

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: One
SHAMBLEHURST PRIMARY SCHOOL

SMSC
<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

Concepts:	Responsibility	Belonging	Sustainability	Care
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Enquiry Question

Should zoos exist?

Hook: classroom to be cages (bars on the windows)

Outcome: Children to create an enclosure for an animal- to create a persuasive piece of writing/presentation to debate the enquiry question.

Lead Subject 1

Science

Animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Global Neighbours

At an age-appropriate level, pupils will:

- confidently challenge and confront injustice and inequality as articulate advocates of change
- share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world
- engage others in the wider school community with their learning and action

Should zoos exist?

Lead Curriculum subject -2

Geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

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.

English

Non fiction, classification texts- Omnivore/ Herbivore/ Carnivore- posters

Flip flap Jungle, Safari, Frozen, minibeasts.- non fiction writing- mixed up animals

King of the Jungle/ Ocean books

Non - fiction fact file writing.

Greta and the Giants - sustainability

Leaf- Whole class text

Lots- The diversity of life on Earth

Lead Curriculum subject 3


DT

Moving Sliders - For an animal in it's enclosure.

Cooking week- linked to RE
Belonging creating a Shabbat meal.

<ul style="list-style-type: none"> • Know and use the correct vocabulary for the products they are making • Know simple characteristics of materials and their components • Understand the difference between a fixed and moving wheels and axles <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • Know that all food comes from plants and animals • Know that food has to be farmed, grown elsewhere or caught • Name a range of different food and begin to understand that they can be classified into different food groups • Know and understand how to prepare food safely and hygienically without a heat source • Name the different techniques of cutting, peeling and grating 	<p>In our SCARF lessons, children will learn about the different food groups. See below for further information</p>	<p>SCARF - Making kebabs- rainbow plate- photograph /seesaw. Children to write or voice record. Examples of videos and photos of children making their healthy kebabs. Children will be able to label their kebab with food names. Children can explain how they prepared the food safely.Possible poster to show safety.</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><u>Place Knowledge</u> Name the town I live in and where my school is on a map of my town. Draw your route to school on a map, using simple locational and directional language</p> <p><u>Geographical skills and field work</u> Use aerial photographs of Hedge End to find out where they live, where Shamblehurst is placed and other landmarks. Make a simple map using simple key with basic symbols.</p> <p><u>Human and Physical Geography</u> Identify daily weather patterns - using basic equipment within the school grounds. – Link to Science – seasonal change</p>	<p>Children will explore a variety of maps including Google Maps</p> <ol style="list-style-type: none"> 1.Children will revisit country and capitals of the UK. Find Hedge End on google map- zoom into school aerial view- what do we notice? 2.Children explore a map of the school, label a map with class photos, where is the hall? Where are the toilets- what symbols could we use to show this on a map- look at simple keys on maps. 3. Explore beebots- beebot app on ipads. see computing Key Learning and outcomes 4. Possible walk around the local environment 	<p>Children to draw their own map of their route to school Children can demonstrate a knowledge of different homes and use a key on a simple map.</p> <p>Children will be able to program beebots to follow a map and use the correct vocabulary</p> <p>Create a class table with daily weather patterns and record on seesaw</p>

<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the 7 continents and 5 oceans.</p> <p>Use simple compass directions – North South East and West</p> <p>Use locational and directional language – near, far, left and right to describe the location of features and routes on a map</p> <p>Use observational skills and pictures/photographs over time to show the difference between the four seasons.</p> <p>LONGITUDINAL STUDY – display built across the year based on the same tree. And shots at the same time of day -</p>	<p>Children to learn the 7 continents and 5 oceans song https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <p>Children will learn about the different compass points(North, East, South and West)</p> <p>Children compare the photos of the tree they have been observing this year.</p>	<p>Children will be familiar with the continents and oceans</p> <p>Children will complete compass point challenges in pairs. They will follow the instructions using compass directions.</p> <p>Children write sentences to compare the changes over the seasons.</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>Plants Identify and name a range of common, wild and garden plants, inc trees Identify and describe the basic structure of plants and trees</p> <p>Animals inc humans Identify and name common animals inc fish, amphibians and reptiles, birds and mammals</p>	<p>Using Non-fiction text drivers/guided reading to explore plants and trees</p> <p>1. Discussion about different trees. Go on a learning walk to see what you find. 2.. Plot the trees on a map – label- link geography</p> <p>3. photo jigsaw of a plant can they put it back together? Teach the structure by using a real plant. Then can they change their puzzle and label. Children to explore plants that have been grown- looking at roots, leaves, tems etc.</p>	<p>Trees labelled in books on a school map photographs on seesaw</p> <p>photographs on seesaw- writing and pictures in books to demonstrate learning</p>

