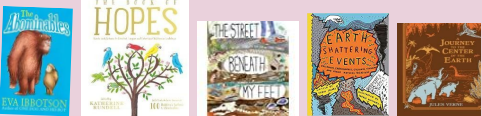







MINI ADVENTURE CONTEXT PLAN
VOYAGERS 2020-2021 AUTUMN 2020
Journey to the Centre of the Earth

Key Texts	Key Trips	Key Inspiration
 <p><i>The Book of Hopes</i> by Katherine Rundell <i>Journey to the centre of the Earth</i> by Jules Verne <i>The Street Beneath My Feet</i> by Charlotte Gullian <i>The Abominables</i> by Eva Ibbotson <i>The Science behind Natural Disasters</i> by Sophie Williams</p>	<p>Forest Based Learning in the grounds Coquet River bank</p> 	<p>William Morris Islamic mosaics</p>  

Writing		Reading		PSHE/RE	
<p>To use sentences appropriately To present neatly and punctuate appropriately To analyse writing To spell correctly</p>		<p>To understand texts To read accurately</p>		<p>Mental wellbeing (Socialise and Manage feelings) Relationships Islam</p>	
Big questions:	<p>Can you use the main features of our class texts to write an adventure story? (identified in reading).</p> <p>Can you use similar techniques used by the authors we have studied to develop a plot and create characters and settings in your own writing?</p> <p>Can you plan, write, edit and improve your own writing?</p> <p>Can you develop your stamina for writing to write for longer and develop your ideas more fully?</p> <p>Can you apply your phonic knowledge to unfamiliar words in your independent writing?</p> <p>Can you spell identified common high frequency words with accuracy in all independent writing?</p>	Big Questions:	<p>Can you identify the specific features of different genres?</p> <p>Can you draw inferences from what you have read?</p> <p>Can you talk about the plot, setting and characters from the books we are reading using evidence from the text to support your ideas?</p> <p>Can you talk about how the language the author uses creates mood and atmosphere?</p> <p>Can you remember and use new vocabulary from your reading in your independent writing?</p> <p>Can you talk about books you've read independently and suggest why others might enjoy them?</p>	Big Questions:	<p>PHSE</p> <p>Can you understand and explain why it is so important to stay safe online?</p> <p>Can you recognise, predict and assess risk in different situations and differentiate between the terms, 'risk', 'danger' and 'hazard'?</p> <p>Can you describe how to manage risk responsibly (including sensible road use and risks in our local environment)</p> <p>Can you work collaboratively towards our shared goal to build the willow dome?</p> <p>RE</p> <p>What is Islam?</p> <p>Can you see the similarities/differences to Christianity?</p> <p>Can you recognise and describe the significance of buildings, texts, artefacts and relics that are important to Muslims?</p> <p>How do Muslims worship?</p>
Contexts for learning	<p>Using book extracts, investigate the motivations and causes of the main characters' emotions and subsequent actions through role play and drama</p> <p>Talk for writing sessions that allow children to rehearse their ideas before writing activities.</p>	Contexts for learning	<p>Using book extracts, investigate the motivations and causes of the main characters' emotions and subsequent actions through role play and drama activities.</p> <p>Vocabulary catch for unknown words.</p> <p>Exploring extracts from <i>Journey to the centre of the Earth</i></p>	Contexts for learning	<p>PHSE</p> <p>Using different scenarios and task cards, children will begin to recognise the different types of risks they could face both at home and at school.</p> <p>Using drama and role play techniques to unpick the feelings</p>

	<p>Using shared models to write effective character and setting descriptions together then using the class models as a framework for their own writing</p> <p>Varied opportunities to write and edit their own story settings and character descriptions</p> <p>Varied opportunities to organise paragraphs around a theme scaffolded opportunities to write independently their own version of parts or the whole of a story</p> <p>Using modelled explanation texts to create their own explanation to demonstrate their understanding of an aspect of their science work - eg types of volcanic eruption or the earth's layers - link to DT</p> <p>Teacher modelling and feedback sessions to develop the use and application of identified descriptive techniques, new vocabulary, taught spelling and grammar and punctuation in their own writing</p> <p>Writing from dictation by the teacher, sentences that include words, grammar and punctuation taught so far.</p>
Key Vocabulary	<p>Vocabulary from our 'caught' words from Journey to the Centre of the Earth and other key texts.</p> <p>adverbs, direct speech, adverbial phrases, connectives, commas, fronted adverbials, paragraphs, plan, write, edit, plot, setting, character traits/attributes</p> <p>noun, a, adjectives, simple sentences, verbs and adverbs.</p>

