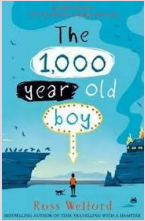
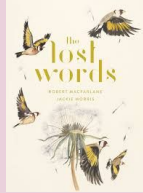









MINI ADVENTURE CONTEXT PLAN



PIONEERS 2020-2021 SPRING TERM - Reconnecting with my community

Key Texts	Key geographical sources	Key Inspiration	Key Sustainable Development Goals	Key Ambition
<p>he 1000-Year Old Boy - Ross Welford he Lost Words - Robert Macfarlane & Jackie Morris</p>  	<p>Varied geographical representations of Felton and the locality</p>  <p>Field studies - collecting land use data and conducting wildlife surveys</p>	<p>Art inspired by the natural world. Pencil observational drawing and watercolours.</p> <p>Jackie Morris Hannah Longmuir</p>  		<p>Young Leaders Award - Archbishop of York Youth Trust</p> 

Writing	
To write with purpose. To use sentences appropriately. To punctuate accurately. To analyse writing. To present writing.	
What do I know already?	What punctuation and sentence structures would you use to present information/persuade effectively?
Big questions:	<p>What are the main features of the poems in 'The Lost Words' / a non-chronological report / persuasive writing? What makes this writing entertaining/thought provoking/informative or persuasive?</p> <p>Can you write sentences that include: relative clauses? Modal verbs? Relative pronouns? Hyphens, colons and semi colons? Passive verbs to affect the presentation of information within sentences?</p> <p>Can you punctuate accurately, using commas to mark clauses in all pieces of writing?</p> <p>Can you perform poetry, using correct intonation and volume?</p>
Contexts for learning	See reading - Lost Words and 1000-Year Old Boy Writing responding to 1000-Year Old Boy - diary

Reading	
To understand texts. To read accurately.	
What do I know already?	What themes did we encounter in 'All the things that could go wrong'? How did the author convey emotions, and how do these compare with 1000-Year old boy?
Big Questions:	<p>Can you identify and discuss themes and conventions in and across 'All the things that could go wrong' and '100-Year old boy'? - make comparisons within and across books.</p> <p>Can you draw inferences in '1000-year old boy', such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence? (using PEE)</p> <p>Can you make predictions about the events of '1000 Year old boy', using details stated and implied?</p> <p>Can you discuss and evaluate how Ross Welford in '1000-year old boy' uses language, including figurative language, considering the impact on the reader.</p> <p>Can you learn a poem from 'The Lost Words' by heart?</p> <p>Can you perform your poem, showing understanding through intonation, tone and volume so that the meaning is clear to an audience?</p>
Contexts for learning	Class novel - 1000 Year Old Boy. Ross Welford. Inference reading activities and making predictions.

Maths	
Recognising fractions.	
What do I know already?	What is a mixed number? Improper fraction? Label the numerator and denominator of a fraction.
Big Questions:	<p>Can you compare and order fractions whose denominators are all multiples of the same number?</p> <p>Can you compare and order fractions, including fractions > 1?</p> <p>Can you recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number?</p> <p>Can you add and subtract fractions with the same denominator and denominators that are multiples of the same number?</p> <p>Can you add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions?</p> <p>Can you multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams?</p> <p>Can you multiply simple pairs of proper fractions, writing the answer in its simplest form?</p> <p>Can you solve problems which require knowing percentage and decimal equivalents of, 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25?</p> <p>Can you divide proper fractions by whole numbers?</p> <p>Can you solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts?</p>
Contexts for learning	Varied fluency, problem solving and exploration of fractional representations.

	entries, PEE reading responses... Acrostic poetry in the style of Lost Words Non-chronological reports about local wildlife Persuasive writing linked to Young Leaders Award
Key Vocabulary	<i>Features, informative, persuasive, relative clause, modal verb, relative pronoun, hyphens, colon, semicolon, active voice, passive voice</i>

	Character analysis and exploration of emotions, motives and reactions. Using Point, Evidence, Explain to discuss reading responses. Analysis and response to poetry in 'Lost Words'. Poetry day performances to be taken from 'Lost Words'
Key Vocabulary	<i>Inferences, motives, themes, conventions, predictions, acrostic, imagery, intonation. Tone, volume</i>

Key Vocabulary	<i>Denominator, numerator, mixed number, improper fractions, divide, multiply, simplify, proper fraction, simplest form</i>

Science	
To work scientifically. To understand living things.	
What do I know already?	What ways have you collected data in past mini adventures?
Big Questions:	Can you plan enquiries to discover more about the wildlife in your local area, including recognising and controlling variables where necessary? What appropriate techniques, apparatus, and materials will you choose to use during your enquiries? How will you record data and results you gather, data using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models? Can you report your findings, explaining what your field work data tells you about the wildlife in your local area, including using oral and written explanations of results, explanations involving causal relationships, and conclusions? Using examples from local wildlife, can you describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? Using examples from local wildlife, can you describe how living things are classified into broad groups according to common observable characteristics? Using examples from local wildlife, can you identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
Contexts for learning	Working alongside Felton Wildlife Society to undertake nature surveys in the local area. To analyse field work data and produce scientific reports profiling the local wildlife - classifications, life cycles and adaptations.
Key Vocabulary	Variables, data, apparatus, diagrams, labels, classification key, causal relationships, conclusion, mammal, amphibians, birds, insect, classification, adaptations

