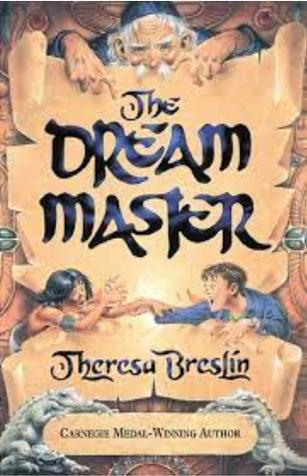
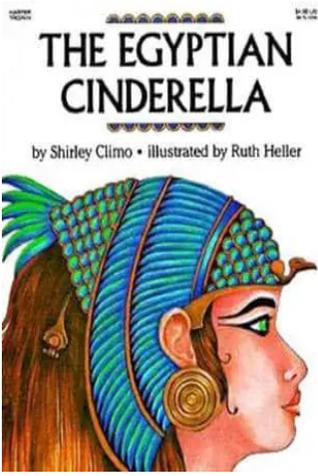
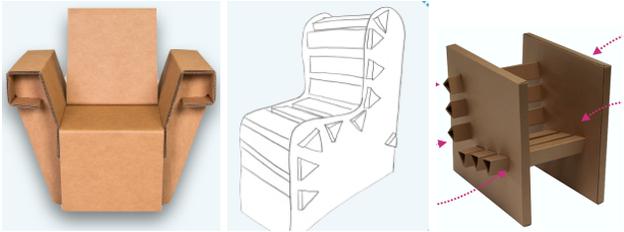




LEARNING JOURNEY CONTEXT PLAN
 Voyagers - Spring 2 2023/24 - Journey to Ancient Egypt



Key Texts	Key Questions	Key Artistic Inspiration
 	<p>Can we write a descriptive story?</p> <p>Can we work scientifically to explore the concept of time during Science Week?</p> <p>What was life like in Ancient Egypt?</p> <p>Can we stay safe and be respectful online?</p> <p>Can we create a purposeful shell structure?</p> <p>Can we create art by using textiles?</p> <p>Can we develop our skills in tag rugby and combine movements in gymnastics?</p> <p>Can we use and develop our computing skills to deliver a presentation?</p> <p>Can we talk about our family (including pets) and our homes in French?</p> <p>When Jesus left, what was the impact of Pentecost?</p>	

Loving, Learning, Living - Hearts,, Heads, Hands		
Loving - Hearts	Learning - Heads	Living - Hands
<p>Gain a deeper appreciation for and understanding of Ancient Egypt. Recognise how our actions affect others online. Recognise what we have in common with others and respect our differences. To continue to reflect in Collective Worship to gain an understanding of current affairs in our world and consider how we can care for our global neighbours. Reflect on the Easter Story during the Prayer Spaces workshop and our Easter Service at the Church.</p>	<p>Gain a deeper insight into Egyptian life and understand how we know about the Egyptians. Celebrate science, technology, engineering and maths during Science Week. Celebrate books and reading during Book Week!</p>	<p>Make a chair for a pharaoh. Apply our computing skills to create an informative presentation for their peers.</p>

Time to Shine opportunities
<p>Demonstrate our learning of the Ancient Egyptians. Write a story inspired by the Egyptian Cinderella that contains the features of descriptive writing.</p>

Writing	Reading	Maths
Descriptive story writing	Understand texts	Fractions; Mass and Capacity
Links to prior knowledge: Instructions; Suspense Stories; Discussions.	Links to prior knowledge: Guided reading sessions; English lessons.	Links to prior knowledge: Addition, subtraction, multiplication, division, perimeter.
Threshold concepts: Use the main features of balanced discussion(identified in reading) and incorporate the techniques used by authors. Compose and rehearse sentences orally. Plan, write, edit and improve. Use alliteration effectively. Use similes effectively. Use connectives that signal time and shift attention. Organise and sequence paragraphs around a theme. Use a mixture of simple, compound and complex sentences. Write sentences that include conjunctions, adverbs, direct speech (punctuated correctly), clauses and adverbial phrases. Join letters, deciding which letters are best left unjoined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Threshold concepts: Apply a growing knowledge of root words, prefixes and suffixes. Read further exception words, noting the spellings. Draw inferences from reading. Predict from details stated and implied. Discuss words and phrases that capture the imagination. Retrieve and record information. Identify recurring themes and elements of different stories (e.g. good triumphing over evil). Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text.	Threshold concepts: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator within one whole. Solve problems involving increasingly harder fractions. Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number). Add and subtract fractions with the same denominator. Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml).
Contexts for learning: Follow the Talk for Writing approach to learn the language features in the Egyptian Cinderella. We will analyse and imitate an exemplar and independently apply this to our own writing.	Contexts for learning: Skill development via English lessons, small group guided reading sessions and independent reading comprehension tasks.	Contexts for learning: Varied fluency, reasoning and problem solving activities. Deepen our understanding and learn various ‘tricks’ to help us remember and make connections between times tables.
Key Vocabulary: descriptive, adjective, simile, metaphor, Expanded noun phrases, verbs, adverbs, conjunctions, fronted adverbials, alliteration.	Key Vocabulary: fact, opinion, infer, point, evidence, explain, tone, volume, intonation plus vocabulary from our class novel.	Key Vocabulary: unit, non-unit, denominator, numerator, whole, equivalent. Mass, weight, gram, kilogram, millilitre, litre, volume, capacity.
History	PSHE	Science
Ancient Egypt	Online Relationships	Working Scientifically (Science Week0
Links to prior knowledge: Romans (Year 3) Great Fire of London (Year 2).	Links to prior knowledge: Safer Internet Day (phishing)	Links to prior knowledge:
Threshold concepts: Use evidence to ask and answer questions about the past. Use more than one source of evidence to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate.	Threshold concepts: Recognise risks online and that people may behave differently online including pretending to be someone they are not. Know how to report concerns and seek help. Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. Communicate respectfully with friends online. Know there are risks in communicating with someone they don’t know. Know what is appropriate to share with friends, classmates, family and wider social groups including online. What privacy and personal boundaries are. Know that bullying/hurtful behaviour is always unacceptable. Know about bullying online, and the similarities and differences to face-to-face bullying, including the effects.	Threshold concepts: Set up simple practical enquiries, comparative and fair tests. Record simple findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help answer questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Identify differences, similarities or changes related to simple scientific ideas and processes.
Contexts for learning: Learn how and where the Ancient Egyptians lived, what was important to the daily lives of Ancient Egyptians and who was Tutankhamun. The children will also learn about how Egyptian people used hieroglyphics to communicate and compare the powers of different gods. Learn about the process of mummification and why it was important to Egyptian people for the journey to the afterlife.	Contexts for learning: whole class, small group & individual reflective activities. Discussions facilitated through story books where possible.	Contexts for learning: Practical experiments during Science Week, participation in webinars and visits from guest speakers.
Key Vocabulary: Egyptian, Ancient, Pharaoh, tomb, artefact, hieroglyphics, mummification, Tutankhamun, pyramid, Sphinx, River Nile, Egyptologist.	Key Vocabulary: Respect, responsible, e-safety, online, personal, private, information, (un)acceptable, worry, help, content, contact, cyberbullying, password, protect, concern, danger, online personas, unwanted, digital, device	Key Vocabulary: tests, comparative, drawings, labelled diagrams, keys, bar charts and tables, recording, data, prediction, conclusion, classify, units.

