


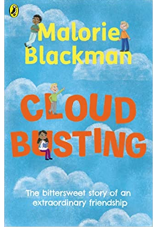






## MINI ADVENTURE CONTEXT PLAN

Voyagers Autumn 1 2021

### FUN ON THE RHINE



Key Texts	Key Questions	Key Design Inspiration	Key Sustainable Development Goal	Key Inspiration
<p>Heidi, Johanna Spyri Cloud Busting, Malorie Blackman</p>  	<p>What are the main Geographical features in Europe? How does Europe compare to other continents in its diversity, population and geography?</p> 	<p>Bridges on the River Rhine; well-known European Bridges</p> 		<p>The River Rhine and the countries it passes through.</p> 

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To gain some understanding of how countries can communicate with each other, or have shared visions, despite differences in language and culture. Empathise with those living in different countries in Europe, given the geography of their surroundings (e.g. those in densely populated areas or those who live in very remote areas). To be motivated to create our own bridge which will withstand some 'traffic', which will instill a sense of pride and achievement.</p>	<p>To know and understand the geography and regions of Europe, including major rivers and mountain ranges. To understand what lines of longitude and latitude are, and name the key areas of our world, using geographical and mapping language. To identify how plants and animals resemble their parents. Recognise that living things have changed over time. Identify how animals and plants are suited to, and adapt to their environment in different ways.</p>	<p>Use observational drawing techniques to draw bridges. Design and build bridge structures based on the bridges found on the River Rhine. Use maps and geographical sources to build an impression of Europe, comparing these with other continents.</p>

Opportunities for personal development			
Spiritual	Moral	Social	Cultural
<p>Learning to recognise a sense of awe, wonder and appreciation of the world around us. Reverence in the creation of mountains rivers and mindful time spent in nature. Recognising that learning is a journey that we are all on, thinking about how we journey together, comparing our own journeys with those of key spiritual characters</p>	<p>To understand the different ways that people care for each other, and why this is important. To understand and demonstrate mutual respect. To think about moral obligations for countries to work together across a continent.</p>	<p>To work together to create caring friendships within our school and class. To gain some simple understanding of how countries are linked geographically and physically as well as socially.</p>	<p>To compare and contrast the diversity of languages throughout Europe. To begin to compare and contrast Europe with other continents and think of some key cultural similarities and differences. Knowing about the Bible and its cultural importance.</p>

Time to Shine opportunities
<p>Demonstrating our learning with a study of a key river or mountain range in Europe; creating an observational drawing of a bridge; a piece of scientific writing based on evolution and inheritance</p>

Writing	
Composition, analysis and presentation	
<b>What do I know already?</b>	Can I structure a story, developing a plot and organising my writing into paragraphs?
<b>Big questions:</b>	Can I write with purpose? Am I able to use imaginative descriptions? Can I organise my writing appropriately, using paragraphs? Can I use appropriate sentence structures?
<b>Contexts for learning</b>	Writing fact files of the countries that the River Rhine passes through, organising paragraphs around a theme. Writing adventure stories based on the adventures of Heidi, using a given setting. Developing plots and storylines using some of the language features studied. Using simple, compound and complex sentences and direct speech to improve writing. Composing poetry based on caring friendships, using Cloud Busing as inspiration
<b>Key Vocabulary</b>	<i>Compound, complex, simple sentences, adverbs, adverbial phrases, paragraphs, direct and indirect speech. Archaic vocabulary from Heidi built throughout half term and embedded.</i>

Reading	
Read accurately, understand texts	
<b>What do I know already?</b>	Am I confident in my phonic knowledge, in order to read unknown words? Can I answer simple questions about texts I have read, retrieving information?
<b>Big Questions:</b>	Am I able to read a variety of texts, applying my phonic knowledge to unknown words? Can I draw inferences from reading, and predict details which are implied? Am I able to recall and summarise the main ideas of a text?
<b>Contexts for learning</b>	Guided reading activities based on texts at different phonic levels. Read and understand extracts from Heidi, an archaic text. Summarising what we have read, and making predictions on what might happen next. Inferring information about the characters in Heidi. Analysing writing in order to write in a similar style to Johanna Spyri.
<b>Key Vocabulary, including words from CLASS NOVEL</b>	<i>Infer, predict, summarise, recall. Variety of words from key text - Heidi; including but not limited to words such as: charming, vigorous, imposing, pungent, scarce, encase, seize. Building complex and ambitious vocabulary acquired through class novels.</i>

Geography	
Investigate places; Investigate patterns	
<b>What do I know already?</b>	Can I explain how the earth turns on its axis? Do I know what the equator is, and what the conditions are like in countries that are near to it?
<b>Big Questions:</b>	Am I able to name and locate the countries of Europe and identify their main physical and human characteristics?
<b>Contexts for learning</b>	Use geographical language to describe the location of Europe. Locate and describe the location of the 6 countries which the river Rhine passes through, as well as other countries in Europe. Use maps, atlases and globes locate and identify the key physical and human features of some European countries. Learn some facts about the population in Europe. Identify and investigate key European rivers and mountain ranges.
<b>Key Vocabulary</b>	<i>Landmass, population, city-state, enclave, inhabitants, primary, numerous, traversing, source, remote, delta, landlocked, summit, peak, boundary, hemisphere, tropics, lines of latitude and longitude. Continent, country, county, region</i>

Maths	
Number and place value, addition and subtraction	
<b>What do I know already?</b>	Can I use my knowledge of place value to add and subtract TU numbers or HTU numbers?
<b>Big Questions:</b>	Do I know and understand the number system, and can I represent it in a wide variety of ways? Do I understand the concepts of addition and subtraction?
<b>Contexts for learning</b>	Representing numbers up to 100 and beyond in a variety of ways; counting in steps of 1, 10, 100, 1000; partition, compare and order numbers; rounding numbers to the nearest 10, 100 or 1000. Know and understand Roman Numerals. Add and subtract multiples of 10, 100 and 1000. Use a variety of methods, including the column method for addition and subtraction. Ensure mental subtraction and addition strategies are efficient.
<b>Key Vocabulary</b>	Add, subtract, round, hundreds, tens, ones, units, bar model, representation, partition, compare, order.

