






LEARNING JOURNEY CONTEXT PLAN



Adventurers – Autumn 1

Key Texts		Key Questions	Key Artistic Inspiration
 <p>Star in a Jar by Sam Hay</p>	 <p>Alfie's Star by Pie Corbett</p>	<p>What do Christians believe God is like?</p> <p>Can you identify and name a variety of plants and animals in their habitats, including micro-habitats?</p> <p>What can you find on a map?</p> <p>Who cares for you?</p>	 <p>Using drawing techniques to draw minibeads</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
To work together in our new classroom environment, recognising our individuality, similarities and differences. To love our school and follow our school rules.	To write a narrative based on Arthurs Star. To use compass points when reading maps and exploring our environment. To learn about micro habitats and how they support animals that live in them.	In Forest Based Learning exploring the environment, habitats, micro-habitats and trees within our school grounds.
Time to Shine opportunities		
To share our knowledge in Science and living things and their habitats.		

Writing	Reading	Maths
Composition	Understand texts	Place Value
Narratives		
Links to prior knowledge: Narrative	Links to prior knowledge: Reading Summer 2 (Y2) Reading Summer 2 (Year 1)	Links to prior knowledge: Place value
Concept Thresholds: Year 1 To leave spaces between words. To punctuate sentences with capital letters and full stops. To sequence sentences to form short narratives. To use suffixes to make plurals -es or s. To use adjectives. Year 2 To plan what they are going to write about. To read aloud what they have written To use statement sentences. To use verbs. To use sentence openers. To distinguish between homophones and near homophones. To add suffixes where the root word does not change (ing, est, ed, er).	Concept Thresholds: To read common exception words. To make inferences based on what is being said and done. To ask and answer questions. To read suffixes where the root word does not change. For spellings – see spelling overview Autumn 1	Concept Thresholds Can you sort, count and represent numbers within 10, 20, 50 or 100? Can you count on and back in ones from any number within 10, 20, 50 or 100? Can you compare numbers? Can you write the numbers to 10, 20, 50 or 100 in words? Can you recall number bonds to 10 and quick double facts? 0 + 10, 1 + 9, 2 + 8 etc...
Contexts for learning: Talk for Writing Arthur’s Srar	Contexts for learning: Reading from Rocket Phonics.	Contexts for learning: Place Value
Key Vocabulary: Narrative, punctuation, capital letter, full stop, statements, verbs, sentence openers.	Key Vocabulary: fluency, vocabulary, inference, sequencing.	Key Vocabulary: Sort, count, represent, one digit, 2 digit, greater than, less than, equal. numeral
Music	Geography	Science
Musicianship	Our local environment	Biology
		Investigate Living Things
Links to prior knowledge: to progress musical knowledge and vocabulary from previous year.	Links to prior knowledge: understanding of our local area from last year. use of basic map skills.	Links to prior knowledge: animal types.
Concept Threshold: To use body percussions. To begin to move in time with a steady beat. To follow call and response through singing. To introduce a melodic pattern.	Concept Threshold: To use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. To devise a simple map. To use compass points and locational language to describe the location of features and routes on a map.	Concept Threshold: Can you 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? Can you identify and name a variety of plants and animals in their habitats, including micro-habitats? Can you work scientifically to identify and classify?
Contexts for learning: Creating soundscapes to reflect animal habitats.	Contexts for learning: Creating maps in Forest Based Learning and using compass directions when reading maps.	Contexts for learning: Learning animal habitats and micro-habitats
Key Vocabulary: melody, rhythm, pattern, beat, tune and untuned, soundscape	Key Vocabulary: compass, north, east, south, west, near, far,	Key Vocabulary: <i>habitat, animals, micro-habitat, plants,</i>

Computing	RE	PSHE
Code	What do Christians believe God is like?	Families and people who care for me
Links to prior knowledge: Using coding programs in Y1.	Links to prior knowledge: Big Frieze	Links to prior knowledge: Respectful relationships (Year A).
Concept Threshold: To control motion by specifying the number of steps to travel, direction and turn. To work out algorithms. To debug algorithms.	Concept Threshold: Where is God in the big story of the bible? What is a parable? What do Christians believe that the parable of the Lost Son tells us about God? How do Christians show they are loving? How do Christians show they are forgiving? How do Christians put their beliefs into practise?	Concept Threshold: To know about people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers. To know the role these people play in their lives and how they care for them. To know what it means to be a family and how families are different e.g. single parents, same-sex parents, etc. To know about the importance of telling someone and how to tell them if they are worried about something in their family.
Contexts for learning: Using Bee Bots and unplugged computing to solve algorithms.	Contexts for learning: Listen to the parable of the Lost Son.	Contexts for learning: circle time discussions & sharing stories e.g. All about Families'.
Key Vocabulary: algorithm, bug, computer, debug, input, logical reasoning, output, program, robot.	Key Vocabulary: God, Bible, parable, forgive, love, Lost Son, prayer, pray, Christians.	Key Vocabulary: family, friend, care, single-parent, same-sex family,
Art		PE
Master Techniques		Games
Drawing		Dodgeball & Football
Links to prior knowledge:		Links to prior knowledge: Team games
Concept Thresholds: To draw lines of different sizes and thickness. To show pattern and texture. To show different tones by using coloured pencils.		Concept Thresholds: <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, throwing,, running, jumping and catching skills in combination. • Develop tactics. • Lead others when appropriate.
Contexts for learning: Drawing minibeasts found in our local habitat		Contexts for learning: dodgeball
Key Vocabulary: lines, textures, thickness, pattern, tones.		Key Vocabulary: opponent, team-mate, rolling, catching