
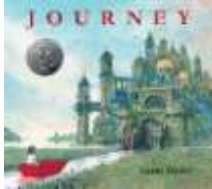






LEARNING JOURNEY CONTEXT PLAN



Adventurers – Spring 2-Location, Location, Location

Key Texts		Key Questions	Key Artistic Inspiration
  <p>Paddington by Michael Bond</p> <p>Journey by Aaron Becker</p>		 <p>Ada Twist Scientist by Andrea Beaty</p>	 <p>Karen Lederer 1986 Printing</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To appreciate the history of our local area including castles.</p> <p>To appreciate change that happens over time.</p> <p>To appreciate a range of stories and books during World Book Day.</p> <p>To appreciate science during Science Week.</p>	<p>To write a narrative based on a famous author.</p> <p>To learn about local castles and their history.</p> <p>To learn about plants, naming and identifying common garden and wild plants, observing how they grow and describe the basic structure.</p>	<p>In Forest Based Learning exploring the environment seasonal change, learning about plants growing their own.</p>

Time to Shine opportunities
<p>To write a narrative based on a famous author (Michael Bond-Paddington).</p> <p>To demonstrate knowledge and understanding of plants (science focus).</p>

Writing	Reading	Maths
Composition	Understand texts	Multiplication and Division, Length and Height
Instructions Narratives		Addition and Subtraction, Place Value within 50
Links to prior knowledge: expanded noun phrases, using punctuation correctly e.g. commas, using coordinating conjunctions.	Links to prior knowledge: predicting and sequencing key events.	Links to prior knowledge: Place value within 20, money,
Concept Thresholds: Use correct tenses Sequence sentences to form short narratives Join sentences using conjunctions and connectives. Use possessive apostrophe Contractions Using different sentence types.	Concept Thresholds: Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read books to build up fluency. Link reading to own experiences and other books. Join in with stories or poems.	Concept Thresholds <u>Year 1</u> Making doubles and near doubles. Subtract counting back. Subtract finding the difference. Find missing number problems. Count from 20-50 Count making groups of 10. Partition numbers into tens and ones. Using number lines to 50 and estimating on a number line. <u>Year 2</u> Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. Recognise odd and even numbers. Multiplication and division facts to solve problems. Calculate mathematics statements for multiplication and division within the multiplication tables and write them using x, ÷ and = symbols. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Compare, describe and solve practical problems, begin to measure and record lengths and heights. Use standard units to measure length and height (cm/m). Compare and order lengths and record the results using <, > and =.
Contexts for learning: Write a narrative based on the famous author Michael Bond.	Contexts for learning: Reading from Rocket Phonic, reading narratives, answering questions about a narrative.	Contexts for learning: multiplication and division, place value, key question, problem solving and fluency.
Key Vocabulary: adjectives, expanded noun phrases, characters, settings	Key Vocabulary: phonic knowledge, events, prediction, retrieval, sequencing.	Key Vocabulary: 2D shape names, 3D shape names, vertices, edges, faces, symmetry, money, pounds, pence, change, difference.
Music	History	Science
Composition and performance	Castles	Biology
		Plants
Links to prior knowledge: recalling notation from Spring 1.	Links to prior knowledge: Buildings/structures made from wood caught fire easily (GFOL). Geography and location knowledge.	Links to prior knowledge: Plants Y1/EYFS.

Concept Threshold: Thinking of music evaluation. Looking at genres of music and the history. Looking at favourite artists and types of music.	Concept Threshold: Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources to find out about the past. Place events and artefacts in order on a timeline. Show an understanding of concepts such as monarchy.	Concept Threshold: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Contexts for learning: Music through history and its origins.	Contexts for learning: Castles in Northumberland	Contexts for learning: Planting through Forest Based Learning.
Key Vocabulary: genres, history.	Key Vocabulary: castles, history, chronology, change, monarchy, arrow loop, barbican, battlements, drawbridge, moat, tower.	Key Vocabulary: plants, deciduous, evergreen, stem, leaves, petals, roots, flowers, seeds, bulbs, water, temperature, light, photosynthesis, health.

Computing	RE	PSHE
Communicate	Why does Easter matter to Christians?	Physical wellbeing
Links to prior knowledge: use of technology, being safe online (Spring 1).	Links to prior knowledge: The Easter story in EYFS/Y1. Gospel concept and the Big Story of the Bible (Spring 1)	Links to prior knowledge: current PE and PSHE in Autumn 1.
Concept Threshold: Develop collaboration skills through working as part of a group. Use a range of applications and devices in order to communicate ideas, work and messages. Develop research skills through searching for information on the internet. Use Google Classroom. Develop presentation skills.	Concept Threshold: Recognise that Incarnation and Salvation are part of the 'Big Story of the Bible'. Tell stories from Holy Week and Easter and recognise a link with the idea of Salvation. Give examples of how Christians show their beliefs about Jesus' death and resurrection in church at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness and hope.	Concept Threshold: What it means to be healthy and why it's important. Physical activity and how it keeps people healthy Different types of play including balancing indoor, outdoor and screen-based play.
Contexts for learning: Learning how to use Google Classroom	Contexts for learning: Using biblical texts to respond to the question 'Why does Easter matter to Christians? Exploring how church practices link to the story of Holy Week and Easter and connecting these ideas to the concept of Salvation.	Contexts for learning: whole class and small group reflective activities.
Key Vocabulary: Google classroom, mind map, presentation, Google, safe search, search engine.	Key Vocabulary: Easter, Incarnation, Gospel, Salvation, Jesus, Crucifixion, Palm Sunday, Good Friday, Easter Sunday	Key Vocabulary: physical wellbeing, healthy, activity, balance, play.
Art	DT	PE
Master Techniques	Master Practical Skills – Mechanics	Develop practical skills in order to participate, compete and lead a healthy lifestyle
Printing	Design, make, evaluate and improve.	Dance
Links to prior knowledge: Using printing techniques on dip dyed fabrics.	Links to prior knowledge: Slider mechanism in Autumn Term.	Links to prior knowledge: movements and balance in gymnastics.

Concept Thresholds: Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints. Press, roll, rub and stamp to make prints.	Concept Thresholds: Explore objects and designs to identify likes and dislikes of the designs. Explore how products have been created. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.	Concept Thresholds: Copy and remember moves and position. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.
Contexts for learning: Using printing techniques to create Easter cards.	Contexts for learning: Create own lever mechanism for intended users.	Contexts for learning: Learn a range of dances linked to the 4 UK countries.
Key Vocabulary: print, stencil, overlapping, positive and negative prints.	Key Vocabulary: Lever, pivot, slot, card, fastener, masking tape, join, pull, push, straight, curve, forwards, backwards, design, make, evaluate, purpose, idea, product.	Key Vocabulary: dance, copy, follow along, levels: high, medium, low, elevated, speed, beat, feel, reaction, actions, flow, direction: forwards, backwards, sideways, diagonally