



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Shamblehurst Curriculum – Medium Term Planning – Term Year Two

<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 Truth, Judgement, Service and Identity

Enquiry Question

What makes a hero?

Mind-map

Global Neighbour

Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world

Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues

Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world

English

A collection of descriptive writing on a variety of heroes (real and fictional)

The Three Little Wolves and the Big Bad Pig - Character description, 2 diary entries and a narrative

Dips and dippers - Instructional writing (DT link)

The fire service - A non-chronological report

Guide dogs - Information poster

Superheroes - Comic strips (short narratives)

Superhero poems

Enquiry question
What makes a hero?

Lead Curriculum subject 3
Computing
Create an image using digital media based on the children's heroes
Using beebots to follow instructions on a map

Lead Curriculum subject 2
DT
Children will learn to use different tools and equipment to create a vehicle
Children will cut and join materials to create their vehicle
Children will learn to make hinges, levers and sliders to their vehicle
Cooking - Children will be making dips and dippers

Lead Curriculum Subject 1
ART
Children will learn about the artist Picasso and explore portraits and cubism
Children will create their own Picasso portraits

<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>
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<p>Art - Picasso – portraits – cubism</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>Drawing: Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Experiment with pencils to create tone. Use tone to create form when drawing.</p> <p>Painting: Further improve skills and control. Paint with creativity and expression.</p> <p>Digital Media: Use simple graphics to create images and change line and shape using basic tools.</p>	<p>Children will learn about the artist Pablo Picasso.</p> <p>They will explore a variety of his work and discuss with their partners what they like or dislike.</p> <p>Children will practise a variety of techniques.</p> <p>They will talk about what they have done well and how they can improve before creating their final piece of art.</p> <p>Children will explore different drawing techniques as they sketch themselves in the style of Picasso.</p> <p>Children will learn to tone and shade using paint to then use in their own painting</p> <p>Using seesaw, children will learn to use shapes to create a piece of art</p>	<p>Create a piece of art inspired by Picasso</p> <p>Children will evaluate their own art by writing about what they have done well and what they want to improve</p> <p>Colour mixing to create tone and shade.</p> <p>A piece of art of their hero, inspired by Picasso</p>
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<p>3D: Be introduced to using tools safely. Experiment with constructing, joining to create 2d and 3d models.</p>	<p>Linked to DT Children will use nets to create their fire engines.</p>	<p>Children will create fire engines. See DT</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><u>Designing, making and evaluating</u></p> <p>Design</p> <ul style="list-style-type: none"> · Name and describe what they are designing and making, as well as, explaining its purpose and who they are for · Give a clear purpose and function for their product · Explain the difference between a drawn picture and a design · Name the key components in their design and explain how each material/technique will be used to ensure their product will work · Explain in a little more depth how their product will work and how they will overcome any problems or issues they may have 	<p>Children will design their fire engines. They will label each part of their design.</p> <p>Children will explain how their designs work to their peers.</p> <p>Class discussions about possible problems and how to overcome issues</p>	<p>3D fire engines with sliders</p> <p>Children to design and evaluate their work</p>

