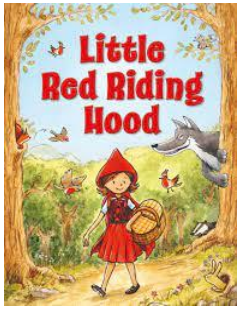
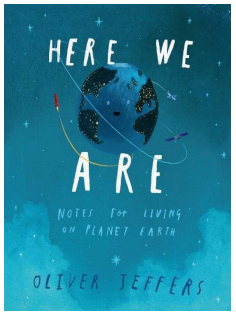
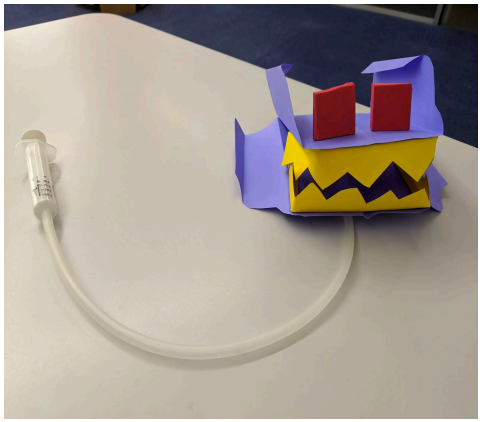
LEARNING JOURNEY CONTEXT PLAN
Voyagers - Spring 2 2024/2025 - Prehistoric Britain

Key Texts	Key Questions	Key Artistic Inspiration
Local Hero Wins Medal (recount)   	Can we write a newspaper report? Can we solve problems involving fractions, mass and capacity? What were the key changes in Britain from the Stone Age to the Iron Age? Can we work scientifically? Why do Christians call the day Jesus died Good Friday? Can we develop our skills in dance? Can we create a blog? Can we design, make and evaluate a pneumatic toy? What are the key French phrases related to ice-creams? How can we stay healthy?	

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	**Learning - Heads**	**Living - Hands**
To appreciate our country and heritage by exploring what life was like for our ancestors. Develop our teamwork skills and resilience during Forest School and Commando Joe missions. Explore how authors and poets express their own awe and wonder in their work. Gain a greater understanding of what spirituality means for us by innovating song lyrics about our world when studying Here We Are during World Book Week.	To create our own newspaper report and innovate a poem and song during World Book Week. To complete fluency, reasoning and problem solving activities involving all four operations: addition, subtraction, multiplication and division. To work scientifically to explore changes and adaptations during Science Week. Experiment with pneumatics and hydraulics.	Developing our resilience and capabilities to solve problems by working practically, using logic and developing our ability to work independently and within a team.

Time to Shine opportunities
Create a newspaper report. Create a pneumatic toy.

Writing	Reading	Maths
Newspaper reports (recounts): Local Hero Wins Medal **Poetry: Relating to Here We Are for World Book Week**	**Understand texts**	**Length and perimeter**
Links to prior knowledge: Instructions, poetry, portal and adventure stories.	**Links to prior knowledge**: Guided reading sessions.	**Links to prior knowledge:** Place Value; Addition and Subtraction; Multiplication and division.
Threshold concepts: Use the main features of a type of writing (identified in reading). Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally. Plan, write, edit and improve. Use the perfect form of verbs to mark relationships of time and cause. Use connectives.	**Threshold concepts:** Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). Read further exception words, noting the spellings. Draw inferences from reading. Predict from details stated and implied. Recall and summarise main ideas. Discuss words and phrases that capture the imagination. Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. 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:** Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes. Convert between different units of measure. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Contexts for learning: Follow the Talk for Writing approach to learn the language features of a science fiction/fantasy novel. We will analyse and imitate an exemplar and independently apply this to our own writing.	**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.
Key Vocabulary: title, direct speech/quotation, 5Ws (who, what, where, when, why how), factual, topic sentences, conclusion.	**Key Vocabulary**: fact, opinion, infer, point, evidence, explain, tone, volume, intonation plus vocabulary from our class novel.	**Key Vocabulary:** equal, groups, inverse, operations, add, subtract, multiply, divide. Length, perimeter, metres, centimetres, millimetres, equivalent.
History	**PSHE**	**Science**
Bronze Age and Iron Age: How do artefacts help us understand the lives of people in Iron Age Britain?	**Health and Prevention**	**Working Scientifically (Science Week)**
Links to prior knowledge: The Stone Age	**Links to prior knowledge:** Health and prevention (Milestone 1)	**Links to prior knowledge:** Scientific practices in Milestone 1 and 2.
Enquiry questions: Why did the Stone Age come to an end about six thousand years ago? How can we recognise Iron Age hill forts today? How do we know that life wasn't always very peaceful in the Iron Age? What were staters and how did Iron Age people use them? Why have so many wonderful Iron Age artefacts been found underwater?	**Threshold concepts:** Identify healthy and unhealthy choices (e.g. regarding food, exercise, sleep) and know that the choices we make in daily life affects our health. Know what helps and prevents people from making healthy choices by exploring habits and knowing that sometimes they can be maintained, changed or stopped. Know that common illnesses can be quickly and easily treated with the right care. Know how to maintain oral hygiene including how to brush and floss correctly. Understand the importance of regular dentist visits and the effects of different foods, drinks and substances on dental health.	**Threshold concepts:** Set up simple practical enquiries, comparative and fair tests. Record simple findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help answer questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Identify differences, similarities or changes related to simple scientific ideas and processes.
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 our big question.	**Contexts for learning:** whole class, small group & individual reflective activities. Discussions facilitated through social stories/ books where possible.	**Contexts for learning:** Practical investigations during Science Week.
Key Vocabulary: Bronze Age, Iron Age, hillfort, Boudica, evidence, archeologist, shelter, settlement, culture, beliefs, Celts, Romans.	**Key Vocabulary:** Healthy, unhealthy, habits, choices, hygiene, dentist, toothbrush, toothpaste, decay, floss.	**Key Vocabulary:** tests, comparative, drawings, labelled diagrams, keys, bar charts and tables, recording, data, prediction, conclusion, classify, units.

