7

Link cross-curricular learning to the enquiry

Now, and only now, is it time to consider the detailed subject-specific content. It makes sense to look first at the skills and knowledge of the subject that works most readily with the enquiry. This could be, for example, geography, history or science. Through this process, it may be that certain weekly questions need to be tweaked from their original form to align to subject requirements. However, it is important not to lose the flow of the enquiry.

The subject content should support the enquiry of learning, not the other way around.

The planning overview for the enquiry of learning now starts to incorporate subject-specific content from across the curriculum. Here, the science content has been added first, but content from other subjects could equally be the starting point.

Year 2 Summer Term 1

Enquiry question: Why are bees so brilliant?

Harmony Principle: Interdependence

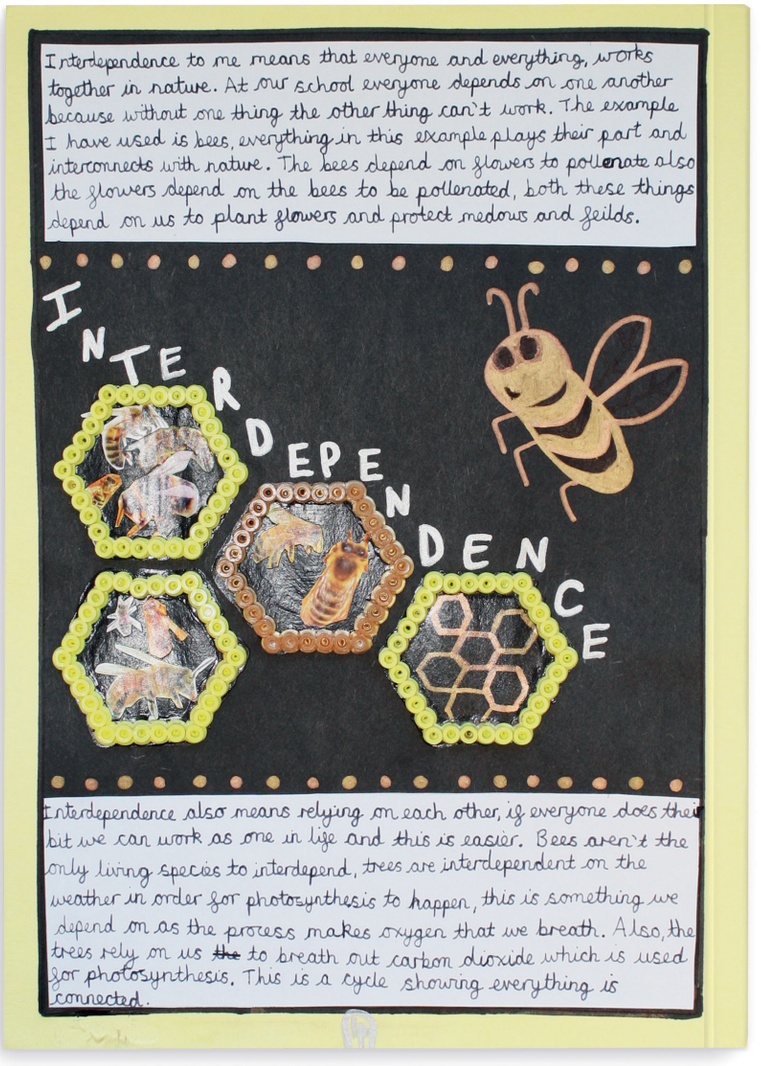
Great Work: Hexagonal books about bees
Partners in Learning: Beekeepers Association
Sustainability theme: Caring for bees

	Weekly Questions					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
	How do bees work together in a hive?	**What do bees need to stay healthy?**	**What makes some flowers bee-friendly?**	**Why do flowering plants need bees?**	**What harms bees?**	**What can we do to protect bees?**
GEOMETRY	What are the stages of a bee life cycle? (creating a diagram of a bee life cycle based on a circle)	What are the different parts of a bee's body called? (exploring the symmetry and proportions of bees)	How can we draw a flower using a circle template? (constructing simple three or four-petalled flowers)	How can we draw a six-petalled flower using a compass? (constructing six-petalled flowers based on hexagons)	How can we create 3D hexagons to make honeycomb? (exploring hexagonal honeycomb in 3D)	What will make our hexagonal bee books look amazing? (constructing hexagons to make books about bees)
SCIENCE	What jobs do bees in a beehive do?	What do bees need to stay healthy?	What are the different parts of a flower?	How do bees pollinate flowers?	Why are there fewer bees?	What can we do to help bees?
ENGLISH						
GPS FOCUS						
MATHS						
GEOGRAPHY OR HISTORY						
DT OR ART & DESIGN						
PE						

Additional rows can be added to this planning grid to accommodate content from other subject areas. Wherever possible, this should link to the enquiry of learning.

