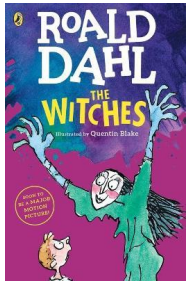
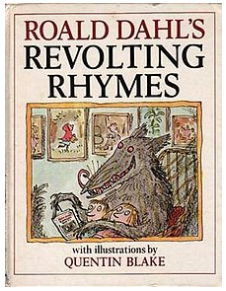
MINI ADVENTURE CONTEXT PLAN

VOYAGERS, Autumn 2 2021-22, Bright Sparks!

Key Texts	*Key Questions*	*Key Inspiration*	*Key Design Inspiration*	*Key Sustainable Development Goal*
The Witches - Roald Dahl; Revolting Rhymes - Roald Dahl  	How do electrical circuits work? How are explanation texts written?	Electricity and how it is used across our daily lives 	Light up Birthday cards 	

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	**Learning - Heads**	**Living - Hands**
Introduction to the Sustainable Development Goals, thinking and reflection on how we can advocate for change in our world, especially linked to saving energy or generating energy from renewable sources. Learning about who is affected by our consumption and production of energy. Continuing reflections on COP 26, Children in Need, and Remembrance day in Collective Worship. Learning about differences and similarities within families and in other areas of life.	Knowledge of how electricity is produced and generated from primary energy sources. Understanding of how electrical circuits work, using bulbs, cells, batteries, motors and switches. Understanding explanation texts and being able to write using the main features of the text. Knowledge of rhyming couplets, reading and performing them in our Christmas Production.	Building electrical circuits, creating complete and incomplete circuits. Designing and making greetings cards with light-up elements. Investigating conductive materials and identifying electrical insulators. Performing with expression and intonation in our Christmas production, acting and reacting with expression in front of an audience.

Time to Shine opportunities
Writing an explanation of how electrical current travels around a circuit. Christmas performance.

Writing	
Composition; Transcription	
Write with purpose; Organise writing appropriately; Use sentences appropriately; Present neatly; Spell correctly; Punctuate accurately	
Links to prior knowledge	Y4: key features of explanation texts from Y3 writing on the water cycle; talk for writing techniques Y3: knowledge of writing non-fiction texts with headings
Big questions:	Can I use the main features of a type of writing (identified in reading? Am I able to use organisational devices such as headings and subheadings? Can I use connectives that signal time, shift attention, inject suspense and shift the setting? Can I use a mixture of simple, compound and complex sentences? Am I able to spell often misspelt words correctly? Can I use prefixes and suffixes and understand how to add them?
Contexts for learning	Using talk for writing techniques to write explanation texts showing how electricity travels, how it conducts and how circuits and switches work. Writing a 'non conventional' version of a fairy tale.
Key Vocabulary	*Explain, heading, subheading, paragraph, non-fiction* *Prefix, suffix, simple, compound, complex*

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Reading	
Read words accurately; Understand texts	
Links to prior knowledge	Some knowledge of reading Roald Dahl stories in previous years and/or at home Knowledge of fairy tales in Key Stage 1
Big Questions:	Can I retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes? Am I able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence? Can I identify main ideas drawn from more than one paragraph and summarise these?
Contexts for learning	Reading non-fiction / explanation texts on the subject of electricity, answering questions about the texts. Reading The Witches, summarising key events as well as analysing character. Reading Revolting Rhymes and commenting on the complexity of plot.
Key Vocabulary	*infer, justify, summarise, retrieve, record*

Maths	
Add and subtract; Multiply and divide	
Complexity; methods; checking; using number facts; Using multiplication and division facts	
Links to prior knowledge	Knowledge of + - x ÷ from previous years. Knowledge of x tables facts already learned
Big Questions:	Can I apply my knowledge of numbers into different situations? Can I recall multiplication and division facts for multiplication tables up to 12 × 12?
Contexts for learning	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve problems involving multiplying and dividing, Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Key Vocabulary	Multiply, divide, add, subtract, apply, solve, formal method

Geography	
Investigate Places	
Diversity	
Links to prior knowledge	Knowledge of European countries from last term (Journey on the Rhine)
Big Questions:	Can I name and locate the countries of Europe and identify their main physical and human characteristics?
Contexts for learning	Organise information about common words and phrases used in three different European languages. Investigate some of the cultural differences in eastern and western European countries. Investigate which languages, other than English, are spoken widely throughout the world.
Key Vocabulary	*Diversity, language, Romance, Germanic, Slavic*

