount from the elephants perspective</p>	<p>Text driver:</p>  <p>you <u>can't</u> take an Elephant on the bus by Patricia Cleveland</p>	<p>Key writing objectives from NC:</p> <p>Transcription:</p> <ul style="list-style-type: none"> • 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) <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Write a simple sentence to create a short non fiction text <p>VGP</p> <ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • use adjectives that have been modelled in simple noun phrases • Write a compound sentence using the coordinating conjunction 'and' (Phase 2) <p>Handwriting</p> <ul style="list-style-type: none"> • To write <u>lower case</u> letters in the correct direction (starting and finishing in the right place). • to form capital letters correctly making sure they are taller than lower case <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>
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