<ul style="list-style-type: none"> · Select and use the most appropriate joining technique to suit the materials and product · Select appropriate finishing techniques to suit the product design and purpose · Add a slider/lever to their product and explain how it enhances and/or improves their product · Know how to add a moving axle to their product · Understand how to make a product stronger and more stable · Fold, tear and cut papers and card. · Cut along lines, straight and curved · Use a hole punch · Mark out materials to be cut using a template · Insert paper fasteners for card linkages · Create hinges · Use simple pop ups · Investigate temporary joining – fixed and moving 	<p>Children will experiment with different joining techniques to ensure they choose the joining technique suitable for the purpose</p> <p>Children will be reminded of the sliders they made in Year 1. Children will then create a slider to go with their fire engine, possibly a fireman waving.</p>	<p>Knowledge of suitable joining techniques</p>
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<p>Evaluate</p> <ul style="list-style-type: none"> · Explore and evaluate a range of existing products · Discuss ideas and products with others. · Make judgements about their product against the design criteria and use these judgements to suggest ways to improve their product <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> · Know and use the correct vocabulary for the products they are making · Explain the difference between levers and sliders and select the appropriate one for their product · Understand the difference between a fixed and a moving axle and choose the most appropriate one for their product · Choose the most appropriate materials and/or equipment to make a product stronger and more stable 	<p>Children will look at their fire engine designs and share ideas with their peers.</p> <p>After completing their fire engines, they will evaluate their work and talk about what they have done well and what they need to improve.</p> <p>Children will learn to use vocabulary such as axle, wheel, movement, sliders etc.</p> <p>Table with differences and similarities of moving and fixed axles</p>	<p>Evaluation of the final product</p> <p>Improved vocabulary</p> <p>Children will understand the difference between fixed and moving axles</p>
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<ul style="list-style-type: none"> · Know that 3D textiles products can be assembled and joined together using two identical fabric shapes <p><u>Cooking and nutrition DT - Cheese dippers</u></p> <ul style="list-style-type: none"> · Develop a food vocabulary using taste, smell, texture and feel. · Know and understand how to prepare food safely and hygienically, with or without a heat source · Know and understand the difference between peeling, cutting and grating and select the correct equipment to undertake each technique <p>Measure and weigh food items using non-statutory measures – spoons, cups</p>	<p>Children will be given a variety of materials to experiment with, to decide which material will be better suitable for their fire engine.</p> <p>Children will learn to use the vocabulary peeling, cutting, grating and use the appropriate equipment.</p> <p>Children will be taught to use the equipment safely.</p> <p>Children will cut, grate, and peel vegetables/cheese for their cheese dip.</p> <p>Children will work in group to measure the correct ingredients to make their cheese dip.</p> <p>Children will record their recipe to share on seesaw.</p>	<p>Children create a cheese dip with vegetables for their picnic.</p> <p>Children will work as a group to do a 'Youtube' vlog on seesaw.</p>
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<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Computing</p> <p>Computer Science Recognise that sequences of instructions can be thought of as algorithms (This could include spelling rules/recipes/arithmetic operations) - Begin to program on screen using sequences to create algorithms (Apps including Bee Bot, Lightbot, Scratch Jr - Debug errors in their own codes on screen. - Give logical explanations for what they think a program will do - Begin to explain why a program will do something with evidence</p>	<p>Programming a Robot: Children will follow instructions given to them and give instructions to others. They will consider the language used to give instructions, and how that language needs to be clear and precise. Children will combine several instructions into a sequence that can then be issued to another learner to complete. They will then consider a clear and precise set of instructions in relation to an algorithm, and will think about how computers can only follow clear and unambiguous instructions.</p> <p>Children will focus on sequences, and consider the importance of the order of instructions within a sequence. They will create sequences using the same instructions in different orders. They will then test these sequences to see how the different orders affect the outcome.</p> <p>Children will use logical reasoning to make predictions. They will follow a program step</p>	<p>Children will understand the importance of giving clear instructions.</p> <p>Children will learn to give instructions in the correct order as it can affect the outcome.</p>

<p>Information technology Use an increasing range of technologies to store and retrieve content for a given purpose. (iPads and Laptops) - Use folders to store different items to help with work or presentations - Create and edit original content for a given purpose using an increasing amount of technology.</p> <p>Digital literacy - Begin to understand that photos taken with smartphone can contain additional hidden information such as where the photo was taken</p> <p>Online safety</p>	<p>by step and identify what the outcome will be.</p> <p>Children will design, create, and test a mat for a floor robot. This will introduce the idea that design in programming not only includes code and algorithms, but also artefacts related to the project, such as artwork.</p> <p>Children use seesaw to create a piece of art inspired by Picasso.</p> <p>Children create folders for their art etc.</p> <p>The children will be introduced to the concept that images can be changed for a purpose. Children will be introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real.</p>	<p>Seesaw piece of art inspired by Picasso saved in their art folders</p>
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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?
<ul style="list-style-type: none"> • encourages pupils to ask questions and develops critical thinking • is participatory and experiential; affective as well as cognitive • challenges assumptions and stereotypes, fostering self-awareness, permitting learners to acknowledge in themselves a range of motivations/attitudes, and to question the way they think • includes opportunities for pupils to respond and make a positive contribution. <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 Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world</p> <p>Actively participate in planning and taking action against poverty and for a more just</p>	<p>RE children will be thinking of questions to ask a vicar about the Bible and authority</p> <p>P4C lessons will provide the children the opportunity to question the way they think</p> <p>Rainforest day (20-22 Jun) - discussion around climate change and our impact on the earth. Plants - science unit. What we get from plants and why they are important. Overusing plants and not looking after them.</p> <p>Whole school hero dress-up day. Children bring a pound for donations. Visit from the guide dog charity. Children will learn about their importance and be given the chance to make a positive contribution; making posters (English) and money for donations</p>	<p>Hedge End St Luke’s church to talk to children about the Bible</p> <p>Following our plant experiment, children then plant more plants in the school grounds to help our environment thrive.</p>