8

Match English skills and genres to the enquiry of learning



With the geography, history or science skills and knowledge in place, the next stage is to work out the genres of writing that will best fit into this enquiry and the texts that will best enrich the writing. Once the reading and the writing tasks have been decided on, attention should be given to the key grammar skills and vocabulary that need to be secured to enable the students to produce high-quality writing. And, of course, the writing should be purposeful in enhancing the outcomes of the enquiry, be it a story, a letter, an information leaflet, an instructional text or a poem.

The more the writing can be shared or presented to another year group, to parents or to the wider community, the better. This helps give students a clear sense of the reader as they plan, draft and refine their texts.

By this point in the planning process, it is easier to see the English skills, knowledge and text genres that will fit well with different elements of the learning.

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ENGLISH	What are the features of a non-chronological report?	How can I write my own non-chronological report about bees?	What makes an adventure story really exciting?	How can I create an adventure story about a bee that is exciting and interesting to read?	What instructions should be included in a beekeeper's guide?	What would I include in an instructional text about being a beekeeper?
GPS FOCUS	What are the best statements for a non-chronological report about bees (1)?	What are the best statements for a non-chronological report about bees (2)?	When should I use an exclamation mark in a story?	How can I use direct speech to make my story more interesting?	What are the best commands to use in instructions about beekeeping?	Which sentence structures will improve instructions about beekeeping?
MATHS						
GEOGRAPHY OR HISTORY						
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9

Match maths concepts to the enquiry of learning

Maths concepts do need to be practised and secured, but if that is all that happens in maths learning, then any meaningful application is lost. The planning overview should therefore highlight both the concepts that will be practised and secured, and how these concepts will enhance the enquiry of learning, possibly with links to geography and map work, historical data or scientific investigations and any information that may need to be collected or presented. The more the maths can be applied to the enquiry to bring it to life, the better.

Once the planning for the enquiry of learning has been developed to this point, there is an opportunity to plan maths investigations that allow students to apply their skills and understanding in a way that complements the rest of the learning, as shown here.

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MATHS	How can I interpret data in a tally chart about bees?	How can I create my own data for a tally chart with information about bees?	What are the properties of triangles and squares created by three and four-petalled flowers?	What are the properties of a hexagon created by a six-petalled flower?	What are the properties of 3D hexagons?	What can I find out about multiples of 6?
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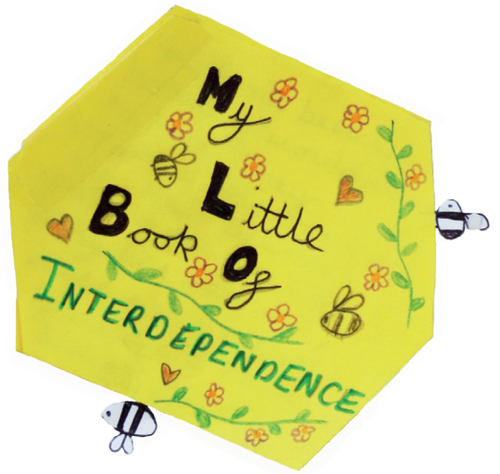

10

Link content from other subjects to the enquiry of learning

The final stage of this planning process is to link other curriculum subjects to the enquiry. There may be a design technology project or a theme for a dance that fits well with the focus of the enquiry of learning. It may be more difficult to do in relation to a particular sport or a specific unit of learning in RE, for example. If there is really no link, it is probably better to teach the content separately as a one-off. The aim of all this planning, though, is to bring the principle of Interdependence to life – to show that just as natural systems work well because the elements are interconnected, so our learning is more meaningful when we seek connections and find opportunities to link learning together.

As our young people grow up, we want them to develop a systemic understanding of how the world works, rather than seeing things in silos. This will be essential if we are to ensure a more sustainable way of life.

Content from other subjects can now be mapped onto the planning overview for this enquiry. The content for Geography, DT/Art & Design and PE has been filled in as an example.

Year 2 Summer Term 1

Enquiry question: Why are bees so brilliant?

Harmony Principle: Interdependence

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GEOGRAPHY OR HISTORY	What can we see and label on an aerial map of our school grounds?	How can I map the routes bees take from flowers to hive?	Which places in the school grounds are bee-friendly, and which aren't?	How can we create more bee-friendly environments?	What are the daily weather conditions over a week and how do they affect bee activity?	Which days were the best days for bee pollination and nectar gathering? Why?
DT OR ART & DESIGN	What are the features of different bee hotels?	What will I include in my design for a bee hotel? What materials and joining techniques will I use?	How well can I follow my design to create my bee hotel (1)?	How well can I follow my design to create my bee hotel (2)?	How helpful was my design and what am I pleased about in my finished bee hotel?	How can I present my design project to others?
PE	How can I move through a space without touching anyone else?	How can I use dance to communicate a message to others?	How do bees use movement to communicate?	What bee moves can I incorporate into a group dance?	How can we adapt our bee dance to fit with music?	How can we use what we have practised to perform a bee dance?

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