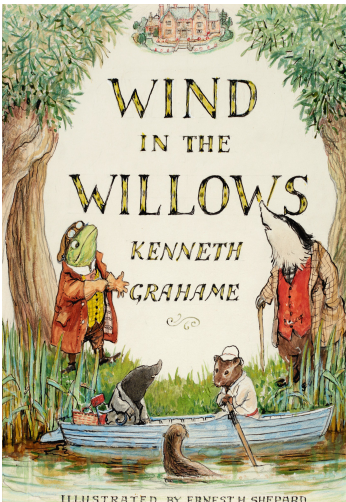
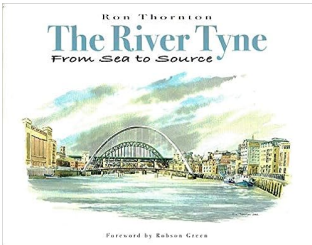










LEARNING JOURNEY CONTEXT PLAN

Voyagers - Autumn 1 2023/24 - Journey along the Tyne!



| Key Texts | Key Questions | Key Artistic Inspiration |
|--|--|---|
|    | <p>Can we write instructions?</p> <p>Can we describe the role of parts of a plant and understand how they work?</p> <p>Can we name parts of a river, understand how it forms and develop our location knowledge through our studies of the Tyne?</p> <p>Can we identify the features of a caring friendship?</p> <p>Can we refine our painting skills to create a winter scene with a watercolour background and a piece of artwork that represents us?</p> <p>Can we design, make and evaluate a bridge?</p> <p>Can we develop our skills in swimming and cricket?</p> <p>Can we develop our coding skills and create an animation?</p> <p>Can we talk about ourselves in French?</p> |      |

| Loving, Learning, Living - Hearts,, Heads, Hands | | |
|---|---|---|
| Loving - Hearts | Learning - Heads | Living - Hands |
| <p>Gain a deeper appreciation for and understanding of our country's heritage and local area.</p> <p>To continue to reflect in Collective Worship and consider how we can care for our global neighbours.</p> | <p>To write a comprehensive set of instructions.</p> <p>To complete fluency, reasoning and problem solving activities involving all four operations: addition, subtraction, multiplication and division.</p> <p>Explore the formation and parts of a river.</p> | <p>Experiment with colours and brush strokes with watercolour and poster paints.</p> <p>Work scientifically to investigate what plants need to survive and to discover how water is transported through the plant.</p> <p>Design, make, test and evaluate a bridge construction.</p> <p>Develop our coding skills to create an animation.</p> |

| Time to Shine opportunities |
|--|
| <p>Demonstrate our understanding of some of the changes that have occurred along the Tyne.</p> |

| Writing | Reading | Maths |
|---|--|---|
| Instructions | Understand texts | Place Value; Addition and Subtraction; Area (Year 4 only) |
| Links to prior knowledge: Instructional writing in the previous academic year. | Links to prior knowledge: Guided reading sessions. | Links to prior knowledge: Place Value in previous academic year. |
| Threshold concepts: Use the main features of instructions (identified in reading) and incorporate the techniques used by authors. Compose and rehearse sentences orally. Plan, write, edit and improve. Use the perfect form of verbs to mark relationships of time and cause. Use similes effectively. Use connectives that signal time. Organise and sequence paragraphs around a theme. | Threshold concepts: Apply a growing knowledge of root words, prefixes and suffixes. Read further exception words, noting the spellings. Draw inferences from reading. Predict from details stated and implied. Discuss words and phrases that capture the imagination. Retrieve and record information. Identify recurring themes and elements of different stories (e.g. good triumphing over evil). Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text. | Threshold concepts: Representing numbers in a variety of ways; counting in steps of 1, 10, 100, 1000; partition, compare and order numbers; understand number lines; rounding numbers to the nearest 10, 100 or 1000. 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. |
| Contexts for learning: Follow the Talk for Writing approach to learn the language features of a set of instructions. We will analyse and imitate an exemplar and independently apply this by writing our own set of instructions. | Contexts for learning: Skill development via small group sessions, independent reading comprehension tasks and inference training in English. | Contexts for learning: Varied fluency, reasoning and problem solving activities. Deepen our understanding and begin to learn the various 'tricks' to help us remember and make connections between times tables. |
| Key Vocabulary: structure, rhetorical question, exclamation mark, imperative verbs, sequenced, temporal fronted adverbials. | Key Vocabulary: fact, opinion, infer, point, evidence, explain, tone, volume, intonation plus vocabulary from our class novel. | Key Vocabulary: Add, subtract, round, hundreds, tens, ones, units, bar model, representation, partition, compare, order. |
| Geography | PSHE | Science |
| Rivers and Settlements (local study) | Caring Friendships | Plants |
| Links to prior knowledge: ask and answer geographical questions about locations, use maps/atlas to locate countries. | Links to prior knowledge: Growing and change (Milestone 1). | Links to prior knowledge: Observe and name a range of light sources (Milestone 1). |
| Threshold concepts: Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Explain our own views about locations, giving reasons. Describe geographical similarities and differences between countries. | Threshold concepts: To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. To identify the features of positive healthy friendships such as mutual respect, trust and sharing interests. To know strategies to build positive friendships. To know how to seek support with relationships if they feel lonely or excluded. | Threshold concepts: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| Contexts for learning: Learn(Y3)/revise(Y4) the water cycle. Locate the famous rivers of the world. Identify the parts of the river. Understand how rivers form. Label the parts of the Tyne using the correct terminology. Understand how the River Tyne has formed. Discover how and why the land use along the river Tyne has changed over time. We will have an education trip to key points along the River Tyne. | Contexts for learning: whole class, small group & individual reflective activities. | Contexts for learning: Learn the names of different parts of plants, and the jobs they do. Work practically to identify the parts of a flower. Work scientifically and collaboratively to investigate what plants need to grow well, and present their findings. Predict what will happen when investigating water transportation within plants. Explore the different stages of the life cycle of a flowering plant. |
| Key Vocabulary: human features, physical features, water cycle, bridges, industry, trade, river, source, sea, mouth. | Key Vocabulary: fairness, choices, feelings, friendship, conflict solution, problem solving, relationships, happiness, included, welcome, valued, team, accept differences, conflict, negotiate, compromise, trust, loyalty, empathy, forgiveness. | Key Vocabulary: flower, petal, seed, leaf, stem, roots, pollen, pollination, fertilisation, germination, life cycle, dispersal, ovary, ovule, stamen, filament, anther, stigma, style, sepal. |

