

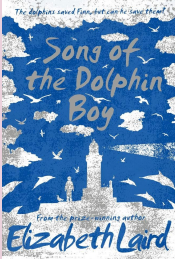
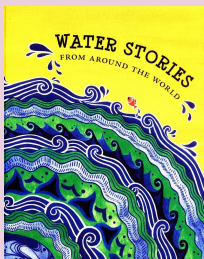



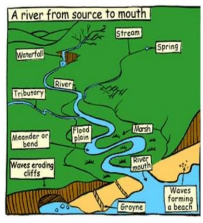


MINI ADVENTURE CONTEXT PLAN

VOYAGERS SPRING 2021

WATER, WATER EVERYWHERE!



Key Texts	Key Sustainable Development Goals	Key Inspiration	Key geographical and scientific Sources
  <p>The Song of the Dolphin Boy by Elizabeth Laird, Water Stories from around the World, edited by Radhika Menon and Sandhya Rao and illustrated by Nirupama Sekhar</p>	 <p>Sustainable Development Goal 6 - Clean Water and Sanitation</p>	 <p>Water Lilies, Monet as well as illustrations from key texts.</p>	  <p>The water cycle, knowledge of changes of state. Rivers and bodies of water around the world.</p>

Writing	
Write with purpose; Use imaginative description	
Big questions:	Can I use the main features of explanation texts and narrative writing? Am I able to plan, write, edit and improve my writing? Can I organise paragraphs around a theme? Can I write sentences that include adverbs and adverbial phrases?
Contexts for learning	Explanation text writing based on the water cycle and the differences between solids, liquids and gases. Writing short stories based on texts from around the world, using familiar settings of the river in Felton / near to home. Spelling words around topics as well as spelling patterns and Year 3 - 4 word list.
Key Vocabulary	<i>Noun, verb, adjective, adverb</i> , paragraph, plan, write, edit, improve

Reading	
Read words accurately, understand texts	
Big Questions:	Can I draw inferences and make predictions from reading and where details are both stated and implied? Can I identify recurring themes and elements of stories? Am I able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Contexts for learning	Reading exercises based on chapters of Song of the Dolphin Boy and Water Stories from around the world. Continuation of reading independently at home and/or at school
Key Vocabulary, including words from CLASS NOVEL	New vocabulary from class novel, infer, deduce, predict, evidence, explain

Geography	
Investigate places, communicate geographically	
Big Questions:	Can I describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle? Am I able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including rivers?
Contexts for learning	Researching and identifying local, national and international rivers of significance; knowing and understanding aspects of the water cycle. Research on where our water in Northumberland comes from, including what a reservoir is Research on dams and types of flooding that can occur. Knowledge on water pollution and marine protection, linked to Sustainable Development Goal 6.
Key Vocabulary	<i>Source, mouth, flood plain, tributary, stream, meander, turn, spring, wa</i>

Maths	
Multiply and Divide, Use Measures	
Big Questions:	Am I able to multiply and divide using appropriate, efficient methods? Can I add and subtract amounts of money and calculate change? (Year 4) Am I able to calculate and compare the area of shapes?
Contexts for learning	Fluency activities based on: Multiplication and division using 2, 3, 4, 5, 8, 10 x tables. Written methods of multiplication and division for numbers up to 3 digit x 1 digit numbers, with and without exchange. Calculate area by counting squares, comparing with different sized regular and irregular shapes. Calculate addition and subtraction of money and work out change. Use reasoning skills to solve deeper level problems in these areas
Key Vocabulary	Add, subtract, multiply, divide, calculate, change, left over, share, total, product, pound, pence, area, centimetres, metres, kilometres, squared.

Art	
Drawing and Painting	
Big Questions:	Can I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines? Can I sketch lightly to create shape?
Contexts for learning:	Mix colours effectively. Use watercolour paint and / or other paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Use landscape art for inspiration, especially paintings which include rivers. Create your own artwork based on rivers.
Key Vocabulary	Shape, texture, wash, thick, thin, tone, texture

Music / PE	
Describe music / Dance	
Big Questions:	Can I use musical terms to describe music? Can I evaluate music using musical vocabulary to identify areas of likes and dislikes? Am I able to plan, perform and repeat sequences.
Contexts for learning	Using the Hebrides Overture and other music based on water, write and draw descriptions of what you hear, and use musical vocabulary. Using pieces studied in music curriculum, move in a clear, fluent and expressive manner, refine movements into sequences, create dances and movements that convey a definite idea, change speed and levels within a performance, develop physical strength and suppleness by practising moves and stretching.
Key Vocabulary	duration, timbre, pitch, beat, tempo, texture and use of silence, sequence, dance, movement, fluent, expressive.

RE	
Gospel - What Kind of World did Jesus want?	
Big Questions:	Do I understand key beliefs and teachings of Christianity?
Contexts for learning	Using Gospels to investigate 'What kind of World did Jesus want?' Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Make simple links between Bible texts and the concept of 'Gospel' (good news).
Key Vocabulary	Gospel, parable

Science	
Work Scientifically, Investigate materials	
Big Questions:	Do I know how to work scientifically? Can I identify states of matter?
Contexts for learning	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Key Vocabulary	Evaporation, condensation, precipitation, temperature, solid, liquid, gas, melt, freeze.

French	
Communicate	
Big Questions:	Can I communicate effectively using vocabulary I have already learned?
Contexts for learning	Learn and practise words associated with water: river, stream, sea, waterfall. Know and use words for colours in french
Key Vocabulary	Given French vocabulary

Opportunities for personal development			
Spiritual	Moral	Social	Cultural
To reflect upon and put into action the bible passages studied in RE and how we can translate these into our everyday lives	To understand the obligations we have to promote and advocate for everyone to have the resources we need - i.e. clean water and sanitation.	To recognise and develop social skills in ways which we might not be used to, e.g. online and through written comments.	To acknowledge the cultural impact of music and art on society

