



MINI ADVENTURE CONTEXT PLAN: *PIONEERS JANUARY 2020 – SPACE SCIENTISTS*

Key Texts	Key Inspiration	Key Sources
<p>The Jamie Drake Equation, by Christopher Edge; The Skies above my Eyes, by Charlotte Guillain.</p> 	<p>International Centre for Life; Sustainable Development Goals 9</p> 	<p>National Geographic – Space; UK Space Agency; NASA</p> 

Writing	
To use imaginative description, to organise writing appropriately, to use sentences appropriately	
Big questions:	Can I create vivid images by using alliteration, similes, metaphors and personification and interweave descriptions of characters, settings and atmosphere with dialogue? Am I able to choose effective grammar and punctuation?
Contexts for learning	Writing with imagination on the subject of space including travel. Formal writing tasks e.g. letters to astronauts and scientific reports; use of subheadings and paragraphs when writing non-fiction texts. Use parentheses and advanced punctuation including () - : ;
Key Vocabulary	Audience, purpose, draft, redraft, edit, , comma, semi-colon, parentheses, passive, active

Reading	
To read accurately, to understand texts	
Big questions:	Can I Identify and discuss themes and conventions in and across a wide range of writing? Am I able to make comparisons within and across books? Can I draw inferences such as feelings, thoughts and motives from their actions, and justify them with evidence?
Contexts for learning	Through reading of class novel(s), infer and predict what might happen from details stated and implied; use and link knowledge gained from novels through other subjects
Key Vocabulary	Infer, predict, imply, motive

History	
Understand chronology; Communicate historically	
Big Questions:	Can I use dates and terms accurately in describing events? Am I able to use historical vocabulary to communicate? Am I able to use original ways to present information and ideas?
Contexts for learning	Know some of the basic history behind the 'Space Race', the countries involved and the people behind the race to get into space.
Key Vocabulary	Time period, era, chronology, century, decade, legacy.

Science	
Work Scientifically; Understand movement, forces and magnets, and what causes motion	
Big Questions:	Can I plan enquiries, including recognising and controlling variables? Am I able to take measurements, using a range of scientific equipment, with increasing accuracy and precision and record data and results? Can I report findings from enquiries, including explanations involving causal relationships, and conclusions? Am I able to use test results to make predictions to set up further comparative and fair tests? Can I use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments? Can I describe and explain forces such as gravity, magnetism and resistance?
Contexts for learning:	Explore magnetic forces, as well as gravity, air resistance, water resistance, drag and friction. Know how the Earth orbits the sun and how it fits into our solar system. Know some facts about the planets, as well as the sun, day and night, and the international date line.
Key Vocabulary	Astronomer, atmosphere, equator, galaxy, gravity, moon, orbit, planet, satellite, solar system, universe. Gravity, air resistance, water resistance friction, force effect, accelerate, decelerate. Variables, measurements, accuracy, precision, record, diagram, label, predict, compare, fair test, causal relationship, evidence, pattern

Maths	
Fractions; Ratio and Proportion; Use algebra; Use measures	
Big Questions:	Can I solve problems involving scale and proportion? Am I able to compare, order and use decimal numbers (up to 3 d. p.)? Do I understand the equivalence of fractions and percentages? Can I use symbolic representations? Am I familiar with a range of measurements?
Contexts for learning	Using decimal numbers in context and within problem solving; comparing and ordering percentages and finding equivalent fractions. Calculating perimeter, area and volume. Finding averages and exploring statistics using pie charts and averages. Knowing and identifying the properties of triangles and types of quadrilateral.
Key Vocabulary	Fraction, percentage, decimal, equivalence, millimeter, centimeter, kilometer, perimeter, volume, area, centimeter squared, average, proportion, ratio.

RE	
Understand beliefs and teachings; Understand how beliefs are conveyed	
Big Questions:	What would Jesus do? How are teachings from the Jewish faith shared today?
Contexts for learning	Exploring the Gospels; Comparing ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Making clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the community. Relating biblical ideas, teachings and beliefs to the issues, problems and opportunities of their own lives and the life of the world today,
Key Vocabulary	Gospel, disciples, forgiveness, community, parables, testimony, activism, discipleship

French	
Speak confidently; begin to read fluently	
Big Questions:	Am I able to use dates and numbers accurately in French?
Contexts for learning	Learning to tell time in French, describing places within school and in the surrounding area. Learning topic vocabulary relating to the topic Space Scientists.
Key Vocabulary	Vocabulary in French relating to topics learned.

Computing	
Connect, Communicate	
Big Questions:	Can I choose the most suitable applications and devices for the purposes of communication? Which features can I use to create communications? Do I understand how to connect safely with others?
Contexts for learning	Complete activities based on e-safety and how to keep yourself safe and protected online, as well as what to do when things go wrong. Communicate effectively through ICT including using blogs and sharing information with and between teachers and other students; working collaboratively on documents.
Key Vocabulary	e-safety, personal information, appropriate, age-restrictions, animate, create, blogging, communication, collaboration, sharing, hyperlink

DT	
Construction skills	
Big Questions:	Do I have a range of practical skills to create products? (possibly including cutting, drilling and screwing, nailing, gluing, filing and sanding)
Contexts for learning	Construct and build structures using pulleys and levers and springs. Use knowledge of forces when constructing.
Key Vocabulary	Pulley, lever, spring, gears, design, plan, evaluate, modify

Art	
Develop ideas; master techniques	
Big Questions:	Am I able to create sculptures using a variety of materials and tools?
Contexts for learning	Show life-like qualities & proportions or provoke interpretations; use tools to carve and use shape, texture and pattern.
Key Vocabulary	Shape, mould, form, tone, line
PE - Dance	
Big Questions:	Am I able to compose and perform imaginative dance sequences?
Contexts for learning	Perform expressive and imaginative dance on the topic of space
Key Vocabulary	Create, imagine, perform, sequence, express, energy, grace, theme, strength, stamina