

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 5
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

Change	Beauty	Conflict	Sustainability
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Enquiry Question

<p>Is nature always on our side?</p>

Global Neighbour

Encounter fresh perspectives on global issues through the use of visitors and community links - trip to the Living Rainforest and John Dyer webinar. (Community engagement)

Actively participate in planning and taking action against poverty and for a more just and sustainable world - and be more able to explain why this action is important (Pupil participation in active global citizenship).

Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life (Pupil participation in active global citizenship).

English (main outcomes)

Floodlands - narrative (backstory for a character), persuasive speech

Holes by Louis Sachar - informal letter in role as a character

Can we save the tiger - discussion text

ways on our side?

Science

All living things and their habitat – describe differences in life cycles of a mammal, an amphibian and an insect and a bird. Describe the life process of reproduction in some plants and animals.

Properties and changes of materials – use knowledge of solids, liquids and gasses to decide how mixtures might be separated (including filtering, sieving and evaporating).

Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on

Geography

Describe and understand the physical geography of mountains and the water cycle.

Know the seven continents, five oceans, and their human and physical features.


Explain about weather conditions/patterns around the UK and compare to South America – specifically the Amazon Rainforest.

Art

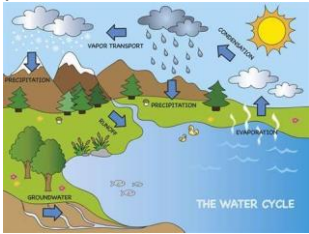

Taking inspiration from the contemporary artist John Dyer, children will sketch and develop their own ideas. They will plan a unique way of capturing their first-hand experience from visiting The Living Rainforest.

Children will use primary colours and black and white to mix a full range of hues and tones. Finally, they will paint with skill and progression to produce their final piece.

Children will take part in an online webinar where they will meet artist John Dyer, ask questions about his art and paint alongside him.

<p>SCIENCE</p> <p>Key Learning From main trunks – use Skills and Progression documents to inform planning. 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? How will the learning be recorded?</p>
<p>All living things and their habitat</p> <p>Describe differences in life cycles of a mammal, an amphibian and an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Properties and changes of materials – use knowledge of solids, liquids and gases to decide how mixtures might be separated (including filtering, sieving and evaporating). Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>(Session 3 - Hamilton) Children will look at examples of insect and amphibian life cycles (butterfly, ladybird, locust, frog, salamander) and watch the ant and frog videos. Look at the zoological illustrations and note how parts of the life cycle are included.</p> <p>(Session 4 - Hamilton)</p>	<p>Children will use watercolour pencils to draw and annotate the life cycle of 2 different insects. One showing complete metamorphosis (butterfly or ladybird) and the other incomplete (dragon fly, grasshopper) metamorphosis.</p> <p>Also children draw and annotate the life cycle of an amphibian (frog, toad, newt and salamander). This diagram will clearly show the stages at which they live on land and those where they live on water.</p>  <p>Children will identify a local mammal and bird species and research their life cycles online. Draw and annotate a life cycle zoological illustration for both mammal and bird life cycles. ART LINK - use watercolour pencils to create and colour in their drawing.</p>

