



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 2
SHAMBLEHURST PRIMARY SCHOOL

SMSC			
Spiritual:			
<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 			
Moral:			
<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 			
Social:			
<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 			
Cultural:			
<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 			

Concepts:

Choice	Hopes and dreams	Equality	Empathy
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Enquiry Question

What takes us on a journey?

Global Neighbours

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

English

- Journey – To write a narrative about others personal experiences.
- Samson's Titanic Journey – A personal account in the form of a scrapbook (from Samson's perspective).
- A recount of a personal experience to the Titanic museum.
- Ice trap – A poem about Shackleton's journey to the Arctic.
- Mathew Henson – A non-chronological report in the form of a poster.
- Searching for Skye - A missing poster.

Lead subject 1

History

The South Pole and significant people from the past – explorers Henson and Shackleton.

The Titanic- recognising why this happened and looking at a range of sources to help understanding.

What takes us on a journey?

Lead subject 2

Art

Explore the work of famous hat maker 'Phillip Tracey' and design and create hats inspired by the Titanic.

Finger puppets linked to 'Samson's Titanic journey'.

Lead subject 3

Geography

To compare the similarities and differences between Southampton and Antarctica exploring the human and physical characteristics.

To look at the 7 continents and 5 oceans linked to explorers.

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?
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<p>To learn about the key events of the Titanic and recognise it as an event beyond living memory.</p> <p>To understand the period in which the tragedy took place and to place the event within a timeline.</p> <p>To understand the similarities and differences between now and then.</p> <p>To use primary and secondary sources to learn about the event and how it is represented through different sources.</p> <p>To understand the lives of two significant individuals in the past who have contributed to national and international achievements (Ernest Shackleton and Mathew Henson).</p> <p>To ask and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>To use evidence to explain reasons why people in past acted as they did.</p> <p>To understand why some people in the past did things.</p> <p>To look carefully at pictures or objects to find information about the past.</p>	<p>Different sources of information to be presented (primary and secondary).</p> <p>Exploring different perspectives through the use of fictional texts (link to English).</p> <p>A trip to the Titanic museum (including workshops).</p> <p>Titanic day – children able to dress up and experience what life would have been like on the Titanic.</p> <p>Learning about class system - 1st, 2nd and 3rd passengers experiences.</p> <p>Looking at primary and secondary evidence to compare the difference between life then and now.</p> <p>Non- fiction texts/ fact-files and videos to support learning.</p>	<p>Children will be able to talk about the timeline of events and sequence them as a class.</p> <p>Children will be able to apply their knowledge of the two eras to identify similarities and differences between life then and now.</p> <p>Children will be able to represent key events through drama and role-play (Titanic day).</p> <p>Identification of the differences between 'classes' in the time of the Titanic.</p> <p>A Non- chronological report portraying the life of Mathew Henson using ICT to support research/ layout (link to English).</p> <p>Recount of events.</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>To use a range of materials creatively to design and make products.</p> <p>To use drawing to share ideas and imagination. Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Experiment with pencils to create tone. Use tone to create form when drawing.</p> <p>To be introduced to the application of fabric using glue or stitching. Be shown how to create plaits and weaves.</p> <p>3D: Be introduced to using tools safely. Experiment with constructing, joining to create 2d and 3d models.</p> <p>Exploring, developing, evaluating ideas: 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>Discuss and explore Phillip Tracey and August Macke's work. Know 5 facts about each and compare them both. Add them to the class timeline.</p> <p>Look at previous designs and talk about features that children like and dislike.</p> <p>Consider different styles and techniques that the designer/ artist has used and begin to explore them.</p> <p>To investigate with materials and the joining of materials through sticking, stitching and sculpture.</p> <p>A modelled sketched and labelled plan for a hat design.</p>	<p>A mind map/ fact-file about Phillip Tracey and August Macke.</p> <p>Experimentation to be recorded in sketchbooks eg. Joined material swatches/ pictures.</p> <p>A hat design sketched and labelled in sketch books.</p> <p>A paper puppet (links to Samson's Titanic Journey).</p> <p>An exhibition for the hats, inviting another year group to come and ask questions about the children's work.</p> <p>A reflection/ evaluation of the children's work.</p>