Art	
Develop ideas, master techniques	
<b>What do I know already?</b>	Can I observe what I need to draw carefully, looking for light and shadow?
<b>Big Questions:</b>	Can I use different techniques to sketch things I can see? Can I adapt and refine my ideas as I improve my techniques?
<b>Contexts for learning:</b>	Using different hardnesses of pencils to show line, tone and texture, when drawing observationally. Use shading to show light and shadow. Use the bridge in Felton as inspiration for observational drawing. Draw and sketch the bridges over the Tyne river. Study Van Gogh's series of paintings of the Langlois bridge at Aarles.
<b>Key Vocabulary</b>	Sketch, draw, observe, texture, shading, cross hatching

DT	
Master practical skills, Design, make, evaluate and improve	
<b>What do I know already?</b>	What skills do I know for joining materials? Which of these can I use to build bigger structures?
<b>Big Questions:</b>	Am I able to join materials effectively to create a strong frame?
<b>Contexts for learning</b>	Evaluating the design of bridges over the Rhine and the Tyne. Designing our own bridge structures to cross the tyne or the rhine. Collaboratively joining frame structures to create a ridge model. Evaluating our design process and thinking of improvements. .
<b>Key Vocabulary</b>	<i>design, make, evaluate, frame, structure, rigid, break, truss, distribute, joining plate, strut, chord, pier</i>

RE	
Big Story of the Bible	
<b>What do I know already?</b>	Can I tell the big story of the bible?
<b>Big Questions:</b>	What is the Bible? Why is the Bible important to Christians? What is the 'Big Story' of the Bible?
<b>Contexts for learning</b>	Learn some key facts about the Bible, place stories that we already know into the 'Big Story' of the Bible. Order a timeline of events in the Bible and tell the 'Big Story'. Learn some key theological concepts that come from the 'Big Story' and create a representation of the Big Story of the Bible to help people understand it. Reflect on why the Bible is important to Christians.
<b>Key Vocabulary</b>	Bible, biblical, Old Testament, New Testament, Hebrew Scriptures, Greek, chapter, verse, theological, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God.

Science	
Biology - Understand Evolution and Inheritance	
<b>What do I know already?</b>	Can I categorise plants and animals? Can I say how animals and plants are different or similar to each other?
<b>Big Questions:</b>	Can I say how plants and animals resemble their parents? Can I identify how plants and animals have adapted to their environment in different ways?
<b>Contexts for learning</b>	Categorising resemblances between humans, plants and animals. Explaining and giving examples of adaptation, particularly in animals found in Europe. Compare and contrast different types of adaptation.
<b>Key Vocabulary</b>	Environment, adapt, survive, resemblance, investigate, inheritance, evolution, compare, contrast, explain.

French	
Speak confidently	
<b>What do I know already?</b>	Can I understand simple greetings in French? Can I understand some classroom instructions?
<b>Big Questions:</b>	Can I understand the main points from spoken passages? Am I able to ask and answer simple questions? Can I demonstrate my growing vocabulary in French?
<b>Contexts for learning</b>	Recap knowledge of greetings for different times of day, and being able to answer the question, 'How are you?'. Speak and write simple sentences about family and friends and pets. Say the alphabet in French. Learn French numbers to 50.
<b>Key Vocabulary</b>	Vocabulary linked to topics studied in French.

PSHE	
Caring Friendships	
<b>What do I know already?</b>	Can I describe a caring friendship and give examples of what a caring friendship might look like?
<b>Big Questions:</b>	Do I understand what a caring friendship is and what it might look like?
<b>Contexts for learning</b>	Learn about the different ways that people care about each other, and about the features of positive, healthy relationships. Learn strategies to build positive friendships
<b>Key Vocabulary</b>	Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness, Included, Welcome, Valued, Team, Accept Differences, Conflict, Negotiate, Compromise, Trust, Loyalty, Empathy, Forgiveness.

Music	
Perform, Describe music	
<b>What do I know already?</b>	Can I play some simple songs on the ukulele? Can I use some musical terms to describe what I can hear ?
<b>Big Questions:</b>	Can I perform with control and awareness of others? Can I describe music and how it makes me feel?
<b>Contexts for learning</b>	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 water, rivers and a journey down the Rhine. Ukulele instrument tuition
<b>Key Vocabulary</b>	duration, timbre, pitch, beat, tempo, texture and use of silence

PE	
Swimming, Cricket	
<b>What do I know already?</b>	Can I swim in the pool with some confidence? Can I use the skills I have learned in other ball games and apply them in cricket?
<b>Big Questions:</b>	Do I participate and compete in sport, and lead a healthy lifestyle?
<b>Contexts for learning</b>	Throw and catch with control and accuracy, Strike a ball and field with control. Follow the rules of the game and play fairly. Lead others and act as a respectful team member.  Improve swimming technique and length, development of strokes.
<b>Key Vocabulary</b>	Throw, catch, strike, bat, field,