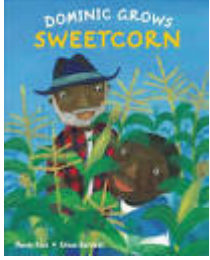







MINI ADVENTURE CONTEXT PLAN



Voyagers Summer 1 - International Trade

Key Texts	Key Questions	Key Geographical Inspiration	Key Technological Inspiration	Key Sustainable Development Goal
 <p>Dominic Grows Sweetcorn - Mandy Ross</p>	<p>Can I research what the UK trades and with who? Can I understand how fair trade works and how trading has changed over time? Can I understand what globalisation is?</p> <p>Can I recognise that living things can be grouped and presented in a variety of ways? Can I recognise that environments can change and that sometimes poses dangers to habitats?</p> <p>Can I apply my knowledge of pneumatics to design, make and evaluate a pneumatic mechanism?</p>	<p>International Trade</p> 	<p>Pneumatics</p> 	

Hearts, Hands, Heads - Loving, Learning, Living

Loving - Hearts	Learning - Heads	Living - Hands
<p>To continue to embed Sustainable Development Goals, thinking and reflection on how we can advocate for change in our world, working in partnership to achieve these goals . To learn about who is affected from international trade and Fairtrade. To continue to reflect in Collective Worship and consider how we can learn from each other.</p>	<p>To research what the UK trades and with who, to understand how fair trade works and how trading has changed over time and to understand what globalisation is.</p> <p>To recognise that living things can be grouped and presented in a variety of ways and that environments can change and sometimes poses dangers to habitats.</p> <p>To write instructions about how to make a tuna and sweetcorn sandwich and to write an information booklet about international trade.</p>	<p>To make a design, make and evaluate a mechanism using pneumatics.</p>

Time to Shine opportunities

Design a Fairtrade product to sell in school.

Writing	
Writing a set of instructions, information texts	
Write with purpose; Organise writing appropriately; Use sentences appropriately; Present neatly; Spell correctly; Punctuate accurately	
Links to prior knowledge	Some knowledge of how to structure a set of instructions and an information text.
Big questions:	<p>Instructional writing. Can I write with purpose? Can I organise my writing appropriately, in chronological order, using bullet points or short simple sentences? Can I use appropriate formal sentence structures using imperative and bossy verbs? Can I use grammatical choices to give effect and meaning?</p> <p>Information text. Can I write with purpose and establish a formal tone? Can I organise my writing appropriately using sub-headings? Can I present information clearly in paragraphs? Can I use different methods to present my information?</p>
Contexts for learning	Writing instructions on how to make a tuna and sweetcorn sandwich and information text about fairtrade and international trade.
Key Vocabulary	<i>Imperative verbs, bossy verbs, instructions, formal, chronological order, bullet points, technical language, information text, sub headings, paragraphs. Vocabulary from Dominic Grows Sweetcorn built throughout half term and embedded.</i>

Reading	
Read words accurately; Understand texts	
Links to prior knowledge	Knowledge of phonic knowledge, in order to read unknown words. Some experience of using simple questions about texts that have been read this year e.g The Lion, the Witch and the Wardrobe & Heidi, and retrieving information to support answers.
Big Questions:	Can I read a variety of texts, applying my phonic knowledge to unknown words? Can I draw inferences from reading, and predict details which are implied? Can I recall and summarise the main ideas of a text? Can I predict what might happen next from details stated and implied?
Contexts for learning	Guided reading activities based on texts at different phonic levels. Read and understand extracts from Dominic Grows Sweetcorn. Summarising what we have read, and making predictions on what might happen next. Inferring information about the characters and analysing the writing of Mandy Ross.
Key Vocabulary	<i>Infer, predict, summarise, recall. Variety of words from key text - Dominic Grows Sweetcorn, to build an understanding of complex and ambitious vocabulary.</i>

Maths	
Fractions, Decimals, Mass, Capacity and Time	
Complexity; methods; checking; using number facts; using multiplication and division facts to find equivalent fractions and fractions of an amount. Comparing units of mass, capacity and mass	
Links to prior knowledge	Knowledge of multiplication and division from previous years, and application of times tables facts already learned. Knowledge of fractions, mass, capacity and time from Key Stage 1.
Big Questions:	Can I recognise equivalent fractions? Can I compare fractions? Can I find the fraction of an amount and quantity? Can I add and subtract fractions with the same denominator? Can I recognise simple fractions as a decimal? Can I read and interpret scales involving mass and capacity with accuracy? Can I revise my understanding of the place value of a whole number and decimal? Can I order and compare decimals? Can I convert pence to pounds and vice versa? Can I use the four operations (add, subtract, multiply and divide) to solve word problems involving mass, capacity and money? Can I recall the number of days in each month and the number of days in a year / leap year? Can I recall the number of seconds in a minute? Can I use a watch or clock to tell the time in both the 12 hour clock and 24 hour clock? Can I use am and pm accurately?
Contexts for learning	Varied fluency and problem solving activities involving fractions, money, mass and capacity, as well as converting related units.
Key Vocabulary	<i>Multiply, divide, apply, solve, formal method, inverse, numerator, denominator, equivalent, relationship, decimal, tenths, hundredths, units, mass, grams, kilograms, millilitres, litres, pence, pounds, days, weeks, months, year, decade, century, millennium, am, pm, 12 hour clock, 24 hour clock,</i>

Science	
Work scientifically	
Biology - to investigate living things	
Links to prior knowledge	Knowledge from Years 1 & 2 - Explore and compare the differences between things that are living, that are dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Geography	
Investigate places and communicate geography.	
International Trade	
Links to prior knowledge	Knowledge from Years 1&2 - Name some ways goods that can be transported across oceans and understand what the word 'trade' means.

