







LEARNING JOURNEY CONTEXT PLAN



Voyagers - Spring 1 2024/2025 - Journey to an earthquake hotspot!

| Key Texts | Key Questions | Key Artistic Inspiration |
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| <p>Portal story 'Clock Close'</p>   | <p>Can you write a portal story and innovate a poem?</p> <p>Can we recall our times tables and know the accompanying division facts?</p> <p>How do rocks form and where do fossils come from?</p> <p>Why do some earthquakes cause more damage than others?</p> <p>Can we identify healthy and unhealthy habits and know how to maintain a healthy life (including dental hygiene)?</p> <p>Can we apply our computing skills to create digital media artwork?</p> <p>How do festivals and worship show what matters to Muslims?</p> <p>Can we perform short routines in gymnastics?</p> <p>Can we consolidate and develop our digital literacy to stay safe online?</p> | <p>Bridget Riley, M.C. Escher and Islamic patterns</p>  <p>Tonal drawings of prehistoric animals:</p>  |

| Hearts, Hands, Heads - Loving, Learning, Living | | |
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| Loving - Hearts | Learning - Heads | Living - Hands |
| <p>To appreciate our country and heritage by exploring what life was like for our ancestors.</p> <p>To gain a deeper appreciation and understanding of the world beneath us.</p> <p>Develop our teamwork skills and resilience at Robinwood and during Commando Joe missions.</p> <p>To gain a greater understanding of spirituality and what it means for us.</p> | <p>To create our own portal story and innovate a poem.</p> <p>To complete fluency, reasoning and problem solving activities involving all four operations: addition, subtraction, multiplication and division.</p> <p>Understand how earthquakes occur and what impacts they have.</p> <p>To work scientifically to explore rock formation.</p> <p>Experiment with a range of artistic techniques and mediums.</p> | <p>Developing our resilience and capabilities to solve problems at Robinwood by working practically, using logic and developing our ability to work independently and within a team.</p> |

| Time to Shine opportunities |
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| <p>Create a piece of digital artwork. Create a tonal drawing.</p> <p>Create a portal story.</p> |

| Writing | Reading | Maths |
|---|---|--|
| Portal stories and poetry | Understand texts | Multiplication and Division |
| Links to prior knowledge: Poetry and story writing. | Links to prior knowledge: Guided reading sessions. | Links to prior knowledge: Multiplication and Division in Autumn Term |
| <p>Threshold concepts: Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Use the main features of a portal story (identified in reading) and incorporate the techniques used by authors. Compose and rehearse sentences orally. Plan, write, edit and improve. Organise and sequence paragraphs around a theme. Use the perfect form of verbs to mark relationships of time and cause. Use connectives that signal time.</p> | <p>Threshold concepts: Apply a growing knowledge of root words, prefixes and suffixes. Read further exception words, noting the spellings. 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.</p> | <p>Threshold concepts: Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout. Recognise and use factor pairs and commutativity in mental calculations. Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. Recall multiplication and division facts for multiplication tables up to 12 × 12. Solve addition and subtraction, multiplication and division problems that involve missing numbers.</p> |
| <p>Contexts for learning: Follow the Talk for Writing approach to learn the language features of a portal story. We will analyse and imitate an exemplar and independently apply this to our own writing. Write a shape poem in the shape of a volcano.</p> | <p>Contexts for learning: Skill development via small group sessions, independent reading comprehension tasks and inference training in English.</p> | <p>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.</p> |
| <p>Key Vocabulary: verb, adjective, connectives, conjunctions, prepositions, fronted adverbials, title, paragraphs, rhetorical questions.</p> | <p>Key Vocabulary: fact, opinion, infer, point, evidence, explain, tone, volume, intonation plus vocabulary from our class novel.</p> | <p>Key Vocabulary: repeated addition, multiply, multiple, divide, factors, product, grouping, sharing, equal groups, array, double, half, partition.</p> |
| Geography | PSHE | Science |
| Why do some earthquakes cause more damage than others? | Internet safety and harms | Rocks and fossils |
| Links to prior knowledge: Beyond the Magic Kingdom: What is the Sunshine State really like? | Links to prior knowledge: Safer Internet Day; Internet safety and harms (Milestone 1). | Links to prior knowledge: Investigating materials |
| <p>Enquiry questions: Why won't Paula and Richard forget 22 February 2011? How has New Zealand been affected by earthquakes in the past? Why does New Zealand have so many earthquakes? Why don't the largest earthquakes always cause the most death and destruction? Why do most volcanoes happen in the same places as earthquakes?</p> | <p>Threshold concepts: Say what the internet is and recognise its uses. Know what information is personal and know what is appropriate to share online and report concerns. Begin to recognise fake news and understand what this means. Explain what a digital footprint is. Understand why people advertise online and understand that images and videos can be edited and why this happens.</p> | <p>Threshold concepts: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> |
| <p>Contexts for learning: Each week we will explore one of our enquiry questions above by using a range of sources to gain an understanding of why some earthquakes cause more damage than others.</p> | <p>Contexts for learning: whole class, small group & individual reflective activities. Discussions facilitated through social stories/ books where possible.</p> | <p>Contexts for learning: Illustrate how igneous, sedimentary and metamorphic rocks are formed by stacking layers of sweets and applying pressure and heat to replicate Earth's processes. Compare and contrast the properties of igneous and sedimentary rocks and investigate these by testing their durability and permeability. Compare and contrast the properties of a selection of soil samples. Discover how soils are formed. Sequence the fossil formation process.</p> |
| <p>Key Vocabulary: earthquake, volcano, continent, ocean, latitude, longitude, northern hemisphere, southern hemisphere, political map, evacuation, infrastructure, transport, epicentre, magnitude, richter scale, distribution, plate, inner core, outer core, mantle, crust, fault.</p> | <p>Key Vocabulary: media, bias, altered, permissions, risks, report, block, appropriate, personal information.</p> | <p>Key Vocabulary: Rock, fossil, igneous, intrusive and extrusive, sedimentary, sediment, metamorphic, top soil, subsoil, bedrock, parent material.</p> |

