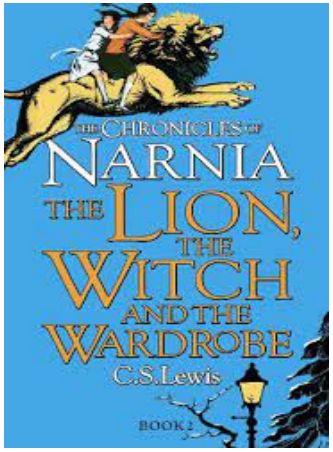
LEARNING JOURNEY CONTEXT PLAN

Voyagers- Autumn 2 2022/2023 - Where We Live

Key Texts		Key Questions	Key Artistic Inspiration	Key Sustainable Development Goal
The Storm Unicorn 	The Lion the Witch and the Wardrobe 	Can you write a non-chronological report? What do we know about forces and magnets? What do you know about the human and physical geography of the UK? Can you create a piece of digital art in the style of Piet Mondrian? Can we stay safe online? Can we make the world a better place? Can we develop practical skills to help us live a healthy life? Can we code on Scratch?	Piet Mondrian 	

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	**Learning - Heads**	**Living - Hands**
Loving our environment, where we live and who we are. Gain a deeper appreciation for and understanding of our country and local area. Sharing ideas based on Global Schools Action Day and thinking about a sustainable future.	To complete fluency, reasoning and problem solving activities involving all four operations: addition, subtraction, multiplication and division. To create our own report inspired by The Storm Unicorn. To study maps and understand the symbols.. To work scientifically to explore forces and magnets. To create a piece of art inspired by Piet Mondrian.	In Forest Based Learning exploring the environment and seasonal changes through knot tying, den building, scavenger hunts and creating environmental winter art. Caring for our wildlife by making suet bird feeders, bird and boxes

Time to Shine opportunities
Create a non-chronological report on a double-page spread.

Writing	Reading	Maths
Non-chronological reports	**Understand texts**	**Add and subtract. Multiply and divide. Area (Year 4 only).**
Contexts for learning: Follow the Talk for Writing unit to write a non-chronological report about an animal.	**Contexts for learning:** 'Bethlehem the Musical' Christmas performance. Develop reading skills through small group guided reading sessions, independent reading comprehension tasks and inference training in English.	**Contexts for learning:** Varied fluency, reasoning and problem solving contexts requiring knowledge and understanding of the four operations - addition, subtraction, multiplication and division (year 3 and 4) and area (year 4).
Links to prior knowledge: Fantasy stories (Autumn 1).	**Links to prior knowledge**: Guided reading sessions (Autumn 1).	**Links to prior knowledge:** Column addition and subtraction (Milestone 1).
Big questions: Can you - Plan, draft, write, edit and improve? Guide the reader by using a range of organisational devices, including subheadings, paragraphs and a range of connectives? Punctuate correctly? Write in a formal style?	**Big questions:** Can you - Read age-appropriate books with confidence and fluency? Use intonation, tone and volume when performing so that the meaning is clear to an audience? Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence? Participate in discussion by taking turns, listening and responding to others? Identify how language, structure and presentation contribute to meaning? Retrieve and record information from non-fiction? Distinguish between statements of fact and opinion?	**Big questions:** Can you - Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why? Add and subtract whole numbers with 4 digits, including using formal written methods? Calculate the area of a shape?
Key Vocabulary: verb, adjective, generalisers, connectives, factual, formal writing, title, subheading, paragraphs.	**Key Vocabulary**: fact, opinion, infer, point, evidence, explain, tone, volume, intonation.	**Key Vocabulary:** place value, exchange, inverse, column, operations, add, subtract, multiply, divide, area, squared.
Geography	**PSHE**	**Science**
Investigate places	**Internet safety and harms**	**Physics - Forces and Magnets**
Contexts for learning: Ask and answer geographical questions about the UK and our local area. Walk around the locality to map physical and human geographical features.	**Contexts for learning:** Weekly PSHE lessons about internet safety and its harms. Bonfire night safety and road safety will also be taught during PSHE lessons this term.	**Contexts for learning:** Work scientifically to understand movement, forces and magnets.
Links to prior knowledge: ask and answer geographical questions about locations, use maps/atlases to locate countries (Milestone 1 and Autumn 1).	**Links to prior knowledge:** Safer Internet Day 2021. Internet safety and harms (Milestone 1).	**Links to prior knowledge:** . Movement, Forces and Magnets (Milestone 1).
Big questions: Can you - Know the difference between Great Britain, The UK and the British Isles? Know the 4 countries, flags and capital cities of the UK? Name the bodies of water that surround the UK and our local rivers? Name The Three Peaks? Read maps and identify common map symbols? Compare and contrast the human and physical geography of Felton and the surrounding countryside compared to the city of Newcastle?	**Big questions:** Can you - Say what the internet is and recognise its uses? Know what information is personal and know what is appropriate to share online and report concerns? Begin to recognise fake news and understand what this means? Explain what a digital footprint is? Understand why people advertise online and understand that images and videos can be edited and why this happens?	**Big questions:** Can you - Identify the forces acting on objects? Investigate how things move over different surfaces? Notice that magnetic forces can act at a distance? Explore how magnets attract some materials and sort them accordingly? Investigate the strength of magnets? Explore magnetic poles and predict whether magnets will attract or repel each other?
Key Vocabulary: United Kingdom,Great Britain, countries, rivers, industry, human, physical, map, symbols, coordinates.	**Key Vocabulary:** media, bias, altered, permissions, risks, report, block, appropriate, personal information.	**Key Vocabulary:** Force, friction, magnet, material, attract, repel.

