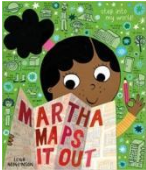
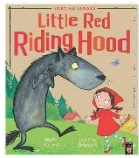







# MINI ADVENTURE CONTEXT PLAN

Adventurer Class Autumn 1 2022

Home Sweet Habitat

Key Texts	Key Questions	Key Inspiration	Key Sustainable Development Goal
   <p>Little Red Riding Hood by Mara Alperin, Once Upon a Time Map Book by B.G Hennesy and Martha Maps it Out by Leigh Hodgkinson.</p>	<p>What features do we see on our way to school?</p> <p>What lives in a woodland habitat?</p>	 	<p>Introduction to Sustainable Development Goals</p> 

## Hearts, Hands, Heads - Loving, Learning, Living

Loving - Hearts	Learning - Heads	Living - Hands
<p>Loving our environment, where we live and who we are.</p> <p>Sharing ideas based on the Great Big Green Week and thinking about a sustainable future.</p>	<p>Adaptations of different animals in relation to the habitat they live in.</p> <p>Creating own stories based on traditional tales.</p> <p>Making their own maps of the local area.</p>	<p>Exploring our school and local environment including animal habitats.</p> <p>In Forest Based Learning exploring the environment, seasonal changes through knot tying, den building, scavenger hunts and creating environmental art.</p>

## Time to Shine opportunities

Writing		Reading		Maths	
Composition		Understand texts		To understand number and place value Y1s focus is initially within 10 and 20	
Write with a purpose		To make predictions		Place Value	
Links to prior knowledge	Write simple phrases and sentences that can be read by others. Retell stories.	Links to prior knowledge	Phonics teaching in Summer Term. Anticipate key events in stories. Retell stories.	Links to prior knowledge	Deep understanding of number to 10 including composition of each number.
Big questions:	How can we use adjectives and adverbs to add extra detail? What are the characteristic features of a story? Can you write imaginatively? Can you use coordinating conjunctions?	Big Questions:	Can you predict what will happen next in the story? Can you make deductions based on characters based on their words?	Big Questions:	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...

<b>Contexts for learning</b>	Innovating Little Red Riding Hood using their own character and setting to understand the principles of story composition.
<b>Key Vocabulary</b>	<i>Adjectives, adverbs, innovate, description, plan, draft, tense, character, setting, conjunctions.</i>

<b>Contexts for learning</b>	Traditional Tales. To perform and retell known stories.
<b>Key Vocabulary</b>	<i>Predict, deduce, character, speech, actions, acting.</i>

<b>Contexts for learning</b>	Place value
<b>Key Vocabulary</b>	Sort, count, represent, one digit, 2 digit, greater than, less than, equal. numeral

Geography	
Maps	
Communicate Geographically	
<b>Links to prior knowledge</b>	Describe the environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
<b>Big Questions:</b>	Can you name the four compass points? Can you describe locations in the surrounding area? Can you identify land use around the school use?
<b>Contexts for learning</b>	Devise a simple map of the local area identifying key human and physical features of the surrounding environment.
<b>Key Vocabulary</b>	<i>Compass points, location, land use, symbols, key, north, south, east, west, near, far.</i>

Art	
Drawing	
Master techniques	
<b>Links to prior knowledge</b>	Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture form and function.
<b>Big Questions:</b>	Can you draw lines of different sizes and thickness? Can you show patterns by adding dots and lines? Can you show different tones by using coloured pencils? Can you colour your own work neatly following lines?
<b>Contexts for learning</b>	Developing a skill set so ideas can be communicated.
<b>Key Vocabulary</b>	<i>Pencils, drawing, thick, thin, colour, lines, texture, dots, tones.</i>

Science	
Investigate living things	
<b>Links to prior knowledge</b>	Explore the natural world around them, making observations and drawing pictures of animals.
<b>Big Questions:</b>	Can you explore and compare the differences between things that are living, that are dead and have never been alive? 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 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food? Can you work scientifically to identify and classify?
<b>Contexts for learning</b>	Becoming familiar with
<b>Key Vocabulary</b>	<i>Living, non-living, habitat, animals, food, diet, micro-habitat, plants, food chain.</i>

French	
Speak confidently	
<b>Big Questions:</b>	Can you understand a range of spoken phrases? Can you answer simple questions and give basic information?
<b>Contexts for learning</b>	Use key vocabulary and phrases to verbally communicate ideas.
<b>Key Vocabulary</b>	<i>Bonjour, ca va? Merci, sil vous plait, au revoir.</i>

PE	
Cricket	
Develop practical skills in order to participate, compete and lead a healthy lifestyle	
<b>Links to prior Knowledge</b>	Move energetically. Negotiate space and obstacles safely with consideration for themselves and others.
<b>Big Questions:</b>	Can you use the term opponent and team mate? Can you use rolling, hitting, running, jumping, catching and kicking skills in combination? Can you develop tactics? Can you lead others where appropriate?
<b>Contexts for learning</b>	Learning a range of physical movements and sporting techniques through cricket and yoga.
<b>Key Vocabulary</b>	rolling, hitting, running, jumping, catching, kicking, opponent, team, cricket.

Music	
Describe music	
<b>Links to prior Knowledge</b>	Sing a perform songs, rhymes, poems and stories with others. Move in time to music.
<b>Big Questions:</b>	Can you identify the beat of a tune? Can you recognise changes in timbre, dynamics and pitch?
<b>Contexts for learning</b>	Appreciating the features, effectiveness of musical elements.
<b>Key Vocabulary</b>	<i>Tune, beat, timbre, dynamics, pitch.</i>

DT	
Slider mechanism	
Master practical skills	
<b>Links to prior knowledge</b>	<b>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture form and function.</b>
<b>Big Questions:</b>	Can you create a product using a slider mechanism? Can you suggest improvements to existing designs?
<b>Contexts for learning:</b>	Developing skills to make high quality products.
<b>Key Vocabulary</b>	<i>Slider, mechanism, product, high quality.</i>

Computing	
Code	
<b>Big Questions:</b>	Can you control motion by specifying the number of steps to travel direction and turn? Can you select sounds and control when they are heard, their duration and volume? Can you control when drawing appears and set the pen colour, size and shape?
<b>Contexts for learning:</b>	Developing an understanding of instructions, logic and sequence.
<b>Key Vocabulary</b>	<i>Control, motion, sounds, drawing.</i>

RE	
Islam- Who is a Muslim and how do they believe?	
<b>Big Questions:</b>	Can you describe some of the teachings of a religion? Can you recognise, name and describe some religious artefacts, places and practices?
<b>Contexts for learning</b>	Understanding the key teachings and beliefs of Islam including identifying religious artefacts.
<b>Key Vocabulary</b>	<i>Muslim, Islam, Allah, Qu'uran, Five Pillars, Prophet Muhammed, prayer.</i>

PSHE / RHSE	
Mental wellbeing	
<b>Links to prior knowledge</b>	<b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b>
<b>Big Questions:</b>	Can you regulate your own emotions? Can you recognise signs of different feelings?
<b>Contexts for learning</b>	Explore Zones of Regulation and find ways to self-regulate.
<b>Key Vocabulary</b>	<i>Self-regulation, feelings, happy, sad, calm, excited, angry.</i>