


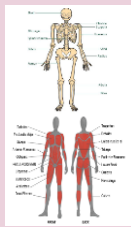


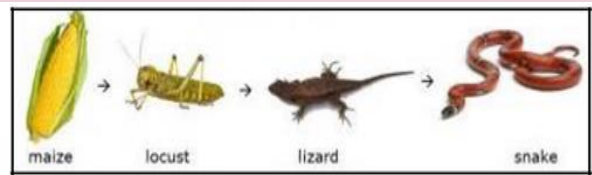




## MINI ADVENTURE CONTEXT PLAN: VOYAGER SPRING 2 2020 OUR LIVING WORLD 2 (humans and animals)

Key Texts	Key Inspiration	Key Sources
<p>Our Class text is continued this term The Explorer by Katherine Rundell. As we approach the middle of the book we find out more about the main characters and what further trials await them...</p> <p>In addition to our class text the children will be reading The Great Kapok Tree (Written by Lynne Cherry) This story describes the many different threats to the Amazon rainforest. Told in a fiction format. We will also read The Vanishing Rainforest by Richard Platt, it is a fictional story but uses real life dilemmas to inform children of the rainforest threats. Selection of non-fiction texts about animals and humans</p> <div>     </div>	<p>The Easter story clay modelling, Poetry recital, pond skimming, insect and plant identification in school grounds. Whole school art competition To recreate Living, Loving, Learning .</p> <p><b>The Curl by Saatchi Art For RE Inspiration</b></p> <div>   </div>	<p>Non-fiction library texts; Online images of food webs; Online mapping technologies; school pond, science investigation table.</p> <div>  </div>

Writing		Reading	
To write for a purpose; to organise writing appropriately		To understand texts	
<b>Big questions:</b>	<p>Can you use the main features of a type of writing (identified in reading)? –Fictional Dilemma stories.</p> <p>Can you plan, write, edit and improve?</p> <p>Can you write your own dilemma story?</p> <p>Can you use alliteration effectively?</p> <p>Can you use similes effectively?</p> <p>Have you used descriptive details to discuss your main character?</p> <p>Have you used a variety of simple, compound and complex sentences in your story?</p> <p>Can you create a variety of poems, using the same structures and techniques?</p>	<b>Big questions:</b>	<p>Can you recognise some different forms of poetry?</p> <p>Can you discuss the use of the different meanings and vocabulary, within a poem?</p> <p>Can you perform your poem in the whole school recital?</p> <p>Can you use some of the same 'writer's tools' in your story to develop a dilemma?</p> <p>Can you discuss words and phrases that capture the imagination?</p>
<b>Contexts for learning</b>	<p>Using the Talk for Writing model, continue to build extended sentence structures to improve and inform the reader, using greater description without repetition.</p> <p>Collating a range of interesting and advanced vocabulary to add into independent writing.</p> <p>Interpreting different forms of poetry and create own poems independently, using the same techniques.</p> <p>Plan and write an extended story based in the rainforest with a dilemma.</p>	<b>Contexts for learning</b>	<p>Access a range of non-fiction texts to learn about food webs, humans and geographical areas/habitats.</p> <p>Continue to read, discuss and respond to class text 'The Explorer' to infer the characters' feelings and motivations and to gain a greater understanding of the story. explain and justify opinions in own words both in class discussions and in independent writing</p>
<b>Key Vocabulary</b>	<p><i>Simile, alliteration, complex sentences, compound and simple.</i></p> <p><i>*also see reading for vocab.</i></p>	<b>Key Vocabulary</b>	<p>Summarise, Retrieve, Record, Explain, Justify, Identify,</p> <p><i>*also see writing for vocab.</i></p>

Maths		RE		French	
Fractions/Measure		Easter		Speak confidently	
<b>Big Questions:</b>	How will round decimals with one decimal place to	<b>Big Questions:</b>	<p>What does the Easter story mean for Christians?</p> <p>How do different Christians celebrate Easter?</p>	<b>Big Questions:</b>	<p>Can I recognise key vocabulary and phrases?</p> <p>Can I recognise and respond to the French numbers 0-</p>

	<p>the nearest whole number?</p> <p>Can you count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts?</p> <p>Can you count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten?</p> <p>Can you add and subtract fractions with the same denominator within one whole.?</p> <p>Can you add and subtract fractions with the same denominator.</p> <p>Continue to solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
<b>Contexts for learning</b>	<p>Continued practice to establish fluency and recall of known facts - especially times tables</p> <p>Solving word problems involving fractions, decimals including money.</p>
<b>Key Vocabulary</b>	<p>Fraction, quarters, halves ,thirds, fifths, Denominator, Numerator, Divide, multiply, count, whole, decimals</p>

	<p>What happened to Jesus in this time?</p> <p>Can you discuss the story in sequence and identify the key failings/strengths?</p>
<b>Contexts for learning</b>	<p>Investigate how the Easter story happened, read bible stories and take part in Open the Book, plan, design and create a clay sculpture to show a point in the Holy week of Easter.</p>
<b>Key Vocabulary</b>	<p><i>Good Friday, sacrifice, betrayal, friendship, crucifix</i></p>