and sustainable world – and be able to explain why this action is important.	Aaron Phelps - paralympian to talk to children	
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Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
Scarf	<p>Should I tell?</p> <ul style="list-style-type: none"> ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p>Solve the problem</p> <ul style="list-style-type: none"> ● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring 	<p>Children will understand the importance of secrets and surprises</p> <p>Children will be given scenarios and learn to solve the problems</p>

	<p>negotiation skills to help foster and maintain positive relationships.</p> <p>A helping hand</p> <ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others <p>I don't like that!</p> <ul style="list-style-type: none"> ● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ● Identify the types of touch they like and do not like; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Bullying or teasing?</p> <ul style="list-style-type: none"> ● Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; ● Identify situations as to whether they are incidents of teasing or bullying. 	<p>Children will learn to give each other instructions and give each other positive feedback</p> <p>Class discussion</p> <p>Class discussion - clear scenarios sorted into teasing and bullying</p>
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	<p>Don't do that</p> <ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies <p>Types of bullying</p> <ul style="list-style-type: none"> • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<p>Children will make a poster of 'Don't do that' sentences</p> <p>Children will be able to identify the different types of bullying</p> <p>Children will understand the importance of using their support network to talk to</p>
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	<p>Feeling safe</p> <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help <p>Playing games</p>	<p>Class discussion</p> <p>Visit from a police officer</p>
P4C	<p>Through different stimuli such as video clips and books, children will begin to understand the meaning of these concepts: judgement, truth, service and identity.</p> <p>Judgement :</p> <p>https://www.youtube.com/watch?v=Ji5CB0UDFLQ</p>	<p>Children will have a better understanding of these concepts and will be able to talk about them</p>
RE- The Bible - Authority	<p>The Bible - Authority:</p> <p>Children will describe in simple terms the concept of <i>authority</i></p> <p>Children will simply describe ways in which Christians show that the Bible has <i>authority</i> for them</p> <p>Children will evaluate the concept of <i>authority</i> by describing in simple terms the value of the Bible's authority to Christians</p> <p>Children will describe in simple terms their response to <i>authority</i></p> <p>Children will identify simple examples of how responses to <i>authority</i> are different in</p>	<p>Children use dictionaries to identify the meaning of authority.</p> <p>Class discussions</p> <p>Visit from a vicar for children to ask questions about the Bible and authority</p> <p>Class discussion</p> <p>Children to use seesaw to record their thinking of authority</p> <p>Class discussion</p>

<p>Shabbat</p>	<p>different situations and for different people.</p> <p>Shabbat Children will talk about their own responses to <i>remembering</i> Children will identify what it is important to <i>remember</i>, and when Children will identify and talk about words associated with <i>remembering</i> Children will recognise that Jewish people <i>remember</i> creation and the day of rest when they celebrate Shabbat Children will evaluate <i>remembering</i> when talking about how important it is for Jewish people, how important <i>remembering</i> is for them</p>	<p>Class discussion - Create a bubble map of ideas to be used for their books</p> <p>Create a concept map</p> <p>Recap their learning from Year 1 Create a Shabbat table top Children to have a picture and label the parts</p> <p>Group work and card sorting activity</p>
<p>Geography</p>	<p>Introduce vocabulary such as beach, cliff, sea, ocean, valley, vegetation</p> <p>Using bee bots children will use a world map to to identify number coordinates</p> <p>Children will create map of the school grounds using basic symbols in a key</p>	<p>Children will be able to identify simple letters and coordinates on a map. Children will be able to give each other instructions.</p> <p>Children will create a simple map of the school grounds wish they can share with Year 1 children coming to Year 2</p>

Science	<p>Plant seeds - find out and describe how plants need water, light and suitable temperature to grow and stay healthy. Observe the plants over time.</p> <p>Observe and describe how bulbs/beans grow into mature plants - Hydroponics</p>	<p>Observing cress seeds in the different conditions</p> <p>Record the different findings on seesaw</p> <p>Bean/ bulb diary - using simple diagrams to show their findings.</p>
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