	<p>and other key texts to discuss how the author creates the main characters and settings.</p> <p>opportunities to apply their new vocabulary and story ideas from the books they have read/shared in class to their own independent writing</p> <p>Using evidence from key texts to predict events in the next chapter or to suggest how the story might end</p> <p>Using extracts from Journey to the Centre of the Earth and other key texts to identify grammar, punctuation, word types have an impact on their understanding of what they have read.</p>
Key Vocabulary	<p>Vocabulary from our 'caught' words from Journey to the Centre of the Earth and other key texts.</p> <p>evidence, chapters, character, setting, plot</p> <p>adverbs, direct speech, adverbial phrases, connectives, commas, fronted adverbials, paragraphs, plot, setting, character traits/attributes</p> <p>noun, adjectives, simple sentences, verbs and adverbs.</p>

Contexts for learning	<p>and emotions to determine their reactions to these risks.</p> <p>Activities, stories and film clips which encourage children to recognise their own and others feelings and to reflect on how to best manage these feelings appropriately.</p> <p>(Relationships)</p> <p>RE</p> <p>Exploring the creation story in the bible and the Qur'an and identifying the key similarities and differences using secondary sources to explore what it means to follow Islam Including relics, artefacts (online images)</p>
Key Vocabulary	<p>Risk, danger, hazard, collaborate.</p> <p>RE</p> <p>Islam, mosque, Allah, artefacts, comparisons, similarities, Qu'ran, Muslim.</p>

Maths	
Four Methods: Addition, Subtraction, Multiplying and Division.	
Big Questions:	<p>Can you apply your knowledge of the four operations to a variety of problems?</p> <p>Can you recall key number facts?</p> <p>Am I able to use my recall of multiplication and the related division facts to solve calculations?</p>
Contexts for learning	<p>Apply knowledge to answer missing number questions. Opportunities to talk through maths methods to explain reasoning.</p> <p>Fluency activities including:</p>

Art/DT	
Patterns/Food preparation and 3D modelling	
Big Questions:	<p>ART</p> <p>Can you use our school grounds to find and collate natural, sketches and resources, to help inspire your own piece of work? Can you evaluate different artworks using visual language? Can you recognise some of the techniques used by notable artists, artisans and designers? Do you have a favourite image? Can you apply taught skills/ techniques to an independent task in art? Can you make your own design with precise repeating patterns?</p> <p>DT</p> <p>What specific skills and techniques will you apply to create a 3D model?</p>
Contexts For learning:	<p>Opportunities to explore and discuss work of different artists Children will discuss and reflect on images of Islamic mosaic and compare and contrast these with the repeating patterns used by William Morris in his printing designs.</p>

Science	
Rocks and Soils	
Big Questions	<p>Can you ask relevant questions about this topic?</p> <p>How will you set up a simple fair test?</p> <p>Can you record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables?</p> <p>Can you recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?</p> <p>How will you compare and group together different kinds of rocks on the basis of their simple, physical properties?</p> <p>How can you relate/show the simple physical properties of some rocks to their formation (igneous or sedimentary)?</p>
Contexts for learning:	<p>Voyager class to visit Coquet River to collect interesting rocks to later exhibit as a class resource that they will classify.</p> <p>Explore Videos of erupting volcanoes and then use technical vocabulary to explain the process of eruption in a particular type of volcano</p>

	<ul style="list-style-type: none"> • Number of the day challenges to explore recall and understanding of practised number concepts and facts • Continue to revise and learn standard methods of addition and subtraction • Multiplying two-digit and three-digit numbers by a one-digit number using a formal written layout • adding and subtracting numbers with up to 4 digits using the formal written methods of columnar addition and subtraction • Derive and use number facts up to 100. • place value up to four digits. <p>Application through a variety of problem solving contexts</p>
Key Vocabulary	<i>Multiples of, addition, subtraction, times tables, thousands, hundreds, tens and units, next 10,20,100. Rounding, number lines.</i>

	<p><i>Children will recreate some of these nature inspired patterns but will also create their own nature themed repeating pattern to be used to print their design for a Christmas card.</i></p> <p><i>Designing and making printing blocks (e.g. from coiled string glued to a block).</i></p> <p><i>Creating a 3 D model to demonstrate their understanding of an aspect of their science work - eg types of volcanic eruption or the earth's layers</i></p>
Key Vocabulary	<i>Colour depth, effect, mood, natural, repeating patterns, Ink/printing techniques</i>

	<p><i>researching differences between the main 3 types of rocks and their formation.</i></p> <p><i>Children will design a fair test to show if rocks are permeable or not.</i></p> <p><i>Using simulations online to show how tectonic plates are in our planet and understand the effect these have on earth.</i></p> <p>Children will describe in simple terms how fossils are formed.</p> <p>Children will recognise and describe that soil is made from rocks and organic matter.</p>
Key Vocabulary	<i>Melt, Solidify, Dissolve, Sedimentary, Metamorphic, Igneous Crust, magma, mantle, core, Friction, Continent permeable/impermeable, durable</i>