<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of the common animals</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Grow sunflower plants and bean plants- link to working scientifically investigation</p> <ol style="list-style-type: none"> Children name different animals they know. In groups chn to sort pictures/animal objects into 2 piles based on a difference. Discuss. Now sort into groups of reptiles, birds, amphibians, mammals and fish. In groups chn sort a variety of animals by what they eat. Agree/disagree with statements. Reveal answers. Sort animals by how they move/their environment (land/water) Teach herbivore, carnivore, omnivore Ext - Venn diagram – herbivore, carnivore, omnivore <p>Visit from Dave Sharpe exotic raptors- 1hr workshops with live animals.</p> <ol style="list-style-type: none"> Draw around bodies- label. Body songs- 'Busy Body', 'Head, shoulders, Knees and Toes'. 'Boa-constrictor'. Discuss 5 senses- pictures on IWB to give clues. As a class agree on 3 areas around school to explore- questions to prompt e.g. Which area will be smelliest/ noisiest/quietest 	<p>Children will create an online diary record of the growth of their sunflowers- they will use a ruler to measure.</p> <p>Pre written descriptive sentences to identify the classification groups Photographs on seesaw, simple venn diagrams in groups Class displays with animals sorted into classification groups- key vocabulary</p> <p>Photographs from Dave Sharpe exotic visit , facts written in connected sentences</p> <p>labelled pictures on seesaw</p> <p>Senses poem</p>
<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><u>Teaching and learning</u></p> <ul style="list-style-type: none"> Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues  Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions 	<p>Children will explore the idea of suffering in the context of zoos.</p> <p>Discuss the idea of exploitation of animals within a zoo.</p>	<p>Hook will explore the idea of a zoo and animals in captivity.</p> <p>P4C links.</p>

<p><u>Collective worship and spiritual development</u></p> <ul style="list-style-type: none"> • Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice ^[11]_[SEP] 		RE links.
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Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
SCARF - PSHE	<p>Health and Wellbeing > Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. Healthy me <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. 2. Super Sleep <ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep 3. Harold wash and brush <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. 4. Eat Well <ul style="list-style-type: none"> • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 5. I can eat a rainbow 	<ul style="list-style-type: none"> - discussions and whole class seesaw evidence - evidence in books- activities from SCARF website <ol style="list-style-type: none"> 1. Healthy Me: activity sorting sheets demonstrating an understanding of what you need to stay alive, to be healthy and what you might have as a treat. 2. Super Sleep Bedtime routine sequencing activity 3. Harold wash and brush sequencing sheets of washing hands, making breakfast 4. Eat Well- children create a healthy lunch box

	<ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. <p>6. Around and about school (Transition)</p> <ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. <p>7. Harold's Money</p> <ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home. <p>8. How should we look after money</p> <ul style="list-style-type: none"> ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<p>5. Children will make healthy food, including fruit/vegetable kebabs</p> <p>children visiting new classroom, meeting new teacher and preparing for the change into year 2.</p> <p>7. Harold's Money groups mind maps about their family and things that they spend money on. A class list bringin all the ideas together for a discussion</p> <p>8. How should we look after money Children will sort denominations of money from smallest to largest. photograph evidence on seesaw of how to keep your money safe.</p>
<p>RE- Belonging-Judaism Authority- christianity</p>	<p><u>Belonging- Judaism</u></p> <ul style="list-style-type: none"> ● Children can talk about their own responses to Belonging – answering the question – What does belonging mean to you? ● Children identify how belonging affects their lives. ● Children can identify and talk about the concept of belonging – are there places that they don't belong? ● Children can identify how Jewish people show they belong to the Jewish faith. ● Children understand the importance of Shabbat for Jewish people ● Children have a Shabbat meal and can explain why this is important in terms of Jews belonging ● Children know what a synagogue is and what things happen within a synagogue – virtual tour 	<p>class discussion recorded on seesaw</p> <p>Sorting pictures of groups to identify where they may belong-group discussions shared with whole class</p> <p>Share the creation story from 'The Bible'</p> <p>Shabbat meal- children can talk about the preparations and rituals, recorded in books with pictures/speech bubbles</p> <p>seesaw voice recordings</p>

