
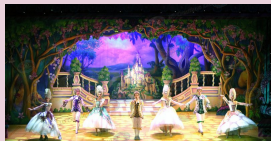





# MINI ADVENTURE CONTEXT PLAN



## PIONEERS 2020-2021 AUTUMN TERM - Panto Time!

Key Texts		Key Inspiration	
Rose Campion and the Stolen Secret	 <p>History of pantomime research:  <a href="https://www.bbc.co.uk/programmes/articles/2JZ6TSqnd480n90dzN77r1/Q/where-does-pantomime-really-come-from">https://www.bbc.co.uk/programmes/articles/2JZ6TSqnd480n90dzN77r1/Q/where-does-pantomime-really-come-from</a>  <a href="https://www.york.ac.uk/news-and-events/features/pantomime/">https://www.york.ac.uk/news-and-events/features/pantomime/</a>  <a href="https://limelightscripts.co.uk/history-of-pantomime/">https://limelightscripts.co.uk/history-of-pantomime/</a></p>		

Writing	
To write for purpose. To organise writing appropriately. To punctuate accurately.	
What do I know already?	How would I structure a historical report? Can I take notes and turn them into developed sentences and paragraphs, adding description and detail?
Big questions:	<ul style="list-style-type: none"> <li>- What knowledge do you need to research, develop and make notes on in order to plan a history of the pantomime informative text?</li> <li>- In your historical information text, can you add extra detail or description to your sentences using parentheses? Which punctuation can you use to show this?</li> <li>- What is an independent clause? Can you use semi-colons, colons or dashes to mark independent clauses in your sentences? Can you use a semi colon to link two closely related independent clauses?</li> <li>- Can you perform your pantomime part and record your historical information text using appropriate tone, intonation and volume?</li> </ul>
Contexts for learning	See reading - researching Pantomime history Writing a historical text to inform the reader about the history of pantomime Rehearse and perform in the Pioneer's Christmas pantomime - Cinderella Rockerfella. Perform historical writing for a Adobe Sparks video informing the audience about the history of pantomime.
Key Vocabulary	Research, notes, information, parentheses, independent clause, semicolons, colon, brackets, dashes, tone, intonation, volume

Reading	
To read accurately. To understand texts	
What do I know already?	Can I take notes and research key information about a topic? Can I summarise information? What do I know about the conventions of the mystery genre?
Big Questions:	<ul style="list-style-type: none"> <li>- Can you prepare for your pantomime performance, and perform your historical information text, using your intonation, tone and volume to make the meaning clear to your audience?</li> <li>- Is your pantomime history research someone's opinion or a fact? What is the difference between fact and opinion?</li> <li>- Can you create a timeline of pantomime history, distilling your summarising into chunks of information to label your timeline?</li> <li>- In your pantomime history research, how do these bullet points/headings/text boxes etc help you to understand it? What is the purpose of these types of features? What would happen if these types of features were not in the text?</li> <li>- Would you recommend Rose Campion and the Stolen Secret? Why? Why not?</li> <li>- What are the normal conventions of this genre - Mystery? Does this book fit those conventions? How?</li> </ul>
Contexts for learning	Undertake a range of research tasks to discover and appraise information about the history of Pantomime, including videos, internet research (see links above) Study Rose Campion and the Stolen Secrets as a class novel. Compare characters/genres and conventions with those from 'All the things that could go wrong'
Key Vocabulary	Intonation, tone, volume, fact, opinion, summarising, structural features, genre, conventions

Maths	
To multiply and divide	
What do I know already?	Do I know my times tables facts to 12x12? Can I calculate using a formal method of short division (Y6)
Big Questions:	<ul style="list-style-type: none"> <li>- Can you divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>- Can you divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li>- Can you identify common factors, common multiples and prime numbers.</li> <li>- Can you establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>- Can you multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>- Can you recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>- Can you solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.</li> </ul>
Contexts for learning	Fluency and calculation work, building skills and knowledge of number in order to solve problems involving short and then long division. Flashback four activities and Barvember problem solving tasks to keep prior learning in constant review
Key Vocabulary	Multiple, factor, prime, square, cube, common factors, common multiples, digit, exchange, place value, place value column, dividend, divisor, group, remainder

Science	
To understand movement and magnets.	
<b>What do I know already?</b>	<b>What do I understand about simple mechanisms and how they might be used to create a moving stage model?</b>
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>- Can you demonstrate and utilise how force and motion can be transferred through mechanical devices such as gears, levers and pulleys in your model stage design?</li> <li>- Can you demonstrate and utilise how mechanical devices such as gears, levers and pulleys allow a smaller force to have a greater effect in your model stage design?</li> </ul>
<b>Contexts for learning</b>	Design and create a small-scale pantomime set, incorporating your knowledge of levers, pulleys and gears to create interactive, movable features, e.g. trap doors or set changes
<b>Key Vocabulary</b>	<i>Force, motion, mechanical devices, gears, pulleys, levers, cam, shaft, linear motion, rotary motion, pivot, fulcrum, beam</i>

