







## MINI ADVENTURE CONTEXT PLAN



### PIONEERS 2020-2021 AUTUMN TERM - SMILE - Reconnecting With My School Values

Key Texts	Key Trips	Key Inspiration
<p>All the things that could go wrong - Stewart Foster</p> 	<p>Field study trips within the school grounds</p> 	<p>Phillip Wilson Streeer. Chalk Pits. Watercolour 1915</p>  <p>Treasure Champs (CBBC) - inspiration for Time to Shine</p> 

Writing	
<p>To use imaginative description - To organise writing appropriately - To use sentences appropriately - To punctuate accurately - To present writing</p>	
<p><b>What do I know already?</b></p>	<p>How would you structure a story, using 'All the things that could go wrong' as inspiration? What are the features of an engaging, interesting and informative script?</p>
<p><b>Big questions:</b></p>	<p>What are the main features of the type of writing you are creating? What makes this informative (script) or entertaining (story)? What knowledge about our school values do you need to research, develop and make notes on in order to plan your script? How will you plan this story/script? What is the purpose of your first draft? Have you checked your first draft for your non-negotiables? Can you read your first draft out loud to a partner and identify key targets to enhance your final piece? Can you include imagery to create vivid descriptions in your story writing? Can you write sentences using relative clauses and expanded noun phrases to describe in detail? Can you perform your script, using appropriate intonation and volume?</p>
<p><b>Contexts for learning</b></p>	<p>Write a next chapter for 'All the things that could go wrong' Prepare scripts for Values videos - (see time to shine)</p>
<p><b>Key Vocabulary</b></p>	<p><i>Draft, edit, script, narrative, imagery, simile, metaphor, relative clause, extended noun phrase, perform, intonation, volume</i></p>

Reading	
<p>To read accurately To understand texts</p>	
<p><b>What do I know already?</b></p>	<p>Can you recommend books and justify your reading choices? Can you make predictions about texts?</p>
<p><b>Big Questions:</b></p>	<p>Can you discuss why you would/would not recommend 'All the things that could go wrong'? Can you make predictions about what the characters might do after the events in the story? Can you discuss why you feel those are reasonable predictions to make? (see writing contexts for learning) How does Stewart Foster use imagery to evoke the physical feelings caused by the emotions of the two main characters?</p>
<p><b>Contexts for learning</b></p>	<p>Write a next chapter for 'All the things that could go wrong' Write and discuss book reviews for 'All the things that could go wrong'</p>
<p><b>Key Vocabulary, including words from class novel</b></p>	<p><i>Recommend, justify, predict, infer</i> <i>Range of similes and metaphors from novel, e.g. -'It's like the water washes away all the germs, but takes all of my energy with them down the drain' -'My worries start to float away, higher and higher, like clouds drifting across the sky.'</i></p>

Maths	
<p>To add and subtract</p>	
<p><b>What do I know already?</b></p>	<p>Can I add/subtract four digit numbers?</p>
<p><b>Big Questions:</b></p>	<p>Can you add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction)? Can you add and subtract numbers mentally with increasingly large numbers? Can you apply your addition and subtraction skills to a range of problem solving skills?</p>
<p><b>Contexts for learning</b></p>	<p>Fluency rehearsal and application of addition and subtraction skill, including the use of appropriate apparatus to ensure thorough place value understanding of formal methods Application through a variety of problem solving contexts</p>
<p><b>Key Vocabulary</b></p>	<p><i>Addition, subtraction, inverse, exchange, place value, digit, column</i></p>

Computing	
To connect - To communicate	
<b>What do I know already?</b>	What strategies do we have to ensure we are kind when representing ourselves online? Can you evaluate any recordings/videos have you made to explain your learning in previous years?
<b>Big Questions:</b>	Can you work together with your peers online, enjoy being part of a Pioneers online classroom community and comment with responsibility and sensitivity? Can you choose which hardware and software would be the best to create an informative video about our school values for younger children in school? What are the features of the hardware and software you have chosen that will allow you to make a high quality video?
<b>Contexts for learning</b>	Online discussion about school values and ongoing peer-to-peer feedback regarding time to shine opportunities Create video for younger children in school to demonstrate one of our school values (time to shine)
<b>Key Vocabulary</b>	Online community, comment, respectful, sensitive, collaborative, hardware, software, information