	<ul style="list-style-type: none"> Children are able to talk about the importance of belonging to Jewish people – discuss scenarios – if a person was ill and couldn't attend the synagogue would they feel that they didn't belong? <p><u>Authority-Christinity</u></p> <ul style="list-style-type: none"> Children can describe in simple terms their own responsibility to authority figures – who tells us what to do? Children identify simple examples of ways in which people with their authority affect their lives – children explore who they trust to tell them what to do. Discuss different scenarios. Children describe in simple terms the meaning of the concept of authority – what are people in authority like – what do they have in common? Children can give a simple description about events in Jesus life which demonstrate His authority Children know the story of : Jesus in the Temple Children know the story of Baptism Children know the story of Jesus Calling Disciples Children know the story of Miracles Children can describe in simple terms the importance of Jesus' authority to Christians. 	<p>Class definition of Authority</p> <p>sorting pictures of people who have authority</p> <p>drawings and explanations of a person in their own life that has Authority</p> <p>Children create a list of characteristics of someone whom has authority- group work</p> <p>Class discussion about who Jesus is</p> <p>Sharing Bible stories- in RE books children will order main events of a Bible story</p>
<p>P4C Debate</p>	<p>Concepts will be discussed through video clips, pictures and photos</p> <p>Class discussion unpicks what is the importance of caring for animals</p> <p>The difference between thrive and survive will be discussed and explored</p> <p>Following the Science planning and the children's knowledge gained through research, the enquiry question will be discussed/debated etc.</p> <p>Discuss significant people such as David Attenburgh and Greta Thunburgh. Read the stories of 'Little People' and discuss the concepts of sustainability etc.</p>	<p>What is the difference between thrive and survive?</p> <p>Animals need Do humans always love animals? Do humans love all animals?</p> <p>Should zoos exist?</p>
<p>Computing- computer science</p>	<p>Introduced the term algorithm and what it means</p> <p>Begin to know how to use an algorithm – knowing that an algorithm is a set of precise and unambiguous instructions</p> <p>Begin to know how to follow a simple algorithm</p>	<p>links with geography.</p> <p>The children will be able to program a bebot and send it from one place to another by</p>

	<p>Begin to know how to use logical reasoning to predict what might happen in a set of instructions</p> <p>Understand what has happened and why when inputting an algorithm</p> <p>Understand and use the term debug</p> <p>Identify the need and how to debug</p>	programming it correctly. They will use the correct vocabulary.
PE	<p>Coordination: Sending and receiving</p> <ul style="list-style-type: none"> ● Children will perform a sequence of movements with some changes in level, direction or speed. ● They will learn to perform a range of skills with some control and consistency. <p>Agility - Reaction and Response</p> <ul style="list-style-type: none"> ● Children will use equipment appropriately and move and land safely. ● Children will learn to say how my body feels before, during and after exercise. 	<p>First half term - Cricket coach in from the Hampshire Ageas -TBC</p> <p>Second half term- Using Real PE planning scheme</p> <p>Unit 5 John and Jasmine learn to juggle and Ringo to the rescue.</p>
Music	<p><u>Can I be helpful too?</u></p> <p>Duration and texture</p> <p><u>Toys</u></p> <p>Dynamics and tempo</p>	