Geography	
To communicate geographically. To investigate places.	
What do I know already?	What differences can I see in different geographical representations?
Big Questions:	Can you collect and analyse statistics and other information about Felton and the local area in order to draw clear conclusions? Can you use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location, using your nature surveys as a basis for your data and analysis? Can you use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area? Can you analyse and give views on the effectiveness of different geographical representations of Felton? Can you use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world? Can you use these skills to complete forest schools orienteering activities? Can you create your own maps of Felton, identifying patterns such as: land use and height of land? Can you describe and give key aspects of the physical geography of the River Coquet and Felton's location upon it (settlements)
Contexts for learning:	Compare and analyse geographical representations of Felton. Field work to conduct land use surveys (systematic sampling) and recording data collected on maps.
Key Vocabulary	<i>Statistics, conclusions, nature survey, data, fieldwork, systematic sampling, human features, physical features, geographical representations, grid references, lang use, contour lines, land height,</i>

Art	
To master techniques- drawing & painting. To develop ideas.	
What do I know already?	What watercolour techniques have you refined this year? How might you refine and develop your drawing skills to combine drawing and painting techniques?
Big Questions:	Can you include interesting effects in this your observational drawing e.g. shadows? What techniques might you need to learn/refine in order to achieve these interesting effects? Can you create an accurate observational drawing of nature still lifes? Can you create an observational drawing before you paint in order to combine line and colour, taking inspiration from artists such as Jackie Morris? Can you create a colour palette based upon the colours you observe in the natural world to draw and paint natural objects and depict local wildlife? Can you use the unique qualities of watercolours or acrylic paints to draw and paint natural objects and depict local wildlife?
Contexts for learning	Observational drawing activities and opportunities - nature table and sketchbooks in art area as opportunities for refining technique and practising skills. Appraising the artwork of key artists, noting their use of line and sketching prior to use of watercolour.
Key Vocabulary	Sketch, observe, draw, scales, proportion, hatching, line, shading, colour palette, light, shadow, accuracy

PE	
Dance	
What do I know already?	Ways to express ideas through dance linked to different subjects (e.g. Space, taught last year).
Big Questions:	Can I express an idea in original and imaginative ways? Am I able to perform expressively and hold a precise and strong body posture.
Contexts for learning	Using music based on wildlife, animals and environments similar to our local community, express ideas through dance, using the music of the carnival of the animals as an inspiration.
Key Vocabulary	Sequence, posture, energy, grace, theme, precise, energy.

RE	
What do I know already?	Knowledge of the Islam religion and how it is similar and different to Christianity.
Big Questions:	Are there any similarities in the teachings of the Qur'an to those of Jesus? What impact do the 5 Pillars have on the lives of Muslims? What would Jesus do?
Contexts for learning	Identify the features of Gospel texts. Taking account of the context, suggest meanings of Gospel texts studied, and compare ideas with ways in which Christians interpret biblical texts. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Music	
To describe music	
What do I know already?	How would I describe a piece of music? What vocabulary do I already know that I could use to appraise different musical elements?
Big Questions:	Can you choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • harmonies • accompaniments • drones • combination of musical elements • cultural context.
Contexts for learning:	Using music based on wildlife, animals and environments similar to our local community, including the music of the carnival of the animals, appraise and describe music using the key vocabulary..
Key Vocabulary	Pitch, dynamics, tempo, timbre, texture, lyrics and melody, occasion, expressive, solo, harmonies, , accompaniments, drones, combination of musical elements, cultural context.

PSHE	
Relationships. Living in the wider world.	
What do I know already?	Can you celebrate achievements? Can you name effective, respectful and supportive ways to solve conflicts and disagreements?
Big Questions:	Can you reflect on and celebrate your achievements, identify their strengths, areas for improvement, set high aspirations and goals in order to achieve your YLA? Do you listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. Can you work collaboratively towards a shared goals of achieving your YLA? Are you able to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise? Do you give rich and constructive

	Compare and contrast text from the Qur'an and the bible. Find out about the five pillars of Islam and how they affect the lives of Muslims.
Key Vocabulary	Psalm, Bible, beliefs, respect, thankfulness, friendship, wisdom, hope, endurance, compassion, truthfulness, humility, justice, trust, creation, forgiveness, reverence

	<p>feedback? Can you resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices?</p> <p>Can you research, discuss and debate topical issues?</p> <p>Do you understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment?</p> <p>Do you recognise what being part of a community means, and about the varied institutions that support communities locally and nationally?</p> <p>Do you recognise the role of voluntary, community and pressure groups, for example the role Felton wildlife group play in maintaining the local ecology?</p>
Contexts for learning	Young Leaders Award - Archbishop of York Youth Trust Collaborative working with Felton Wildlife Society.
Key Vocabulary	<i>Achievements, aspirations, constructive feedback, resolve, responsibilities, rights, community, goals, strengths, debate, compromise</i>

Opportunities for personal development			
Spiritual	Moral	Social	Cultural
<p>To reflect upon and put into practical action the school values - considering how these might look within the wider community.</p> <p>To consider how the church has adapted and supported the local community during the pandemic - e.g. how was christmas celebrated this year?</p>	<p>To understand the obligation and responsibilities we have to contribute and respect our local community, reflecting in light of Covid-19 and the role that community groups have had and continue to play.</p> <p>To reflect upon the role they might play, or be able to make in the future. To use the learning gained in achieving the Young Leaders Award to understand moral obligations and to 'Be the change they want to be'</p>	<p>To recognise the importance of community, to reflect upon the impact of Covid-19 upon our community and to understand ways they can have a positive impact upon their local community.</p> <p>To achieve their Young Leaders Award, recognising they can 'be the change they want to see' in the world. To place themselves within their community and wider world as reflective and responsible citizens.</p>	<p>To acknowledge the cultural impact of poetry - how do the poems in 'The Lost Words' make us feel? Why was the book produced? Why was the school given a copy? What is its purpose and have we gained anything by reading and reflecting upon the poetry?</p> <p>To know about key scientists and their contributions to our knowledge of animals and their classification system.</p>