Art	
Master techniques - Painting	
<b>What do I know already?</b>	How would you use watercolours to create form, colour and effects in your artwork?
<b>Big Questions:</b>	Can you sketch before you paint in order to combine line and colour? Can you create a colour palette based upon the colours you observe in the outdoor garden? Can you use the unique qualities of watercolours to create a landscape of our school grounds? Can you combine colours, tints and tones to enhance/create mood and represent seasonal changes in a piece?
<b>Contexts for learning:</b>	Explore and experiment using painting techniques with watercolour paints. Create own landscape representations of the school outdoor area, reflecting the time of year, using watercolours
<b>Key Vocabulary</b>	Sketch, lines, Colour palette, Tint, Tone, mood, wash, wet-on-wet, wet-on-dry

RE	
To understand how beliefs are conveyed	
<b>Big Questions:</b>	Why do some people believe in God and some do not? What does it mean if God is holy and loving? What does it mean to embody our Christian Values?
<b>Contexts for learning</b>	Explain some of the different ways that individuals show their beliefs; show an awareness of morals and right and wrong beyond rules; express my own values and remain respectful of those with different values; link known bible stories to our school and Christian values
<b>Key Vocabulary</b>	Psalm, Bible, beliefs, respect, thankfulness, friendship, wisdom, hope, endurance, compassion, truthfulness, humility, justice, trust, creation, forgiveness, reverence

Science	
To work scientifically To understand living things	
<b>What do I know already?</b>	Thinking of living things, what is a life cycle? How might you classify groups of animals? What makes some animals different to others?
<b>Big Questions:</b>	What techniques are appropriate in order to conduct fieldwork and examine the wildlife in our pond? Can you record data about the wildlife you find? Can you construct graphs and classification keys to represent your data? Can you describe the differences in the life cycles of mammals, birds, amphibians and insects, using the animals in our outdoor area as examples? Can you describe how animals can be classified into broad characteristics? Can you defend your choices you have made when classifying animals?
<b>Contexts for learning</b>	Pond dipping as a basis for fieldwork, data collection, life cycles and animal classification - reconnecting with school grounds
<b>Key Vocabulary</b>	Life cycles, characteristics, classification, mammal, bird, amphibian, insects, fieldwork, data, graphs, classification keys

PSHE	
Online Safety Our School values	
<b>What do I know already?</b>	Can you describe a range of strategies to keep yourself safe when online? What are our school values? Why have they been chosen and why are they important?
<b>Big Questions:</b>	What might have happened in 'All the things that could go wrong' if Dan was bullying Alex online as well as in school? What might online peer pressure have looked like? What effect would it have? Can you participate effectively in online discussions about 'All the things that could go wrong'? What do each of our school values represent? What do they really mean and look like within our school community? How would you explain/convey/demonstrate our school values to younger members of our school community?
<b>Contexts for learning:</b>	Take part in class discussion and contribute to online discussion about online safety and peer pressure. Values videos - See Time to Shine
<b>Key Vocabulary</b>	Peer pressure, online, reporting, blocking (see computing vocabulary). Values - resilience, respect, friendship, endurance, trust, forgiveness, compassion

French	
To read fluently To speak confidently	
<b>What do I know already?</b>	Can you remember the names for things in school? Can you remember how to say numbers up to 100?
<b>Big Questions:</b>	Can you name and describe places in a town? Are you able to describe the past and the present in French? Can you say numbers with up to 4 digits in French?
<b>Contexts for learning</b>	Be able to name places in Felton in the past and present. Be able to say and write sentences such as: In Felton there used to be ... now there is ...
<b>Key Vocabulary</b>	Specific French vocabulary.

**Opportunities for personal development**

Spiritual	Moral	Social	Cultural
<p>To reconnect with the school community on a reflective and spiritual level by understanding the school values on a deep level, and communicating these to the wider school community with the Values videos. To understand how and why our school values reflect Christian values.</p>	<p>Children will consider the moral implications and consequences of taking part in online discussions and being part of online communities, and the importance of doing so with respect and sensitivity.</p>	<p>Reflection and recognition we are all part of a school community and that Pioneers, as the oldest children in school, have an important job as role models to demonstrate and uphold the school values.</p>	<p>To recognise the important, and necessary, cultural impact the internet has upon our daily lives and to reflect upon the cultural importance and connections we can have with online communities.                      To enhance knowledge of artists and artwork using watercolour techniques studied.                      To know about key scientists and their contributions to our knowledge of animals and their classification system.</p>