
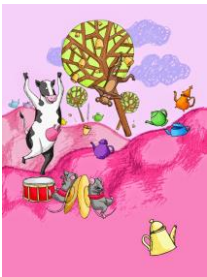





LEARNING JOURNEY CONTEXT PLAN



Adventurers – Summer 2

Key Texts		Key Questions	Key Artistic Inspiration
 <p>Meerkat Mail by Emily Gravett</p>	 <p>Ning, Nong, Nang poem by Spike Milligan</p>	<p>Why is Grace Darling a heroine? What are animals and humans basic needs?</p>	 <p>Chris Druly - Sculptor</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To appreciate our local history, learning about Grace Darling and the work of volunteers today who work for the RNLI.</p> <p>To appreciate our natural world during Great Big Green Week.</p> <p>To appreciate our world, diversity and the people we share it with.</p>	<p>To write a postcard and narrative</p> <p>To learn about Grace Darling and why she is significant in our local history.</p> <p>To learn about keeping our bodies safe and healthy.</p>	<p>In Forest Based Learning exploring the environment seasonal change.</p> <p>To prepare a portable snack.</p> <p>To create artwork inspired by Chris Druly.</p>

Time to Shine opportunities
<p>Sharing history knowledge about Grace Darling.</p>

Writing	Reading	Maths
Composition	Understand texts	Time, multiplication and division, fractions, place value
Postcard, narratives and poems		Time, Statistics & Position and Direction
Links to prior knowledge: Narrative (Paddington Bear).	Links to prior knowledge: Reading Summer 1	Links to prior knowledge: Place value, addition and subtraction, money.
Concept Thresholds: <ul style="list-style-type: none"> To use some of the characteristic features of the type of writing used. To write, review and improve. To organise writing in line with its purpose. To vary the way sentences begin. Begin to join some letters (year 2). Write capital letters of consistent size. Add suffixes to spell longer words (-ment, -ness, -ful and less). Read aloud writing clearly enough to be heard by peers and the teacher. <ul style="list-style-type: none"> Spell common exception words correctly Common exception word list focus (Year 1 and 2)) oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please. 	Concept Thresholds: <ul style="list-style-type: none"> Re-read these books to build up fluency and confidence in word reading. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. <ul style="list-style-type: none"> Discuss favourite words and phrases. Listen to and discuss a wide range of texts. Recognise and join in with (including role-play) recurring language. Explain and discuss understanding of texts. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. <p>Common exception word list Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please.</p>	Concept Thresholds Year 1 To know days of the week and months of the year. To tell the time (o'clock and half past). To count in 2s, 5s and 10s. To recognise equal groups, add equal groups, make doubles and make arrays. To make equal groups (grouping and sharing). To recognise and find half of a shape and amount. To recognise and find quarter of a shape and amount. To partition numbers into tens and ones (50-100) To compare numbers. To order numbers and place them on a number line. Year 2 To tell the time (o'clock, half past, quarter past and quarter to). To tell the time (to the nearest 5 minutes). To read and interpret pictograms (scales of 1, 2, 5 10). To describe movement To describe turns To use shape patterns with turns.
Contexts for learning: Meerkat mail, postcard and narrative.	Contexts for learning: Reading from Rocket Phonics.	Contexts for learning:
Key Vocabulary: features, edit, suffixes, adjectives.	Key Vocabulary: fluency, vocabulary, inference, sequencing.	Key Vocabulary:
Music	History	Science
Describe and appreciate musical genres.	Grace Darling	Biology
		Animals including Humans continued from Summer 1
Links to prior knowledge: describing and appreciating musical genres.	Links to prior knowledge: Amelia Earheart (Significant Person)	Links to prior knowledge: animal types.
Concept Threshold: 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.	Concept Threshold: To describe significant people from the past (Grace Darling) To recognise there are reasons why people acted in the past. To place events in order on a timeline. To use dates.	Concept Threshold: Identify basic needs of animals and humans. Describe the importance of exercise, the right food and keeping healthy.
Contexts for learning:	Contexts for learning: Learning about Grace Darling through research.	Contexts for learning: Big Green Week, exploring basic needs for animals.
Key Vocabulary: artsits, genre, performance	Key Vocabulary: significant, heroine, Grace Darling, lighthouse, storm, survivors, Northumberland, past, present, recent.	Key Vocabulary: Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene

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Computing	RE	PSHE
Communicate	Spirited Arts	Changing body
Links to prior knowledge: Use of Google Classroom (Spring 2).	Links to prior knowledge:	Links to prior knowledge: Keeping healthy in Spring 2
Concept Threshold: To use a range of applications and devices in order to communicate ideas, work and messages. To understand age rules for sites (using online research tools).	Concept Threshold: Explore the responses of various religious traditions and our own personal responses to: “We have more in common than that which divides us.” “Green faith, green future?” “Where is God today?”	Concept Threshold: <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old. how our needs and bodies change as we grow up. to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). about change as people grow up, including new opportunities and responsibilities.
Contexts for learning: To create a PowerPoint (Google Slides) with facts about Grace Darling. Using safe searching tools to research facts (kiddle).	Contexts for learning: To create artwork inspired by the key question “We have more in common than that which divides us.”, “Green faith, green future?” and “Where is God today?”	Contexts for learning: whole class and small group reflective activities.
Key Vocabulary: Google slides, Powerpoint, keyboard, type	Key Vocabulary:	Key Vocabulary: <i>body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs</i>
Art	DT	PE
Master Techniques	Food	Develop practical skills in order to participate, compete and lead a healthy lifestyle
Sculpture	Portable Snacks	Tennis/Football
Links to prior knowledge: Clay bowls last year	Links to prior knowledge:	Links to prior knowledge:
Concept Thresholds: . • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	Concept Thresholds: <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. <ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble ingredients. 	Concept Thresholds: Use the terms ‘opponent’ and ‘team-mate’. <ul style="list-style-type: none"> Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.
Contexts for learning: Creating natural artwork inspired by Chris Druly.	Contexts for learning: Creating a portable snack, suitable for a lunch box.	Contexts for learning: Team games in football

Key Vocabulary: 3D, sculpt, mould, press, squeeze, pinch, tweeze, turn, twist, twizzle, squish, squash, roll, clay, play dough	Key Vocabulary: inspiration, purpose, user, ingredients, method, recipe, seasonal, grating, peeling, slicing, folding, spreading.	Key Vocabulary: Balance, still, directions, forward, back, in circles, side to side, levels, collect, retrieve, direction, forward, back, left, right, attack, defend
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