

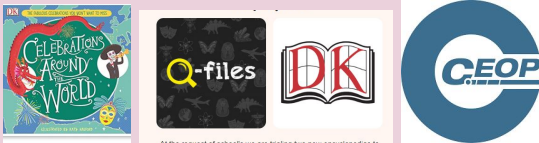


MINI ADVENTURE CONTEXT PLAN: ADVENTURERS AUTUMN 2 - LET'S CELEBRATE!

Key Texts	Key Inspiration	Key Sources
 <p>All Are Welcome, Celebrations Around the World, From the Stars in the Sky to the Fish in the Sea, Boy in a Dress</p>		

Writing	
To organise writing, To use paragraphs	
Big questions:	Can you adopt and adapt the structures of non-fiction texts to write about the Harbin Ice Sculpture Festival/ Rio's Carnival and Berck's Kite Festival? Can you group information into paragraphs under subheadings? Can you use adjectives to celebrate who you are, like the character from the book 'From the Stars...'? Should Dennis stop doing something different if it's what makes him happy?
Contexts for learning	Using 'Celebrations from Around the World' as a model for structure. Give written responses to 'All Are Welcome' and 'From the Stars...' - using adjectives to describe ourselves, using adjectives to describe others.
Key Vocabulary	Title, Introduction, Subheading, Summary, Glossary, Questions, Adjectives, <i>emotion</i>

Reading	
To understand texts	
Big Questions:	Can you present your research about our named festivals in your own writing? Can you explain the importance of titles and subheadings in a nonfiction text? Can you infer meaning in Mum's words in 'From the Stars in the Sky...'?
Contexts for learning	Using texts and online resources to create non-chronological reports on paper and when using online software.
Key Vocabulary	Contents, Glossary, Subheading, Section Acceptance, Differences, Unconditional, Infer

Computing	
To connect	
Big Questions:	Can you create a nonfiction report about a world celebration that is suitable to publish? (Work that complies with our publishing guidelines - no names/personal information, is our best, is true/helpful/kind) Can you make constructive observations and praise the work of others by writing comments on the school blog? Can you explain the risks of posting/commenting online?
Contexts for learning	Use our J2E skills from Autumn 1 to independently create content, including captioned images, in a nonfiction text about a celebration from another culture/country. Access, respond and adhere to the e-safety guidance from CEOP resources.
Key Vocabulary	Social Media, Submit, Moderate, Post E-safety, Troll, Blogging, Comment

Geography	
To investigate places, To communicate geographically	
Big Questions:	Can you discuss the location of France, China and Brazil in relation to the United Kingdom? Which seas/oceans or continents would you have to cross to get there? Can you use a map to locate Berck, France; Rio de Janeiro, Brazil and Harbin, China? Can you describe their location within their respective countries using compass directions? What does their location suggest it is like there? Why would they choose to host celebrations there?
Contexts for learning	Using atlases and online encyclopedias when researching three festivals from around the world.
Key Vocabulary	<i>City, Town, Coastal area, United Kingdom, Map, Atlas, Continents (Asia, Africa, North America, South America, Australia, Antarctica, & Europe), Oceans (Atlantic, Pacific, Indian, Southern, Arctic), River</i>

Maths	
Multiplication	
Big Questions:	Can I use multiplication to solve problems? Do I understand the concept of part and whole, and ways of calculating using it? How can you use multiplication to help with division? Can you count in multiples of 2, 5 and 10?
Contexts for learning	Use of 2p, 5p, 10p coins to calculate. Solving 1 and 2 step problems using multiplication.
Key Vocabulary	Multiply, times, groups of, repeated addition, division, inverse

PE	
Gymnastics	
Big Questions:	Can you demonstrate how travel around the space with coordination and control using a variety of different movements? Can you devise and perform transitions through a sequence of balances on different points/patches of the body and at different heights? Can you make observations and identify good practise in the work of others and suggest possible improvements?
Contexts for learning	Opportunities to design a sequence of moves and balances over at a range of heights (independently/with a partner) Critiquing own work by looking at photographs/videos. Time to 'be the coach' and offer support to peers.
Key Vocabulary	<i>Copy, Control, Space, Link, Points, Patches and Flexibility</i>

RE	
To understand beliefs and teachings	
Big Questions:	What does the festival of Sukkot tell us about Jewish beliefs about God? Why is Christmas an important time for Christians? What and how do Jewish people celebrate in December?
Contexts for learning	Create our own model Sukkahs to deepen our understanding of Jewish beliefs. Prepare for and perform the Christian story of Jesus' incarnation.
Key Vocabulary	Religion, belief, Judaism, Jewish, Christianity, Christians, festival, celebration, compare, difference, <i>incarnation</i> , Sukkot, Sukkah

PSHE	
Relationships	
Big Questions:	Is it OK to be different? How does celebration/praise make us feel? What do we look for in a good friend? What makes us feel happy? What could upset us/make us feel uncomfortable?
Contexts for learning	Posting positive comments on the school blog. Responding to class texts and answering questions requiring inference. Opportunities to discuss events in the books and share opinions. Using CEOP resources to discuss e-safety.
Key Vocabulary	Different, celebrate, positive, feelings/emotions, uncomfortable.

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 Ca 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 ca va? Ca va bien, Comme ci comme ca, ca va mal, au revoir

Music	
Perform	
Big Questions:	Can you remember the words to and perform songs from the Christmas performance? Can you perform with an awareness of others?
Contexts for learning	Learning and performing the Christmas songs. Songs for Christmas services.
Key Vocabulary	Pitch, harmony, tempo,