
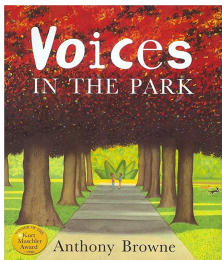






LEARNING JOURNEY CONTEXT PLAN



Adventurers – Autumn 2 – Put the fire out!

Key Texts		Key Questions	Key Artistic Inspiration	Key Sustainable Development Goal
 <p>The Great Fire of London by Emma Adams.</p>	 <p>Voices in the Park Anthony Browne</p>	<p>Why is Pudding Lane famous?</p> <p>How has London changed since the Great Fire?</p> <p>Do you know different sources of sounds?</p> <p>How do we hear sounds with our ears?</p> <p>Can you contribute to a whole class production?</p>	 <p>The Snail by Henri Matisse</p>	

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To appreciate and reflect on Remembrance Day.</p> <p>To appreciate people who help us in our community including fire fighters.</p> <p>To appreciate ways we can look after our environment against Climate Change and send out a message for COP 27.</p>	<p>Identify different sources of sounds.</p> <p>Writing a recount about the Great Fire of London.</p> <p>Using a timeline to show key historical events.</p> <p>Knowing how fire safety has changed from 1666 to 2022.</p> <p>To learn about fire safety linking to the Great Fire of London and bonfire night.</p>	<p>Exploring our school environment listening to different sounds.</p> <p>In Forest Based Learning exploring the environment seasonal change, creating autumn wreaths, blindfold trust games, planting and wood cookie necklaces.</p> <p>To create own collage art based on the artist Henri Matisse.</p> <p>Exploring sounds in our local environment.</p>

Time to Shine opportunities
<p>To create a recount based on the Great Fire of London, recalling key historical facts learnt.</p>

Writing	Reading	Maths
Composition	Understand texts	Addition and Subtraction
Recount – writing for a purpose		Shapes
Links to prior knowledge: Use of sentence structure Autumn 1. Use of adjectives.	Links to prior knowledge: Inference based on character actions, retelling known stories.	Links to prior knowledge: Place value (up to 10 – Year 1, up to 100 – Year 2)
Big questions: Can you use names of people, places and things? Can you re-read writing to check it makes sense? Can you use the correct tense? Can you form capital letters? Can you use capital letters for name of people, places, day of the week and I. Can you use suffixes?	Big questions: Can you apply phonic knowledge and skills as the route to decode words? Can you read words containing taught GPCs and –ing, -ed, -er and –est endings? Can you read words containing common suffixes? Can you discuss events? Can you explain and discuss understanding of the text?	Big questions: <u>Year 1</u> Can you use part whole models? Can you write number sentences? Can you create fact families? Can you make number bonds to 10? Can you add and subtract using concrete, pictorial and abstract ways? Can you recognise and name 2D and 3D shapes? Can you sort 2D and 3D shapes? Can you make patterns with 2D and 3D shapes? <u>Year 2</u> Can you solve one-step problems with addition and subtraction? Can you use the + - and = signs? Can you add and subtract: one and two digit numbers to 20 including zero, two digit number and ones, two digit number and tens, two two digit numbers, adding three one digit numbers Can you recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing numbers? Can you represent and use number bond facts? Can you recognise and name 2D and 3D shapes? Can you identify and describe the properties of 2D and 3D shapes. Can you identify the line symmetry on a 2D shape? Can you identify 2D shapes on the surface of 3D shapes? Can you compare and sort common 2D and 3D shapes and everyday objects?
Contexts for learning: Writing a recount of the Great Fire of London.	Contexts for learning: Reading from Rocket Phonic, reading recounts and answering questions about recounts.	Contexts for learning: Addition and subtraction key question, problem solving and fluency.
Key Vocabulary: Noun, sentence, tense, past tense, capital letters, punctuation, suffix, root word.	Key Vocabulary: phonic knowledge, decoding, suffix, root word, retrieval.	Key Vocabulary: Addition, add, total, altogether, subtraction, takeaway, fewer, smaller, bigger, count on, count back.
Music	History	Science
Composition	The Great Fire of London	Physics
		Sound
Links to prior knowledge: percussion work from Autumn 1.	Links to prior knowledge: Year 2 exploring artefacts in Year 1.	Links to prior knowledge: Describe what they hear whilst outside. Explore the natural world around them.
Big questions: Can you create a simple melody using tuned and untuned instruments/vocal? Can you perform songs? Can you contribute to a whole class performance? Can you work in small groups to create a simple composition?	Big questions: Can you use artefacts to infer about the past? Can you observe or handle evidence to ask questions and find answers to questions about the past? Can you use artefacts, pictures, stories to find out about the past? Can you describe historical events? Can you show an understanding of the concept of nation and a nation's history?	Big questions: Can you name a variety of sources of sound? Can you observe how we hear sounds with our ears? Can you categorise sounds?
Contexts for learning: Working in groups to discover timbre and melody. Whole class Christmas production.	Contexts for learning: using artefacts to find out information about the past, using timelines to show events, sorting between artefacts from the past, now and how they've changed.	Contexts for learning: Carry out an investigation to see how far we can hear sounds from.
Key Vocabulary: timbre, melody, performance, composition	Key Vocabulary: fire, London, bakery, Pudding Lane, changes,	Key Vocabulary: sounds, hear, noise, vibrations, sources