PE	
Games	
<b>What do I know already?</b>	What have you learnt during cricket coaching (e.g. fielding, working with teammates etc) that I can apply in a football session?
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>- Can you choose and combine techniques in game situations (running, throwing, passing and kicking)?</li> <li>- Can you work alone, or with team mates in order to gain points or possession.</li> <li>-Can you field, defend and attack tactically by anticipating the direction of play.</li> <li>- Can you choose the most appropriate tactics for a</li> </ul>

Art/DT	
Art -To develop ideas. DT - To master techniques - construction	
<b>What do I know already?</b>	What is your existing knowledge about simple mechanisms? Can you explain/label diagrams of simple mechanisms (see knowledge organiser)
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>- Can you justify in your design your material choices for your stage model?</li> <li>- Can you demonstrate and evaluate your use of a range of practical skills to create your model, including measuring, cutting, gluing and assembling mechanical elements?</li> <li>- Can you explain and demonstrate how to convert rotary motion to linear motion using cams?</li> <li>- Can you justify your combination use of mechanical elements to create a visually pleasing design?</li> <li>-Can you convert your idea from a cross sectional 2d design to a 3d model?</li> <li>- Can you analyse your product, utilising stages of prototypes to ensure continuing refinements.</li> <li>- Does your set model have a high quality finish, have you applied your art techniques and skills?</li> <li>- Can you justify how you will use your research of Pantomime history to ensure your design has elements of a traditional Pantomime set? What are these elements?</li> </ul>
<b>Contexts for learning:</b>	Design and create a small-scale pantomime set, incorporating your knowledge of levers, pulleys and gears to create interactive, movable features, e.g. trap doors or set changes
<b>Key Vocabulary</b>	See scientific vocabulary <i>Prototype, design, refine, cross-sectional, measuring, cutting, gluing, accuracy</i>

Music	
To perform	
<b>What do I know already?</b>	What opportunities have you had in the past to sing and perform solos and as part of an ensemble? What makes a successful performance?
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>- Can you sing your parts within the Cinderella Rockerfella Pantomime from memory and with confidence?</li> <li>- Can you rehearse, analyse and improve your performance in order to perform solos or as part of an ensemble, singing expressively and in tune.</li> </ul>

History	
To investigate and interpret the past. To build an overview of world history. To understand chronology. To communicate historically.	
<b>What do I know already?</b>	How have I used historical sources in previous projects to discover information about the past?
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>- What can we deduce from these Pantomime research sources about the history of pantomime?</li> <li>- Are these sources primary or secondary? Can you analyse if they are reliable sources or not?</li> <li>- Does the information from one source match your hypothesis from other sources?</li> <li>- Can you describe the cultural diversity, discussing the history of pantomime, of past societies?</li> <li>- Are you using accurate dates and historical terms when describing the history of pantomime?</li> <li>- How have you made sure your historical writing is as of a high standard as your work in english sessions?</li> </ul>
<b>Contexts for learning</b>	Undertake a range of research tasks to discover and appraise information about the history of Pantomime, including videos, internet research (see links above). Writing a historical text to inform the reader about the history of pantomime
<b>Key Vocabulary</b>	Source, timeline, primary, secondary, culture

French	
Communicate	
<b>What do I know already?</b>	Vocabulary around food and mealtimes; days, dates, numbers to 100.
<b>Big Questions:</b>	<ul style="list-style-type: none"> <li>-Can I make simple sentences in French about my likes and dislikes?</li> <li>-Can I describe months and seasons in French?</li> </ul>

	game? - Do you always uphold the spirit of fair play and respect in all competitive situations? - Can you lead others when called upon and act as a good role model within a team?
<b>Contexts for learning</b>	Football coaching sessions with Trident Soccer
<b>Key Vocabulary</b>	<i>Pass, dribble, control, passing, tactic, possession, teamwork</i>

	- Using your knowledge of the plot, does your performance convey the relationship between the lyrics and the melody?
<b>Contexts for learning:</b>	Rehearse and perform in the Pioneer's Christmas pantomime - Cinderella Rockerfella.
<b>Key Vocabulary</b>	<i>Part, rehearse, analyse performance, solo, ensemble, plot, lyric, melody, expression, tune</i>

<b>Contexts for learning</b>	Learn names of foods and mealtimes in French, including food for celebrations. Revise names for the months and seasons, and describe the weather.
<b>Key Vocabulary</b>	French vocabulary linked to topics.

RE	
Islam: God & other beliefs;	
<b>What do I know already?</b>	What knowledge do you already have about Islam?
<b>Big Questions:</b>	What are muslim beliefs about God and how are they shared?
<b>Contexts for learning</b>	Learning what Muslims believe about Allah, learn about some Muslim festivals; discuss thoughts on free will and how this affects how you think about good and evil.
<b>Key Vocabulary</b>	<i>Allah, Qur'an, Umma, mosque, shariah</i>

Opportunities for personal development			
Spiritual	Moral	Social	Cultural
Reflection upon advent and the year drawing to a close - time for journaling and the importance of reflection after a year such as 2020.	Recognising that everyone will need to play their part to uphold the success of the pantomime - it is a team effort and all children must recognise this in order to succeed.	To take part in a collaborative project, rehearsing, staging and performing a pantomime will be a whole class effort.	To recognise the importance of Pantomime to British culture. To understand pantomime is a uniquely British concept and to celebrate the uniqueness of pantomime to their culture.