Art	RE	PE
Digital Media	**What kind of world did Jesus want?**	**Swimming and Multi Skills**
Contexts for learning: Create digital artwork that is inspired by Piet Mondrian and comment upon his artwork using visual language.	**Contexts for learning:** Explore our hopes for the world and compare these with Christian ideas about the kind of world Jesus wanted. Explore what Christians might be doing to try to make the world a better place.	**Contexts for learning:** Weekly swimming and PE lessons preparing for the School Games Multi-skills competition.
Links to prior knowledge: Sculpture (Autumn 1).	**Links to prior knowledge:** Knowledge of the 'big ideas' in the Big Story of the Bible from last year.	**Links to prior knowledge:** Swimming (Autumn 1 and previous academic year). Cricket (Autumn 1).
Big questions: Can you - Develop ideas? Master techniques? Take inspiration from the greats?	**Big questions:** What kind of world do you want? How do Christians try to follow Jesus' example today? How far are Christians trying to make the world what Jesus wanted?	**Big questions:** Can you - Swim between 25 and 50 metres unaided? Use more than one stroke and coordinate breathing as appropriate for the stroke being used? Coordinate leg and arm movements? Swim at the surface and below the water? Develop practical skills in order to participate, compete and lead a healthy lifestyle?
Key Vocabulary: digital, abstract, primary colours, line, shape.	**Key Vocabulary:** Gospel, leprosy, leper, disciple.	**Key Vocabulary:** Stroke, front crawl, back crawl, breaststroke. Agility, balance, coordination.

Computing
Contexts for learning: Consolidate and extend our knowledge from Autumn 1 of We Are Software Developers (Unit 4:1) on Scratch to design, write and debug programs that accomplish specific goals.
Links to prior knowledge: programming using Blue-Bots (unit 1:1) and On Screen (unit 2:1), We are Programmers (unit 3:1)**,** began to develop
Big questions: Can you - Develop an educational computer game using sequences, selection and repetition? Understand and use variables and various forms of input and output? Recognise the importance of user interface design? Use logical reasoning to explain how some simple algorithms work and start to debug computer programs?
Key Vocabulary: algorithm, code, bug, debug, event, input, output, program, repeat loop, repetition, Scratch, sequence, Sprite, variable.