		<p>Children will dissect flowers to see the reproductive parts of the flower (Tupils and Alstroemeria). Children to work in pairs. Lay out strips of sellotape to create a square/ rectangle. One layer at a time, pull the parts of a flower off a lay out on the sellotape petals, stamen etc.</p> <p>(Lesson 1 - Hamilton) When the middle of the carpel and ovary are reached, gently use a pair of scissors to slice open. Hopefully the ovules can be seen. Once all parts have been dissected, layer sellotape over the top to enclose the parts of the flower. Get the class to look at their flower parts together and have a discussion. What parts could you find easily? Which were more difficult? Are they the same from both flowers? Why/why not? What is the function/purpose of each part? Children to take a picture and upload to SeeSaw. Use SeeSaw to label the different parts and describe their function</p> <p>(Lesson 2 - Hamilton)</p> <ol style="list-style-type: none">1. Draw botanical illustrations using watercolour pencils that show the life cycle of some plants that reproduce asexually.2. Identify and be able to explain the ways that plants can reproduce asexually, both naturally and artificially.3. Set up an investigation into artificial asexual reproduction in flowering plants.
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<p>GEOGRAPHY 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>Describe and understand the physical geography of mountains and the water cycle.</p> <p><i>*To know the key aspects of the water cycle</i> <i>*To make a model water cycle to observe the process in action</i></p> <p>Know the seven continents, five oceans, and their human and physical features.</p> <p>Explain about weather conditions/patterns around the UK and compare to South America – specifically the Amazon Rainforest.</p>	<p>1. What is a water cycle? The children will look and study the water cycles and cover key terminology: *Evaporation *Convection *Precipitation *Collection Children will understand the terms associated with water travelling to rivers and discuss the impact on the environment.</p> <p>2. Children will create the water cycle as part of an experiment. Watch the following animation to help build understanding. https://www.youtube.com/watch?app=desktop&v=StPobH5ODTw</p> <p>(See session 1 - Hamilton Trust)</p> <p>3. Recreate a mountain range in order to demonstrate the water cycle.</p>	<p>1. Children will draw and label the water cycle using the correct terminology and explain the process.</p>  <p>2. Children will record their experiment in their Enquiry books. Children will conduct experiments about the water cycle and look at the impacts of Climate Change on the Water Cycle.</p>  <p>https://www.youtube.com/watch?v=StPobH5ODTw</p> <p>https://www.youtube.com/watch?v=2rwFK5_Viqo</p> <p>https://www.youtube.com/watch?v=ehW_F94ifRY</p> <p>https://www.youtube.com/watch?v=ehW_F94ifRY</p>

Discuss:
Microplastic pollution found near summit of Mount Everest

Humans now known to have polluted Earth from deepest ocean to highest peak



4. Children will work in groups to make Modrock Rivers, which reflect the journey of water from the source to the sea.

5. Children to look at their Modrock models and think about where flood barriers would need to be placed. Children to label up.

3. Children will have created their own mountain range and predict and record where precipitation collects and travels too.



4. Children to have clearly labelled Modroc models of the Water Cycle and how it relates to rivers.



5. Children will discuss the effects of human impact on flood plains ([LINK TO ENGLISH](#)). They will understand the importance of flood management systems

6. To look at climate change and the impact on the Earth, Animals and Humans

What is it and how is it affecting us?

https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf

<https://www.wwf.org.uk/get-involved/schools/living-planet-report>

https://www.wwf.org.uk/sites/default/files/2021-01/WWF_FutureVisionSchoolsChallenge.pdf

https://www.wwf.org.uk/sites/default/files/2019-12/WWF_KS2_Lesson1_Presentation.pdf

<https://www.wwf.org.uk/get-involved/schools/future-visions>

Explore the facts and the myths about climate change - What can we do to help?

Watch and read about important aspects of climate change.

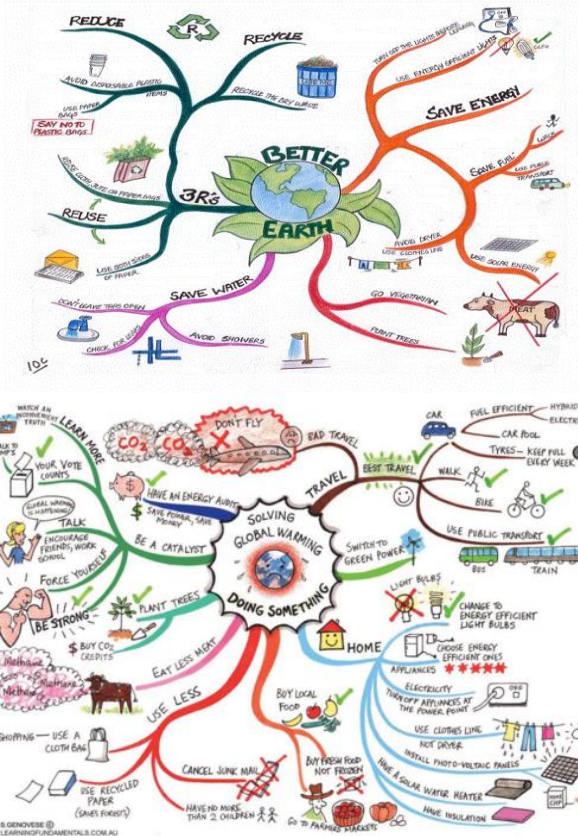


WHAT IS CLIMATE CHANGE?