<p>Year 1</p> <p>English learning journey - 3 weeks</p> <p>Outcome: class/year group flip flap book</p>	<p>Text driver:</p> <p>Flip Flap Frozen, Flip Flap Safari, Flip Flap Jungle, Flip Flap Ocean</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 • Begin to spell words using contracted forms <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Write a simple sentence starting with a noun/proper noun • Write reliably formed simple and compound sentences <p>VGP</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjectives + noun) • Write a compound sentence using the coordinating conjunction 'and' 'but' 'so' <p>Key reading objectives from NC:</p> <p>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>
<p>Year 1</p> <p>English learning journey - NON FICTION</p> <p>2 week block</p> <p>Outcome:</p> <p>Create own fact file on class animal</p>	<p>Text driver:</p> <p>King of the Jungle information book range</p> <p>Selection of information books</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 • Begin to spell words using contracted forms <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Write a simple sentence starting with a noun/proper noun • Write reliably formed simple and compound sentences <p>VGP</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjectives + noun) • Write a compound sentence using the coordinating conjunction 'and' 'but' 'so' <p>Key reading objectives from NC:</p> <p>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>

<p><u>Year 1</u></p> <p><u>English learning journey (2 weeks)</u></p> <p><u>Audience- school community</u></p> <p><u>Outcome: class- persuasive poster</u></p>	<p><u>Text driver:</u></p> <p>Greta and the Giants by Zoe Tucker and Zoe Persico</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 • Begin to spell words using contracted forms <p>Composition</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about • Write a simple sentence starting with a noun/proper noun • Write reliably formed simple and compound sentences <p>VGP</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjectives + noun) • Write a compound sentence using the coordinating conjunction 'and' 'but' 'so' <p>Key reading objectives from NC:</p> <p>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>
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Whole Class text Guided Reading journey- 'Omnivores' Non Fiction text

<p>Comprehension - Respond and Explain</p> <p><i>LO: I can ask questions about our focus text 'What Animals Eat; Omnivores'.</i></p> <p><i>Children will take a first look at the book 'Omnivores' they will record any questions they have about the text.</i></p>	<p>Comprehension - Clarify</p> <p><i>LO: To scan the text looking for words in bold text, record these and make a picture glossary.</i></p> <p><i>Re-read the text as a class, children will be detectives for the words in bold print, write them down in a list and then discuss the meaning of these words in groups and make a picture glossary.</i></p>
<p>Comprehension - Select and Retrieve</p> <p><i>LO: To find evidence in the text</i></p> <p><i>Children answer True or False statements about facts from the text.</i></p>	<p>Comprehension - Monitor and Summarise</p> <p><i>LO: To recall facts from an information text</i></p> <p><i>Task: In groups, children make a bubble map fact file. Then create their own poster including fun facts learnt from the book 'Omnivores'.</i></p>

<u>Inference</u>	<u>Comprehension – Respond and Explain</u>
<i>LO: to make a prediction based on text and illustrations</i>	<i>LO: to discuss own thoughts and feelings about the dilemma in the text</i>
<p><i>Task: children have the first three pages of the book 'Leaf' by Sandra Dieckmann shared with them with the main character blocked out. What creature do you think the author is writing about? Does it belong in this place?</i></p> <p style="text-align: center;"><i>Why/Why not?</i></p> <p style="text-align: center;">Concept link <i>Belonging</i></p>	<p><i>Task: After finding out what animal Leaf is, the children discuss what are their thoughts and feelings about how the animals will deal with Leaf. Children to work in groups to think of points to support both sides of the debate, focussing on the feelings of the animals and Leaf. Concept link Care.</i></p>

<u>Inference</u>	<u>Themes & Conventions</u>
<i>LO: to show empathy for a character</i>	<i>LO: to find similarities and differences between two characters</i>
<p><i>Task: Children to consider what might be wrong with Leaf, looking at the text closely.</i></p> <p style="text-align: center;"><i>'The sea spat him out'.</i></p> <p><i>Children make a bubble map of describing words around the image.</i></p>	<p><i>Task: to compare Leaf and the Orang-utan using a double bubble graphical organiser. (Whole class) Concept link Belonging.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>