Science	
Work scientifically; Physics - Understand electrical circuits	
Links to prior knowledge	Knowledge of appliances using electricity, link to knowledge of sources of light from previous learning.
Big Questions:	How do electrical circuits work? Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?
Contexts for learning	identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Make a number of series circuits containing different components, explain the similarities between circuits, despite the different components. Identify and describe sources of electricity including mains, battery, solar and others. Explain why opening and closing a switch affects a series circuit. Use a switch in a circuit to create an alarm for a witch. Experiment with the effect of placing more than one bulb in a series circuit. Categorise materials based on their conductivity. .
Key Vocabulary	Components, conductor, insulator, switch, buzzer, light, cell, wire, bulb, buzzer, circuit, diagram.

French	
Speak Confidently	
Links to prior Knowledge	KNowledge of classroom instructions in French; knowledge of numbers to 20
Big Questions:	Am I able to understand the main points from spoken passages? Can I take part in discussions and tasks? Do I demonstrate a growing vocabulary?
Contexts for learning	Learning vocabulary for things in and around our school - the Classroom, pencil case, school subjects and areas around school.
Key Vocabulary	*Specific French vocabulary linked to topic.* *La salle de class, la trousse, notre école, les matières*

PE	
Develop practical skills in order to participate, compete and lead a healthy lifestyle	
Games, Swimming	
Links to prior Knowledge	Swimming knowledge from the previous half term. Tag and target games from KS1 as well as free pay on playground
Big Questions:	Can I choose and combine techniques in game situations? Can I throw accurately?
Contexts for learning	Target and Tag games improving aim and throwing skills. Fairplay and being a gracious winner. Improve swimming technique and length, development of strokes.
Key Vocabulary	*Throw, catch, target, tactics, strategy*

Music	
Perform, Describe music	
Links to prior Knowledge	Performances in prior years - knowledge of voice projection and singing in a group; ukulele instrument tuition - knowledge of chords already learned (C, Am, F, G7)
Big Questions:	Can I perform with control and awareness of others? Can I describe music and how it makes me feel?
Contexts for learning	Ukulele instrument tuition, developing chords learned. Preparation for Christmas performance - The Snow Queen
Key Vocabulary	*Perform, chord, strum*

DT	
Master practical skills; Design, make, evaluate and improve	
Technical knowledge; practical knowledge; design process.	
Links to prior knowledge	Knowledge of electrical circuits in KS1; design process from previous topic (designing bridges)
Big Questions:	Can I create series and parallel circuits? Can I design with purpose? Am I able to refine work and techniques as work progresses, continually evaluating the product design.
Contexts for learning:	Create paper circuits with push switches and close page switches; Create different example of light-up paper circuits; create a light up CHristmas / greetings card; test and modify ideas
Key Vocabulary	*LED, conductive, adhesive, exploded diagram, illuminate*

Computing	
Code	
Links to prior knowledge	Some coding knowledge from previous years.
Big Questions:	Can I use motion, looks, sound, events, control, sensing, variables and lists to code a program the way I have planned?
Contexts for learning:	Use coding websites such as scratch and hour of code to create simple games and sequences. Use the story of the Witches as inspiration for characters and games.
Key Vocabulary	*Code, sequence, blockly, variable, loop*

RE	
Understanding Christianity: Incarnation / God	
Links to prior knowledge	Knowledge of the Big Story of the Bible and discussion of the symbol for God representing the Trinity from last half term. Knowledge about infant baptism from EYFS / KS1
Big Questions:	What is the Trinity Where can the persons of the Trinity be found in the Big Story of the Bible? How do Christians express their beliefs about God as Trinity?
Contexts for learning	Exploring Christian artwork and poetry that depicts the Trinity. Using baptism as an example of Christians expressing their belief in God as Trinity, comparing different types of baptism. Express their own understanding of the Trinity through artwork or poetry.
Key Vocabulary	*Trinity, Father, Son, Holy Spirit, infant/believer's baptism, immersion, grace*

PSHE / RSE	
Families and people who care for me	
What do I know already?	Knowledge about people who care for them, what it means to be a family and how all families are different from KS1. Prior learning on celebrating differences and similarities from PSHE in previous years.
Big Questions:	How are families the same and different? What are families for?How can people care for each other? What might make someone upset or worried in a family?
Contexts for learning	Recognising that there are different types of families, describing similarities and differences, and learning to respect these differences. Discussing different families encountered through stories studied in class across other curriculum areas. Discussing what to do if we feel worried or unsafe.
Key Vocabulary	*Family, caring, safe, respect, difference, similarities, conflict, solutions*