<https://education.microsoft.com/en-us/learningPath/19416e8e>

and discuss how to improve life on a flood plain. Look at how London has developed the Thames Barrier and how it will protect the city.

6. Children create a mind map for a better Earth- What have we learnt and what can we do?

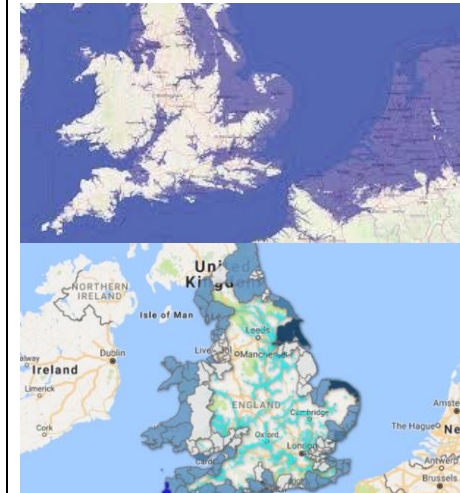


<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>
https://www.wwf.org.uk/sites/default/files/2020-05/WWF_ESD_Learning_MOOC_Journal.pdf
 Planning WWF link: <https://www.wwf.org.uk/get-involved/schools/school-campaigns/shaping-our-future>

7. Children study UK maps and flood maps. What is flooding? (recap from previous work) - Look at various news articles from the previous years to the recent day. Where did this occur? Locate on a map here in the UK is impacted by flooding? Why is this happening more often? - Climate Change.
<https://friendsoftheearth.uk/climate/flood-map-england-and-wales-areas-risk-flooding>


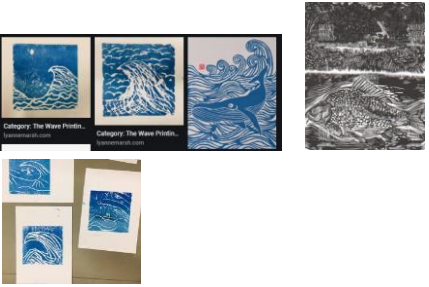


7. Children will produce labelled flood maps of the UK.



8. Children will gather rainfall data from the UK and the Amazon rainfall (annual). Create one graph using two different colours to show the difference. Use the data to create statements about what they have found out.

	8. Children will compare rainfall (precipitation) in the UK and South America (specifically the Amazon)	
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<p>ART 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>Children will compose their work and plan effective use of available space. They will draw and paint from observation, experience and imagination.</p> <p>They will paint using primary colours and black and white to mix a full range of hues and tones.</p> <p>Make a complex printing block from a polystyrene printing tile and cut it to apply more than one colour. Build up the printing block by applying card, string and wool. Ink up a block and print regular and irregular patterns. Develop art language to enable them to identify and talk about pattern and texture in natural and man made objects.</p>	<p>Children will experience the work of the artist John Dyer and take part in online webinars.</p> <p>They will practise drawing their ideas in their sketchbooks using a range of pencils.</p> <p>Children will explore and learn about the work of John Lawrence.</p> <p>They will practise drawing their ideas in their sketchbooks using a range of pencils.</p> <p>They will practise using a range of printing techniques. They will plan to incorporate the scale, surface and method to achieve the final result.</p>	<p>To produce their own rainforest painting inspired by John Dyer. Children will be able to describe what they have produced using specific vocabulary.</p>   <p>To produce their own Floodlands inspired print in the style of John Lawrence. Children will be able to describe what they have produced.</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>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>Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time</p> <p>Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice</p>	<p>Relate people and places to geography learning.</p> <p>Work on global issues around flooding will enable children to deepen their knowledge about global issues</p>	<p>Children will link their knowledge of people and places with the geography learning in this term.</p> <p>Flooding work will be looked at in detail.</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE	<p>Concept – Laws – Jesus the law breaker</p> <ul style="list-style-type: none"> ● Children can explain what people mean by laws and how they compare to rights and rules. ● Children read the UN children’s Charter and can discuss its ‘rules’ ● Children know the story of how Jesus broke the Sabbath laws ● Children have accessed The Miracle maker film and can discuss whether it was right for Jesus to break laws. ● Children understand the term ‘blasphemy’ ● Children can explain how Jesus’ attitude to the Law is significant within the Easter Story. ● Children know Jesus had his own laws – referred to as The Two Great Commandments. <p>● Concept – Sacred place – Places of worship</p> <ul style="list-style-type: none"> ● Children know what sacred means ● Children list what is needed to make a sacred place ● Children know what a mosque and a church is ● Children know what makes a mosque and a church a sacred place- they draw/list the features ● Children know why they features are sacred ● Children know that a sacred place will mean something different for different people (Muslims and Christians) ● Children are able to imagine their own sacred place ● Children are able to explain how and why people show that a place is sacred to them <p>Summer 2 – Concept Umma – Hajj and zakat</p> <ul style="list-style-type: none"> ● Children understand the concept of community- Umma (worldwide Muslim community) ● Children know what Hajj is (the pilgrimage to Makkah) ● Children know what Zakat is (distribution of wealth) ● Children know the features of Hajj and Zakat and how it reinforces Umma 	