PSHE / RHSE	
Being safe	
Links to prior knowledge	Knowledge from earlier PHSE units in the Spring Term about keeping safe and having healthy relationships on the internet. Some previous knowledge from Years 1 & 2 about keeping safe around water, fire and on the road.

Big Questions:	Can I recognise that living things can be grouped in a variety of ways? Can I explore and use classification keys? Can I recognise that environments can change and that sometimes poses dangers to habitats?
Contexts for learning	Summarise and explain the key similarities and differences of animals and plants in different groups. Identify animals and plants using a classification key. Name and describe a range of different habitats. Describe how a change to an environment (e.g. deforestation in rainforests) is a danger to specific habitats.
Key Vocabulary	Living things, animals, plants, classify, identify, habitat, environment, deforestation, rainforest, key

Big Questions:	Can I research what the UK trades and with who? Can I understand how fair trade works and how trading has changed over time? Can I understand what globalisation is?
Contexts for learning	Understanding of how we import and export goods using geographical statistics and resources to draw conclusions about international trade and how this has changed through history. Understanding of how fair trade works. Developing an understanding of globalisation.
Key Vocabulary	Import, export, goods, international, national, trade, goods, services, economy, multinational, globalisation, fair trade

Big Questions:	Can I stay safe with fire, water and on the road? Can I recognise risks and understand what the consequences might be?
Contexts for learning	Use stories and scenarios to explore what is safe and what are the risks with water, fire and being on the road. Learn basic strategies to keep safe.
Key Vocabulary	<i>Safe, road safety, water safety, fire safety, risks, consequences</i>

French	
Speak Confidently	
Links to prior Knowledge	Basic knowledge of classroom instructions in French.
Big Questions:	Can I understand the main points from spoken passages? Can I take part in discussions and tasks? Can I demonstrate a growing vocabulary of school and simple instructions?
Contexts for learning	Learning vocabulary for the topic of school.
Key Vocabulary	<i>Specific French vocabulary linked to topics - la règle, la gomme, le crayon, le stylo, la trousse, la porte, le livre, la chaise, la musique, l' histoire, les mathématiques, le français</i>

PE	
Develop practical skills in order to participate, compete and lead a healthy lifestyle	
Cricket & Netball	
Links to prior Knowledge	Knowledge of Cricket & Netball from previous units. .
Big Questions:	Cricket. Can I warm up and warm down safely? Can I throw accurately over a distance and to a partner? Can I run with a cricket bat? Can I demonstrate quick acceleration from a starting position? Can I de-accelerate to pick up a ball or towards the wicket? Netball - Can I think where to pass the ball to outwit an opponent? Can I consider when to take a shot and when to pass to a better placed player? Can I think about where to stand to defend the court? Can I encourage teammates when they are / are not successful? Can I contribute to team talks about strategies and tactics?
Contexts for learning	Able to pass the ball and defend the ball in a real full game. Target games to improve passing and defending skills. Fairplay and being a gracious winner.
Key Vocabulary	<i>Defence, attack, pass, rules, sportsmanship, opponents, wicket, bat, field, over (6 balls) aim, co-operation, strategy, tactic</i>

Music	
Composing & Listening	
Links to prior Knowledge	Some experience of playing some simple songs on the ukulele and using some musical terms to describe what I can hear.
Big Questions:	Can I compose a simple tune with control? Can I listen to a piece of music and describe it using musical terms such as duration, timbre, pitch, beat, tempo and texture? Can I evaluate the impact of my performance and that of others?
Contexts for learning	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Begin to understand layers of sounds and discuss their effect on mood and feelings. Appreciation of music linked to topic through Ukulele instrument tuition.
Key Vocabulary	<i>duration, timbre, pitch, beat, tempo, texture and use of silence</i>

Technology	
Pneumatics	
Links to prior knowledge	Previous knowledge of simple pneumatics.

Computing	
We are presenters	
Links to prior knowledge	Some knowledge of filming and editing techniques in Unit 1.2 : We are TV chefs, and web based research in this unit draws on skills introduced in Unit 2.4 : We are safe researchers.

RE	
How and why do believers show their commitments during the journey of life?	
Links to prior knowledge	Knowledge of Sikhi from previous unit. Knowledge of Christian baptism from previous unit.

Big Questions:	Can I apply my knowledge of pneumatics to design, make and evaluate a pneumatic mechanism?
Contexts for learning:	Design, make and evaluate a structure using a pneumatic mechanism.
Key Vocabulary	<i>design, make, evaluate, shapes, product, purpose, materials, structures, prototype, adapt,</i>

Big Questions:	Can I develop web based research skills? Can I structure, prepare and deliver a talk about a given topic or subtopic from another curriculum area? Can I record a piece to camera? Can I edit a short movie/ presentation? Can I give constructive, critical feedback on recorded presentations?
Contexts for learning:	Use green-screen to create a short movie / presentation about a chosen topic.
Key Vocabulary	<i>camera , pixel, resolution, search engine, green screen</i>

Big Questions:	Why might life be like a journey? What are the important milestones on life's journey? How important is it to mark / celebrate these important events? How do Sikhs and Christians show commitment to their faith? What about non-religious people?
Contexts for learning	Create a 'map' for life marking important events that have happened so far. Consider what a believer's 'life map' may have on it. Understanding how and why some Sikhs show commitment through the Amrit ceremony and wearing of the 5Ks. Understanding how and why some Christians show commitment through baptism (infant or believer's) and confirmation.
Key Vocabulary	<i>commitment, Amrit ceremony, baptism, communion, confirmation, 'journey of life'</i>