DT	RE	PE
Pneumatics	**Why do Christians call the day Jesus died Good Friday?**	**Dance ; Co-Joes; Forest**
Links to prior knowledge: Following the design, make and evaluate process.	**Links to prior knowledge:** The Easter story in previous academic years. Gospel and the Big Story of the Bible (Autumn 2)	**Links to prior knowledge:** Swimming, cricket and multi skills (Autumn Term). Gymnastics and Co-Joes(Spring 1).
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:** Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the texts studied mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	**Threshold concepts:** Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. Follow the rules of the game and play fairly. 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: Research, design and make a pneumatic mechanism for a toy and evaluate the outcome.	**Contexts for learning:** Responding to the question 'Why do Christians call the day Jesus died 'Good Friday'? Using biblical texts to explore the symbolism of the Last Supper and its links with Passover, as well as what foot washing might teach Christians.	**Contexts for learning:** Weekly dance lessons. Weekly Forest/Co-Joes.
Key Vocabulary: Design, make, evaluate, purpose, idea, product, pneumatic, hydraulic, piston, force, molecules, cylinder.	**Key Vocabulary:** Salvation, Holy Week, Passover, Last Supper, Maundy Thursday, Good Friday, Easter Sunday, Crucifixion, Resurrection, Holy Communion	**Key Vocabulary:** gesture, jump, turn, stillness, travel, flexibility, improvisation, inhale, exhale.
Computing	**French**	**Music**
We Are Meteorologists	**Ice-cream**	**Musical appreciation**
Links to prior knowledge:	**Links to prior knowledge:** French phonics; Instruments; Seasons	**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 on a Glockenspiel. To continue to understand how music reflects different intentions, times and places. To learn about the periods of History in Music
Contexts for learning: Having devised and constructed our weather dataset, we will present and interpret this data by drawing on and developing our understanding of statistics.	**Contexts for learning:** Gain an understanding of basic grammar rules and learn key vocabulary and phrases through whole class speaking and listening tasks and independent written work.	**Contexts for learning:** Learning to play along to simple Nursery Rhymes, using glockenspiels. To look at a History of Music timeline. To perform learned Nursery Rhymes. To be aware of self and others when performing. To offer informed/appropriate critiques. Listen to pieces that reflect music throughout the years from !400 to modern times. To incorporate the interests of the children to encourage a wider appreciation of music style. To begin to associate Composers with a period and style of musc BBC Bitesize ; Line Riders.
Key Vocabulary: data, datasets, bar chart, graph, statistics.	**Key Vocabulary:** Key vocabulary related to ice-cream.	**Key Vocabulary:** musical elements (rhythm, tempo, timbre, texture, structure, pitch), notation, Medieval, Renaissance, Baroque, Classical, Romantic, Modern, 20th Century. Music/film Score Vivaldi, Beethoven, Bach, Handel, Haydn.