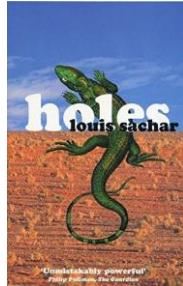
	<ul style="list-style-type: none">• Children can explain the concept of Umma and the value of it to Muslims- discussing issues that may arise• Children know what communities they belong to• Children list features of a chosen community• Children can reflect upon the importance of belonging to a community and why someone may choose not to be part of a community• Children can compare the features of two communities (including Umma) and compare the similarities and differences	
PSHE/RSE1. - Be my Best Growing and changing		SCARF Resources

English Learning Journey

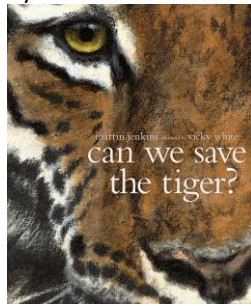
Year 5

Text drivers:

Holes by Louis Sachar



Can we save the tiger
by Martin Jenkins



Floodlands by Marcus Sedgwick

Key writing objectives from NC:

Composition and Effect

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Evaluate and edit by assessing the effectiveness of their own and others' writing
 - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - Use expanded noun phrases to convey complicated information concisely
- Use a range of devices to build cohesion within and across paragraphs
 - In narratives, describe settings, characters and atmosphere
 - Choose the appropriate register for the audience and purpose (formal or informal)
 - Viewpoint is established and generally maintained
- Use figurative language such as similes, alliteration, metaphors and personification in poetry

Structure and Organisation

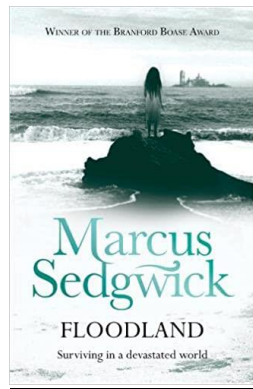
- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences
 - Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*)
 - Linking ideas across paragraphs through tense choice (he had seen her before)

Sentence Structure

- Make deliberate choices of sentence length and structure for impact on the reader
- Fronted prepositional phrases for greater effect
- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports
- Use a wide range of clause structures, sometimes varying their position within the sentence

Vocabulary, Punctuation and Grammar

- Proof-read for spelling and punctuation errors
 - Use relative clauses beginning with who, which, where, when, whose, that
- Use commas to clarify meaning or avoid ambiguity in writing
- Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'
- Ensure correct subject and verb agreement when using singular and plural
- Use brackets, dashes or commas to indicate parenthesis
 - Use the perfect form of verbs to mark relationships of time and cause
- Use modal verbs or adverbs to indicate degrees of possibility
 - Ensure the consistent and correct use of tense throughout a piece of writing
- Use a colon to introduce a list



The Dam by David Almond