	<p>10?</p> <p>Can I respond in French to spoken questions?</p> <p>Can I respond to hello, goodbye, goodnight in French?</p>
<b>Contexts for learning</b>	<p>Begin to show confidence when speaking aloud and reading short texts; convey my meaning, even with some mistakes.</p> <p>Learn vocabulary linked to days of the week and months of the year. (ongoing)</p> <p>Learn Head, Shoulders, knees and toes in french- "Tete e'paules genoux pieds"</p>
<b>Key Vocabulary</b>	<p><i>0-10 bonjour, au revoir, bonne nuit.</i></p>

Science	
Animals and Humans	
<b>Big Questions:</b>	<p>What do animals and humans need to survive?</p> <p>What is digestion?</p> <p>What do humans need to be healthy?</p> <p>What parts of the human skeleton can you name?</p> <p>What type of teeth do humans have?</p> <p>What is a food chain?</p>
<b>Contexts for learning</b>	<p>Continue to carry out observations over time to record and measure the growth of your bulb/bean.</p> <p>Adaptation in animals video. - Habitats.</p> <p>Grouping animals with or without skeletons</p> <p>Classify food by how the human 'gets' them</p> <p>Use blue-tac to show the need for warming up muscles</p>

PSHE	
Relationships	
<b>Big Questions:</b>	<p>What foods can I choose to keep a healthy diet?</p> <p>What effects can a poor diet have on me?</p> <p>Why is a good night sleep so important for a 'healthy lifestyle'?</p> <p>What is the difference between the terms, 'risk', 'danger' and 'hazard'?</p> <p>Can you explain why bacteria and viruses can affect health and that following simple routines can reduce their spread?</p>
<b>Contexts for learning</b>	<p>Use a variety of different food to identify food groups</p> <p>Sort food into correct food groups and discuss the amounts needed to maintain a 'healthy lifestyle'</p> <p>Learn about the different types of sleep and how they help our bodies to grow and maintain health.</p> <p>Class discussions/Newsround to build an understanding</p>

Music	
Perform	
<b>Big Questions:</b>	<p>Am I able to perform confidently and understand that music is created to be performed?</p>
<b>Contexts for learning</b>	<p>Improving and performing as part of a group. Applying playing techniques on to create musical parts with confidence and accuracy</p>
<b>Key Vocabulary</b>	<p><i>Pitch, melody, harmony, tempo, Chord.</i></p>
PE	
Hockey	

	Experiments to find out which is the strongest muscle group Test relationships in the body, <i>e.g. does wingspan = height</i> Healthy plate revisit Compare the teeth of animals and predict if they are carnivores or herbivores			of staying clean and the need to wash hands to reduce bacteria. Hand washing techniques. Carefully chosen scenarios and pictures to identify the differences between risk, danger and hazard.		<b>Big Questions:</b>	Can you strike the ball with accuracy? How will you ensure you improve? Can you remember the rules of playing hockey? Can you maintain possession of the ball in a game?
<b>Key Vocabulary</b>	<i>Skeleton, vertebrae, non-vertebrae, digestion, herbivore, carnivore, predators, consumer, producer, canine, molars, pre molars.</i>		<b>Key Vocabulary</b>	Healthy Lifestyle, balanced diet, protein, carbohydrates, fats, dairy, fruit and vegetables, bacteria, virus, risk, danger hazard.		<b>Contexts for learning</b>	Small games, partner work, striking practise, inter school competition.
						<b>Key Vocabulary</b>	<i>Strike, aim, position, hold, team work, control.</i>

ART /DT		ICT		Geography	
To develop ideas		To code for a variety of practical and inventive purposes		Investigate places	
<b>Big questions:</b>	Can you develop ideas from a starting point? Can you collect information, ideas and resources to build a plan for your entry to the school competition? Can you adapt and refine your ideas as they progress? Can you use Leonardo De Vinci's anatomical drawings to use as a starting point for observational drawings.	<b>Big questions:</b>	Can you use SCRATCH to make a 'Sprite' complete actions, movements and sounds?	<b>Big Questions:</b>	Can you identify the differences between our school woods and the rainforests? Can you use your knowledge to locate other biomes in our planet?
<b>Contexts for learning</b>	Discuss, analyse and reflect on Loving, Living and Learning school motto. Revisit learned skills such as water colour, quilling to refine a plan to create a design. (Clay for RE) Use a variety of methods to achieve the best outcome.	<b>Contexts for learning</b>	A range of activities providing opportunities to set the appearance of objects and create sequences of changes; Create and edit sounds. Control when they are heard, their volume, duration and rests;	<b>Contexts for learning:</b>	Using digital and class non-fiction books to investigate the different biomes- In relation to the UK. Use fieldwork skills to investigate the school grounds- pond and woodland areas. Using the 4 points of the compass and identifying key features, animals and plants present. (Ongoing to Summer)
<b>Key Vocabulary</b>	<i>Quilling, paper, shades, depth, tone, feelings, texture</i>	<b>Key Vocabulary</b>	<i>Coordinates, sequences, control edit, conditions, events, copyright</i>	<b>Key Vocabulary</b>	United Kingdom, map <i>Physical feature, Human features, Aerial image, Digital computer mapping, Land Use, biome, tundra, grasslands, forest, desert. climate</i>