| Art | RE | PE |
|--|---|---|
| Painting | What do Hindus believe God is like? | Swimming and cricket |
| Links to prior knowledge: Painting (previous academic year). | Links to prior knowledge: Christianity, Islam and Judaism. | Links to prior knowledge: Swimming and cricket in previous academic year. |
| Threshold concepts: Develop ideas from starting points. Comment on artworks using visual language. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. | Threshold concepts: Present the key teachings and beliefs of a religion Refer to religious figures. Identify religious artefacts and explain how and why they are used. Show an understanding that personal experiences and feelings influence attitudes and actions. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. | Threshold concepts: Compete with others and aim to improve personal best performances. Throw and catch with control and accuracy. Strike a ball and field with control. Follow the rules of the game and play fairly. Maintain possession of a ball. Pass to teammates at appropriate times. Lead others and act as a respectful team member. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. |
| Contexts for learning: Create a watercolour sky background by blending colours and shades and add detail using drawing an outline and going over it with acrylic or poster paint for our Cauliflower Christmas Cards. Create an 'All About Me' piece by drawing around our hands, filling it with drawings that are meaningful to us and add colour by using paints. | Contexts for learning: Discover where Hinduism originated from. Know that Hindus worship in a temple called a Mandir and have home shrines. Gain an understanding of the three main Hindu deities (The Trimurti) and understand how this helps Hindus to understand god. Understand what symbols and core beliefs are important. Understand the significance of Diwali and explore the cycle of creation, preservation and destruction in the world today. | Contexts for learning: Develop swimming skills from the previous academic year. Develop our throwing, catching, batting and fielding skills apply this to game settings. |
| Key Vocabulary: mosaic, infill, abstract, fine, line, shape, tint, colour. | Key Vocabulary: Hindu, Brahman, Aum, Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer) Sanatan Dharma, murtis, puja, Bhagavad Gita, mandir, Diwali. | Key Vocabulary: Run, sprint, throw, aim, jump, land, control, accuracy, rhythm. |
| Computing | DT | French |
| Information Technology: Coding We Are Programmers | Frame Structures - Bridges | All About Me |
| Links to prior knowledge: Using Scratch or Scratch Jr in previous academic years. | Links to prior knowledge: Following the design, make and evaluate process. | Links to prior knowledge: Say hello (formally and informally), say goodbye, ask someone's name, say what our name is, ask how someone is and respond in a variety of ways. Count to 20, talk about countries in relation to the equator. |
| Threshold concepts: Use specified screen coordinates to control movement. Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Specify conditions to trigger events. Use IF THEN conditions to control events or objects. Create conditions for actions by sensing proximity or by waiting for a user input | Threshold concepts: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Design with purpose. Make products by working efficiently by carefully selecting materials. Refine work and techniques as work progresses, continually evaluating the product design. Identify some of the great designers to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work. | Threshold concepts: Write short sentences using familiar expressions. Write short phrases from memory with spelling that is readily understandable. Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Take part in discussions and tasks. Demonstrate a growing vocabulary. Describe with some interesting details some aspects of countries or communities where the language is spoken. |
| Contexts for learning: Plan and create an algorithm for an animated scene in the form of a storyboard. Write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound. Review their animation programs and correct mistakes. | Contexts for learning: Research, design and create a bridge for an intended purpose and evaluate the outcome. | Contexts for learning: Gain an understanding of basic grammar rules. Learn key vocabulary and phrases related to the classroom, our bodies, actions, colours and clothings. |
| Key Vocabulary: Abstractions, algorithm, bug, code, debug, event, iterative development, output, parallel processing, program, repetition, Scratch, sequence, Sprite, storyboard. | Key Vocabulary: Design, make, evaluate, lever, pivot, slot, card, fastener, masking tape, join, pull, push, straight, curve, forwards, backwards, design, make, evaluate, purpose, idea, product. | Key Vocabulary: Relating to the classroom, our bodies, actions, colours and clothings. |