| Art | RE | PE |
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| Digital Media; Drawing | How do festivals and worship show what matters to Muslims? | Gymnastics and Comando Joe Missions |
| Links to prior knowledge: Making repeating patterns (Milestone 1) | Links to prior knowledge: Aware of the impacts of religious texts and beliefs in other religions. | Links to prior knowledge: Gymnastics and Dance |
| Threshold concepts: Create images, video and sound recordings and explain why they were created. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. | Enquiry questions: What do Muslims believe and how do they live? What does the Qur'an say about Allah? Why does prayer matter to Muslims? How does fasting show what matters to Muslims? How do festivals and worship show what matters to Muslims? | Threshold concepts: Use a variety of movements in isolation and combination. Develop flexibility, strength, technique, control and balance. Perform using a range of movement patterns. Compare and evaluate performances against previous ones. 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: Make tessellations and repeating patterns in computing. Study the work of Bridget Riley, Mcescher and Islamic patterns. Create a tonal drawing of a prehistoric animal. | Contexts for learning: Identify and describe core beliefs. Make links between religious texts and core concepts. Describe how people show their beliefs in how they worship and in the way they live. | Contexts for learning: Weekly gymnastics and fortnightly Commando Joe sessions. |
| Key Vocabulary: digital, abstract, primary colours, line, shape, cross hatch, tessellations, repeating patterns. | Key Vocabulary: Allah, Arabic, Muslim, Qur'an, Five Pillars, fasting, Ramadan, Eid-ul-Fitr. | Key Vocabulary: Balance, jump, roll, balance, canon, union, pike, pencil, arabesque. |
| Computing | French | Music |
| We are Artists | Seasons | Musical appreciation |
| Links to prior knowledge: Unit 1.3 We Are Digital Artists; Unit 2.1 We Are Astronauts; Unit 3.1 We Are Programmers (Y4 only). | Links to prior knowledge: French phonics; Instruments | Links to prior knowledge: Singing, composition, improvisation and performance |
| Threshold concepts: Use specified screen coordinates to control movement. Set the appearance of objects and create sequences of changes. Control the shade of pens. Use variables to store a value. Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Devise and construct databases using applications designed for this purpose in areas across the curriculum. | 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. | Threshold concepts: Performance skills to enhance confidence, clarity and collaboration. Develop musical appreciation. To use shared language, terms and skills to deepen their knowledge and understanding of music in a variety of genres and styles. Continue to use and explore musical elements to support and scaffold when expressing an opinion about music. Develop musical imagination. To play and perform with greater control, accuracy and clarity. Sing/play solo and an accompaniment part. To begin to understand how music reflects different intentions, times and places. |
| Contexts for learning: Explore and create pieces of geometric art, drawing on our knowledge of 2D shapes. Make tessellations and repeating patterns in computing. Study the work of Bridget Riley, Mcescher and Islamic patterns. | Contexts for learning: Recognise and recall the 4 seasons in French with the correct determiners/articles. Construct a short phrase about the weather each season. To express which is my favourite season in French. | Contexts for learning: Learning to play along to simple tunes, using glockenspiels B A G C D E F. To explore musical elements. To make comparisons between classical composers, including Beethoven, to that of modern composers. To perform in front of an audience, solo, and ensemble using Glocks/percussion. To be aware of self and others when performing. To offer informed/appropriate critiques, when evaluating self and each other. Listening to pieces based on the interests of the children. BBC Teach; Line Riders. |
| Key Vocabulary: Abstractions, bitmap, fractal, pixel, repetition, repetition, sprite, tessellation, transform, turtle, vector graphs. | Key Vocabulary: le printemps, l'été, l'automne, l'hiver. | Key Vocabulary: musical elements (pitch, rhythm, tempo, timbre, texture, structure), notation, c major scale, clarity, collaboration, compose, improvise genre, classical, contemporary, structure, texture, notation, |