Computing	RE	French
Code	What does it mean to belong to a faith community?	Counting to 10
We are game testers		
Links to prior knowledge: coding from Autumn 1	Links to prior knowledge: Knowledge from Muslim unit from Autumn 1.	Links to prior knowledge: Greetings from Autumn 1.
Big questions: Can you observe and describe what happens in computer games? Can you make predictions on what a computer game will do? Can you think about a sequence of instructions for a computer to follow? Can you work out strategies for playing a game well? Can you be aware of how to use games safely and in balance with other activities?	Big questions: Which symbols show that someone belongs to a faith community? How do faith communities welcome a new baby	Big questions: Can you count to 10 in French? Can you recall each number asked in French?
Contexts for learning: Exploring games on Scratch.	Contexts for learning: Exploring what it means for each of us to belong to a community and what it might mean to belong to a faith community. Considering how people show that they belong to a faith community.	Contexts for learning: Counting and bingo games to support learning numbers to 10.
Key Vocabulary: algorithm, computational thinking, input, output, pattern recognition, repetition, scratch, source code, sprite.	Key Vocabulary: Muslim, Jew, Jewish, Christian, baptism, dedication, marriage, wedding, symbol	Key Vocabulary: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.
Art	PSHE	PE
Master Techniques	Respectful relationships	Games - Football
Collage		Develop practical skills in order to participate, compete and lead a healthy lifestyle
Links to prior knowledge: drawing techniques from Autumn 1.	Links to prior knowledge: Y2 knowledge of caring friendships from Year 1	Links to prior knowledge: Developing tactics in Autumn 1.
Big questions: Can you use a combination of materials that are cut, torn and glued? Can you sort and arrange materials? Can you mix materials to create texture?	Big questions: What does kind and unkind behaviour look like and how might it make someone feel? What does respect mean and how can we show respect to others?	Big questions: Can you use the term opponent and team mate? Can you use rolling, hitting, running, jumping, catching and kicking skills in combination? Can you develop tactics? Can you lead others where appropriate?
Contexts for learning: Creating their own Great Fire of London scene using collage materials and skills inspired by Henri Matisse.	Context for learning: Exploring what it means to treat others respectfully and learning how to play and work cooperatively in different groups and situations.	Contexts for learning: Football games
Key Vocabulary: Collage, artist, Henri Matisse, arrange, tear.	Key vocabulary: Respect, respectful, same, different, kind, unkind, sharing, polite	Key Vocabulary: dribble, skills, kicking, goal, teamwork,