<p>Key learning from main trunks – use skills and progression documents to inform planning.</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>Locational knowledge: Name and locate the world's seven continents and the five oceans and use world maps, atlases and globes.</p> <p>Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. (Titanic – New York)</p> <ul style="list-style-type: none"> •Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. •Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features •Devise a simple map •Use and construct basic symbols in a key. 	<p>Children will have access to a variety of maps both physical and online (links to ICT).</p> <p>Children will be exposed to different sources when researching New York vs Southampton (eg. Pictures, videos, past experiences, coach trip).</p> <p>Children will be exploring maps and how they work with maps and fieldwork around the school (links to English).</p>	<p>Annotated blank world map in enquiry books.</p> <p>Comparisons – similarities and differences between New York and Southampton. Labelled and written about in Enquiry books.</p> <p>A map for the bird in 'Searching for Skye', with directions on how to get back home (links to English) – able to verbally explain these directions using locational and directional language).</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> <p>Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice.</p>	<p>Comparing Southampton with a non-European country. - Opportunities.</p> <p>Voices from the Titanic - Experiences of different people from different classes on board the ship and why they were making their journey.</p> <p>Links to P4C – choice, hopes and dreams, equality and empathy.</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>Comparison of places - Pictures and venn diagrams.</p> <p>Produce accounts from the point of view of a passenger.</p>

Additional Learning opportunities

RE	Skills/Knowledge	Outcomes
Change – People Jesus met.	<p>Step 1 identify and talk about different types of change in their experience</p> <p>Step 2 identify how their responses to change affect their lives</p> <p>Step 3 identify and talk about the meaning of change and different types of change</p> <p>Step 4 recognise that Christians believe that Jesus changes some people's lives</p> <p>Step 5 talk about why the idea of Jesus being able to change people is important to Christians and identify an issue raised.</p>	RE books
Sadness to happiness - The Easter story.	<p>Step 1 talk about their own experiences of sad then happy</p> <p>Step 2 identify feelings of sadness/happiness in different situations and for different people</p> <p>Step 3 identify and talk about the concepts of sadness and happiness</p> <p>Step 4 recognise how sadness and happiness are significant in the Easter story</p> <p>Step 5 talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.</p>	

PE – following Real PE	<p>Static balance</p> <p>Dynamic balance</p> <p>Coordination – ball skills</p> <p>Counter balance – with a partner</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>
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> <p>Recognise that sequences of instructions can be thought of as algorithms. Begin to program on screen using sequences to create algorithms and Debug errors in their own codes on screen. Give logical explanations for what they think a program will do.</p>	<p>Seesaw</p> <p>Scratch Jr</p> <p>Research</p>

<p><u>English learning</u></p> <p><u>Journey Outcomes:</u></p> <p>Journey – To write a narrative about others personal experiences.</p> <p>Samson’s Titanic Journey – A personal account in the form of a scrapbook (from Samson’s perspective).</p> <p>A recount of a personal experience to the Titanic museum.</p> <p>Ice trap – A poem about Shackelston’s journey to the Arctic.</p> <p>Mathew Henson – A non-chronological report in the form of a poster.</p> <p>Searching for Skye - A missing poster.</p>	<p><u>Text drivers:</u></p> <p>Journey</p> <p>Samson’s Titanic Journey</p> <p>Ice Trap</p> <p>Searching for Skye</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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		<p>Handwriting:</p> <ul style="list-style-type: none"> ● 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 <p>Composition:</p> <ul style="list-style-type: none"> ● 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 <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> ● 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 <p>Key reading objectives from NC:</p> <p>Word reading</p> <ul style="list-style-type: none"> ● 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
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- 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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