



MINI ADVENTURE CONTEXT PLAN: ADVENTURERS SPRING 1 - BELIEFS, MYTHS AND LEGENDS

Key Texts	Key Inspiration	Key Sources
  	 	   

Writing	
To organise writing, To use paragraphs	
Big questions:	<p>Can you adopt and adapt the structures of non-fiction texts to write about the Egyptian/Greek beliefs?</p> <p>Can you group this information into paragraphs under subheadings?</p> <p>Can you develop and explain your points using a range of connectives?</p> <p>Can you include some variation in your sentence openers to keep the readers engaged?</p> <p>Can you retell stories have heard using imaginative openers and connectives (Rhapsodis, Perseus)</p>
Contexts for learning	<p>Using historical sources, such as temple paintings and artefacts to gather information about beliefs.</p> <p>Looking at the story of Rhapsodis, the links to the Egyptian gods and understanding why this story would be told.</p>
Key Vocabulary	Title, Introduction, Subheading, Summary, Glossary, Questions, Adjectives, Engaged

Reading	
To understand texts	
Big Questions:	<p>Can you collate and interpret information from a range of sources and use this to write your own reports?</p> <p>Can explain your answers fully when responding to comprehension questions?</p> <p>Can you identify keywords or phrases that evidence your point?</p>
Contexts for learning	<p>Interpreting pictures, drawings and artefacts.</p> <p>Using texts and online resources to create non-chronological reports on paper and when using online software.</p>
Key Vocabulary	Contents, Glossary, Subheading, Section, Interpret, Infer

Computing	
To connect	
Big Questions:	<p>Can you use search functions and find images and create mood board for your artwork?</p> <p>Can you create content for our online social media account, showing your understanding of the risks of posting/commenting online?</p>
Contexts for learning	<p>Use our J2E skills from Autumn Term to independently create content, including mood boards of collated images.</p> <p>Taking digital photographs and making audio recordings.</p> <p>Access, respond and adhere to the e-safety guidance from CEOP resources.</p>

History	
To investigate the past, To build an overview of world history	
Big Questions:	<p>Can you interpret how the beliefs of the Ancient Egyptians/Greeks impacted the lives of people of that time?</p> <p>Can you describe the impact of Howard Carter and compare his methods with those used in modern archaeology?</p> <p>Can you ask questions about the past and how we learn about the past? What are the big archaeological questions you want answers to?</p>
Contexts for learning	<p>Reading stories from the different historical periods.</p> <p>Creating and labelling artefacts in response to those that we have seen</p> <p>Using encyclopedias to gather information.</p> <p>Posing questions to professionals and experts through social media.</p>

Key Vocabulary	Social Media, Submit, Tweet, Post, Message E-safety, Troll, Websearch, Resize, Drop
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Key Vocabulary	<i>source, ancient, millennia, worship, pharaoh, pyramid, temple, god, archaeologist</i>
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Maths	
Fractions	
Big Questions:	Can you recognise , find and name a half as one of two equal parts of an object, shape or quantity? Can you recognise , find and name a quarter as one of four equal parts of an object, shape or quantity? Can you solve practical problems for: lengths and heights, mass/weight, capacity and volume and time that include fractions?
Contexts for learning	Use of bar modelling Practical resources - pouring, sharing equally
Key Vocabulary	Multiply, times, groups of, division, denominator, numerator, half, whole, fraction, quarter

RE	
To understand beliefs and teachings	
Big Questions:	Can you recall the stories of Good News that Jesus brings? Can you explain the impact that these stories have on the lives of Christians today?
Contexts for learning	Weekly Open the Book stories, with opportunities to participate in the retelling of the stories. Time to reflect on messages in class.
Key Vocabulary	Religion, belief, faith, Christianity, Christians, Gospels, impact

French	
To speak confidently	
Big Questions:	Given a range of scenarios, can you speak confidently in French? Greeting, Asking for/responding with name Asking/responding to the question 'Comment Ça Va? Saying goodbye.
Contexts for learning	Moving around the classroom, initiating and holding short conversation before moving on. Adapting talk to fit different scenarios.
Key Vocabulary	Bonjour, Bonsoir, Bonne Nuit, Comment t'appelles tu?, Je m'appelle, Comment ça va? Ça va bien, Comme ci comme ça, ça va mal, au revoir

PE	
Dance	
Big Questions:	Can you express your ideas and feelings in response to the music and stimulus? Can you copy and remember moves and positions, then modify these to make your own routine? Can you appraise the work of others, commenting on their control and coordination?
Contexts for learning	Learning and performing the warmup routine. Opportunities to create and make movements in response to music (independently/collaboratively) Time to observe others and give positive and constructive feedback.

PSHE	
Relationships	
Big Questions:	Can you discuss how we, as people, know if we are making good, moral choices? From the stories we hear, can you interpret the messages and how they impact your life? Can you identify what is important for you now and understand how these may be different for other people/change as we grow older?
Contexts for learning	Appraising the work of others in Dance Posting positive comments online. Open the Books Discussions about texts - Rhapsody, Perseus

Art and Design	
To develop ideas, Sculptures	
Big Questions:	Can you use computer software to create mood boards with images of Egyptian/Greek artefacts and patterns? Can you design sculptures to represent characters from a story of, using ideas from your mood board for authenticity?
Contexts for learning	Use of JIT 5 on School360 for safe image searching. Use of clay
Key Vocabulary	Web search, resize, drop, print, sculpt, pattern, texture

Music	
Compose	
Big Questions:	Can you use your understanding pitch, tempo and volume to participate in group compositions using musical instruments? Can you appraise music, giving thought to their tempo, pitch, volume and timbre?

Key Vocabulary	<i>Copy, Control, Space, Sequence, Balance, Communicate</i>
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Key Vocabulary	moral choices, decisions, dilemmas, faith
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Contexts for learning	Use of the Music Minute to give an experience of different music styles and discuss how these are created. Children compose their own music to match a character/scene from a myth.
Key Vocabulary	Tempo, Timbre, Volume, Pitch, Composition, Performance, Steady, Beat