



MINI ADVENTURE CONTEXT PLAN

Voyagers Summer 2021

GOING FOR GOLD! (1)



Key Texts	Key Sustainable Development Goal	Key Inspiration	Key Sources
  <p>Greek Myths and Legends; The fastest Boy in the World, Elizabeth Laird</p>		  <p>Ancient Greece and the Ancient Olympics</p>	 <p>The British Museum and other Ancient Greek sources</p>

Writing	
Composition	
Big questions:	Can I write with purpose, using imaginative description and organising my writing appropriately? Can I punctuate my work appropriately?
Contexts for learning	In depth analysis of characters in Greek mythology, writing setting descriptions based on stories we know. Using known Greek Myths to think about plot and paragraphing. Write our own Greek myth based on the story of Pandora's Box. Write explanation texts using organisational features about the orbit of the earth around the sun and describing how day and night occurs. Build on known punctuation; draft, edit and improve writing from feedback.
Key Vocabulary	Paragraph, speech mark, inverted comma, capital letter, comma. Beginning, build-up, conflict, resolution. Plot, characterisation, setting.

Reading	
Read words accurately; understand texts	
Big Questions:	Can I identify and discuss themes and conventions in and across a wide range of writing? Am I able to make comparisons within and across books? Can I • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence?
Contexts for learning	Read Greek myths and find comparisons between and across them. Relate Greek myths to known stories or legends and identify themes between them. Infer the feelings and character traits of those in the stories, by reading into the language used by an author. Continue to read fluently, and apply phonic knowledge to unknown words.
Key Vocabulary,	Infer, predict, summarise, theme, retrieve, information.

History	
Investigate and interpret the past; understand chronology	
Big Questions:	Can I use evidence to ask questions and find answers to questions about the past. Am I able to suggest suitable sources of evidence for historical enquiries? Can I place events on a timeline using dates? Do I understand the concept of change over time, representing this on a time line? Can I use dates and terms to describe events?
Contexts for learning	Investigate Ancient Greece including religion, Gods and myths around stories such as the creation of the seasons. Research and discover how the Ancient Greeks lived. Find out about the Ancient Olympics and how they inspired the modern Olympics. Learn about how democracy in Ancient Greece worked as well as some key battles in the Greek empire.
Key Vocabulary	God, religion, myth, legend, democracy, Olympic, battle.Ancient, Athenian, Spartan, civilisation, empire, philosopher.

Maths	
Number and Place Value, Addition and Subtraction, Multiplication and Division	
Big Questions:	Am I able to apply strategies using number in problem solving and reasoning situations? Am I able to manipulate numbers with up to 4 digits in different situations?
Contexts for learning	Revision of number and place value to ensure children are ready to progress to year 4 or 5. Learning and revising strategies for addition, subtraction, multiplication and division for confidence and accuracy in a range of problem solving situations.
Key Vocabulary	Add, subtract, multiply, divide. Thousands, hundreds, tens, ones. Sum, difference, product.

PSHE	
Respectful relationships	
Big Questions:	Can I recognise the importance of respecting others, even when they are very different from me? Do I know some practical steps I can take in a range of different contexts to improve or support respectful relationships?
Contexts for learning:	Recognising respectful behaviours e.g. helping or including others, being responsible and how to model respectful behaviour in different situations. Learning about the importance of self-respect and the right to be treated respectfully by others. What it means to treat others, and be treated, politely. Recognising the ways in which people show respect and courtesy in different cultures. Understanding, recognising and respecting some differences and commonalities between people.
Key Vocabulary	Caring, safe, difference, special, conflict, solution, resolve, value, worries, consequences, hurtful, praise, welcomed, valued, team, cooperation, agree, disagree.

DT	
Design, make, evaluate and improve; Textiles	
Big Questions:	Am I able to cut materials accurately and safely by selecting appropriate tools? Can I measure and mark out to the nearest millimetre? Can I apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material?
Contexts for learning	Using knowledge of light and shadows to construct a sundial using different materials.
Key Vocabulary	Measure, cut, shape, join.

RE	
Kingdom of God	
Big Questions:	When Jesus left, what was the impact of Pentecost?
Contexts for learning	Exploring the events after Jesus' death and resurrection. Discussing the significance of the day of Pentecost and the foundation of the Christian church. Investigating the nature of the Holy Spirit and its place within the Holy Trinity. Discussing the nature of the Kingdom of God, both in heaven and earth.
Key Vocabulary	Pentecost, parables, kingdom of God, holy spirit, Jesus, gospel, message, moral, disciples, holy trinity.

Science	
Work scientifically; Understand light and seeing	
Big Questions:	Can I make accurate measurements using standard units? Can I record findings using simple scientific language and labelled diagrams? Can I ask and investigate scientific questions?
Contexts for learning	Experiments which help us to recognise that light is needed in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous. Investigate shadows and recognise that they are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change. Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth.
Key Vocabulary	Orbit, rotate, light, shadow, block, reflect. Earth, sun, moon, sundial, day, night, seasons.

French	
Speak Confidently; recognise key vocabulary	
Big Questions:	Can I understand the main points from spoken passages? Can I ask and answer simple questions and talk about interests and take part in discussions and tasks? Do I demonstrate a growing vocabulary?
Contexts for learning	Recognising classroom instructions and responding to them; learn vocabulary for parts of the body. Join in and respond to vocabulary regarding every day actions. Know the words for various colours in French. Understand basic grammar of feminine and masculine nouns in the context of clothing.
Key Vocabulary	French vocabulary for instructions, actions, colours, clothes.