DT	RE	PE
Shell structures	When Jesus left, what was the impact of Pentecost?	Gymnastics and tag rugby
Links to prior knowledge: frame structures.	Links to prior knowledge: Christianity, Islam, Judaism, Hinduism.	Links to prior knowledge: Gymnastics and football in the previous academic year.
<p>Threshold concepts: Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Identify some of the great designers to generate ideas for designs. Improve existing designs, giving reasons for choices.</p>	<p>Threshold concepts: Present the key teachings and beliefs of a religion. Refer to religious figures. Identify religious artefacts and explain how and why they are used. Show an understanding that personal experiences and feelings influence attitudes and actions. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.</p>	<p>Threshold concepts: Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball. Pass to teammates at appropriate times. Lead others and act as a respectful team member.</p>
<p>Contexts for learning: Design and create a chair for a pharaoh.</p>	<p>Contexts for learning: Make links between the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Suggest what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make links between the Day of Pentecost description in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church Communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing their own ideas.</p>	<p>Contexts for learning: Weekly gymnastics session learning how to use and manoeuvre around the apparatus safely, create short routines, refining our technique and developing our presentation. Weekly tag rugby session with an external coach.</p>
<p>Key Vocabulary: Product, purpose, user, contain, conjunction, external, component parts, assemble, interlocking, join, score, bend, template, aspects.</p>	<p>Key Vocabulary: Kingdom of God, Pentecost, Holy Spirit, resurrection, symbolism, Trinity, Lord's Prayer, books of Acts.</p>	<p>Key Vocabulary: gesture, jump, turn, stillness, travel, flexibility, improvisation, inhale, exhale, roll. Speed, tactics, attack, defend, intercept.</p>
Computing	French	Music/Performance
We Are Presenters (Unit 3.3)	Family and Friends	Composition and notation
<p>Links to prior knowledge: Unit 1.2: We are TV chefs and Unit 2.4: We are safe researchers.</p>	<p>Links to prior knowledge: Introduce ourselves in our All About Me and Food Glorious Food topic. Masculine and feminine nouns. Asking questions.</p>	<p>Links to prior knowledge: Singing from memory. Maintain a simple part. Play rhythms and notes on instruments. Compose short melodies.</p>
<p>Threshold concepts: Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand how online services work. Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>Threshold concepts: Write short sentences using familiar expressions. Write short phrases from memory with spelling that is readily understandable. Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Take part in discussions and tasks. Demonstrate a growing vocabulary. Describe with some interesting details some aspects of countries or communities where the language is spoken.</p>	<p>Threshold concepts: Sing from memory with accurate pitch and in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodies. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for lyrics. Choose, order, combine and control sounds to create an effect. Devise non-standard symbols to indicate when to play and rest. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood.</p>
<p>Contexts for learning: Create an informative presentation by researching their topic, finding images online to illustrate their talk, rehearsing, recording and editing their presentations and finally assessing their presentations.</p>	<p>Contexts for learning: Gain an understanding of basic grammar rules. Learn key vocabulary and phrases for asking and answering questions. Learn how to pronounce the alphabet in French.</p>	<p>Contexts for learning: Use voice, tuned and untuned instruments. Access familiar songs and tunes to create accompaniment. Listen to a variety of music and songs.</p>
<p>Key Vocabulary: Camera roll, colour value, Creative Commons, green screen, 'Ken Burns,' pixel, resolution, rushes, search engine.</p>	<p>Key Vocabulary: relating to our family members, pets and rooms in our homes.</p>	<p>Key Vocabulary: duration, timbre, pitch, beat, tempo, texture, composition, stave, call and response, melody.</p>

Art and DT

Textiles

Links to prior knowledge: painting (Autumn 1); image transfer, drawing.

Threshold concepts:

Art: Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.
DT: Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.

Contexts for learning: Learn/develop sewing skills. Create weaves, Learn how to dye fabrics. Learn how to quilt, pad and gather fabrics.

Key Vocabulary: Textile, sew, seam, thread, needle eye, running stitch, cross stitch, back stitch, weave.