







# LEARNING JOURNEY CONTEXT PLAN



## Adventurers – Summer 1

Key Texts		Key Questions	Key Artistic Inspiration
  <p>Lost and Found by Oliver Jefferies and The Big Book of the Blue by Yuval Zommer</p>		 <p>The Owl Who was Afraid of the Dark by Jill Tomlinson</p> <p>What features would you expect to see in a non-chronological report?</p> <p>How can we lead a healthy lifestyle?</p> <p>What genres of music do you like and why?</p> <p>What is Canada like, what would you see if you visited this country? Which continent would you have to visit to go to Canada?</p> <p>How should we care for others and the world around us and why should it matter?</p>	 <p>Henry Rousseau Painting</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
To appreciate the new King and celebrate his coronation. Discussing his service to the country and explore the 'Big Help Out' ideas supporting communities. To appreciate the world, learning about different countries and locations in Geography and celebrating Earth Day.	To write a non-chronological report To learn about a small place in Canada and compare with Felton. To learn about Henry Rousseau and create artwork based on his paintings.	In Forest Based Learning using natural resources to make objects (Dogwood twisted crowns for celebrating the Kings coronation. In Forest we will observe how our seeds have become seedlings and predict what will happen now that they have been planted outside. We will observe what is in our pond and discuss life cycles (frogs).

Time to Shine opportunities
A3 spread presenting scientific facts about our animals including human's topic.

Writing	Reading	Maths
Composition	Understand texts	Length and Height, Mass and Fractions
Non-Chronological Reports		Place Value within 50,
Links to prior knowledge: Grouping information for non-fiction writing (instructions).	Links to prior knowledge: previous sounds in Spring 2.	Links to prior knowledge: Place value, addition and subtraction, money.
<b>Concept Thresholds:</b> To plan by talking about ideas and writing notes. To re-read writing to check it makes sense. To organise writing in line with its purpose. To group related information. To convey ideas sentence by sentence. To vary the way sentences begin. To use apostrophes for contracted form. To use subordinated conjunctions.	<b>Concept Thresholds:</b> To apply phonic knowledge and skills as the route to decode words. Read words with contractions (I'll, I'm, we'll) and understand that the apostrophe represents the omitted letter(s). To ask and answer questions about a text.	<b>Concept Thresholds</b> <u>Year 1</u> To measure in cm. To count from 20-50 To count by making groups of 10. To partition numbers 20-50 To use a number line to 50. To say what is 1 more or 1 less than numbers to 50.  <u>Year 2</u> To measure in cm/m. To compare and order length and height. To answer 4 operations with length and height. To compare mass, volume and capacity. To measure in g/kg, ml/l. To measure temperature To complete 4 operations in mass, volume and capacity. To recognise equal parts. Find and recognise half, quarter and a third. To recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ To use unit and non unit fractions.
Contexts for learning: write a non-chronological report	Contexts for learning: Reading from Rocket Phonic, reading non-chronological reports.	Contexts for learning:
Key Vocabulary: non-fiction, paragraphs, sentences, new vocabulary, apostrophes, conjunctions.	Key Vocabulary: phonic sounds, contractions.	Key Vocabulary: place value, numbers, tens, ones, base 10, compare Measure, centimetres, meters, operations, times, add, divide, takeaway, mass, volume, capacity, temperature, ml, l, g, kg, degrees.
Music	Geography	Science
Describe and appreciate musical genres	Compare and Contrasting a Non-European Country to the UK	Biology
		Animals including Humans
Links to prior knowledge: Music evaluations	Links to prior knowledge: place knowledge of the UK and Local Areas	Links to prior knowledge: animal types.
<b>Concept Threshold:</b> Looking at genres of music and the history. Looking at favourite artists and types of music. To create art pieces linking to music (carnival of the animals). To use appropriate music vocabulary when evaluating compositions. To use voices to perform.	<b>Concept Threshold:</b> Ask and answer geographical questions such as what is this place like? What or who will I see in this place? What do people do in this place? To use word maps, atlases and globes to identify continents studied. Name and locate the world's continents. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.	<b>Concept Threshold:</b> To identify and classify To identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Notice that animals including humans have offspring which grow into adults. Identify basic needs of animals/humans. Describe the importance of exercise, the right food and keeping healthy.
Contexts for learning: Music through art	Contexts for learning: Similarities and differences between Felton and Canada.	Contexts for learning: Classify animals using pictures, explore the pond area to notice frog offspring, engaging in exercise activities and recognising the link between exercise and what it does to our bodies.

<b>Key Vocabulary:</b> artsits, genre, performance	<b>Key Vocabulary:</b> Maps, atlas, globe, city, coast, village, mountain, human, physical, continents, North America, Europe.	<b>Key Vocabulary:</b> animal groups, reptile, amphibian, bird, fish, mammal, invertebrate, offspring, water, food, shelter, healthy, diet.
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Computing	RE	PSHE
<b>Collect</b>	<b>How should we care for others and the word around us and why should it matter?</b>	
<b>Links to prior knowledge:</b> Use of Google Classroom (Spring 2).	<b>Links to prior knowledge:</b> Knowledge of Judaism and Christianity.	<b>Links to prior knowledge:</b> Keeping healthy in Spring 2
<b>Concept Threshold:</b> To collect data using tick charts and tally charts and take photos of bugs they find. To edit and enhance photographs. To produce basic charts using Google Sheets To present a summary about what has been found.	<b>Concept Threshold:</b> Identify a story or text that says something about each person being unique and valuable Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth and explain why they might do this Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	<b>Concept Threshold:</b> To know how people help us to stay healthy. To know the importance of brushing our teeth. To know why sleep and rest are important for growing healthily. To know what medicines including vaccinations and immunisations can help stay healthy and manage allergies. To know how to keep safe in the sun.
<b>Contexts for learning:</b> Children will go on a bug hunt, collecting data about the bugs in the outdoor area using tally charts. They will then present this information as a bar chart using Google sheets.	<b>Contexts for learning:</b> How should we care for others and the word around us and why should it matter?	<b>Contexts for learning:</b> whole class and small group reflective activities.
<b>Key Vocabulary:</b> branching database, classification key, data, data base, pixels, tally chart, bar graph, presenting data.	<b>Key Vocabulary:</b> Golden Rule, zakah, Tu B'shevat, Genesis, tzedakah, Good Samaritan	<b>Key Vocabulary:</b> doctors, nurses, teachers, dentist, parents, teeth, healthy, sleep, rest, vaccinations, sun safety.
Art		PE
<b>Master Techniques</b>		<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b>
<b>Painting</b>		<b>Athletics</b>
<b>Links to prior knowledge:</b> Primary and secondary colours (collage)		<b>Links to prior knowledge:</b> Skills learnt in games.
<b>Concept Thresholds:</b> To use thick and thin brushes. Add white to colours to make tints and black to colours to make tones.		<b>Concept Thresholds:</b> Sprint over a short distance up to 30 metres. Run over a short distance and learn how to pace speed. Begin to project objects using under and over arm throws. Throw into a close target or cover a small distance. Jump in a number of ways. Compete with others.
<b>Contexts for learning:</b> Painting for Felton Fair Artwork – ‘Representation and Interpretations of Animals’ based on Henry Rousseau.		<b>Contexts for learning:</b> Practise for sports day.
<b>Key Vocabulary:</b> painting, strokes, thickness, brushes, colours, tones, Henry Rousseau		<b>Key Vocabulary:</b> Run, speed, fast, slow, jump, one-footed, two-footed, landing, hurdle, throw, target, group, heart, heartbeat, pulse, hot, tired, rest,

