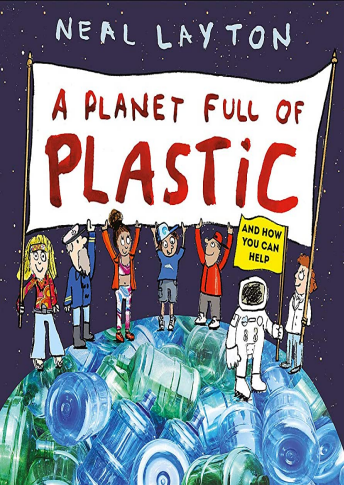
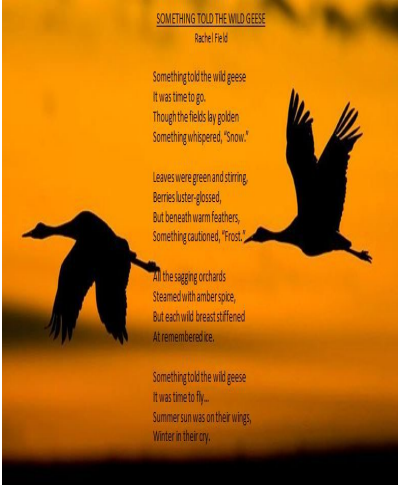






LEARNING JOURNEY CONTEXT PLAN

Voyagers - Summer 2 2022/2023 - What the Romans did for us!



Key Texts	Key Questions	Key Artistic Inspiration
<p style="text-align: center;">Something Told the Wild Geese</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Can we write a variety of poems?</p> <p>Can we investigate light, shadows and reflections?</p> <p>What did the Romans do for us?</p> <p>Can we develop our location knowledge through our studies of the Romans?</p> <p>Do we know about changing adolescent bodies?</p> <p>Can we create a mosaic and represent Sycamore's Gap in a style of our choice?</p> <p>Can we create a piece for the Spiritual Arts Competition?</p> <p>Can we develop our skills in football and rounders?</p> <p>Can we develop our digital media skills to create geometric art?</p> <p>Can we design, make and evaluate a lever for a purpose?</p> <p>Can we talk about holidays and hobbies in French?</p>	 

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>Gain a deeper appreciation for and understanding of our country's heritage and local area.</p> <p>Use Big Green Week to reflect on how we can advocate for change in our world, learning about who is affected by our consumption and production of water and plastic. Use this knowledge to inspire our writing in English lessons?</p> <p>To continue to reflect in Collective Worship and consider how we can care for our global neighbours.</p>	<p>To write poems in a variety of styles.</p> <p>To complete fluency, reasoning and problem solving activities involving all four operations: addition, subtraction, multiplication and division.</p> <p>Explore the rise of the Roman Empire and the impacts that they had.</p> <p>Conduct a range of scientific enquiries relating to light.</p> <p>Experiment with a range of artistic techniques and mediums practically and digitally.</p>	<p>Explore environment and seasonal changes and develop our gardening skills during Forest Based Learning.</p>

Time to Shine opportunities
<p>Demonstrate our understanding of some of the changes the Romans had on Britain.</p>

Writing	Reading	Maths
Poetry	Understand texts	Times tables; Time; Decimals; Shape; Position and Direction.
<p>Links to prior knowledge: Non-chronological reports; portal stories; adventure stories; instructional writing; newspapers.</p>	<p>Links to prior knowledge: Guided reading sessions.</p>	<p>Links to prior knowledge: Place Value; Addition & Subtraction; Area (Y4); Multiplication & Division; Length & Perimeter; Fractions; Mass & Capacity.</p>
<p>Threshold concepts: Use the main features of a recount (identified in reading) and incorporate the techniques used by authors. Compose and rehearse sentences orally. Plan, write, edit and improve. Use the perfect form of verbs to mark relationships of time and cause. Use similes effectively. Use connectives that signal time. Organise and sequence paragraphs around a theme.</p>	<p>Threshold concepts: Apply a growing knowledge of root words, prefixes and suffixes. Read further exception words, noting the spellings. Draw inferences from reading. 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: Improve recall of times table facts up to 12 x 12. Name, compare and classify geometric shapes and angles. Describe turns. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Identify lines of symmetry in 2-D shapes in different orientations. Complete a simple symmetric figure. Recognise angles as a property of shape and as an amount of rotation. Recognise that 2 right angles make a half turn and 4 make a whole turn. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting different units of time.</p>
<p>Contexts for learning: Create a range of poems including Kennings, Cinquain and Acrostic poems. Follow the Talk for Writing approach to analyse and imitate an exemplar poem focused around environmental issues to consolidate our learning in Big Green Week, RE and relating to the water cycle. We will then write creatively to express the impact of plastic pollution on our planet.</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: Poetry, rhyme, Kennings, Cinquain, stanza, biodegradable, environment, plastic, pollution, planet, descriptive writing, persuasive.</p>	<p>Key Vocabulary: fact, opinion, infer, point, evidence, explain, tone, volume, intonation plus vocabulary from our class novel.</p>	<p>Key Vocabulary: multiply, divide, factor, product, odd, even, decimal point, angle, perpendicular, parallel, the measurements of time.</p>
Geography	PSHE	Science
What did the Romans do for us?	Changing Adolescent Body	Light
<p>Links to prior knowledge: ask and answer geographical questions about locations, use maps/atlasses to locate countries.</p>	<p>Links to prior knowledge: Growing and change (Milestone 1).</p>	<p>Links to prior knowledge: Observe and name a range of light sources (Milestone 1).</p>
<p>Threshold concepts: Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Explain our own views about locations, giving reasons. Describe geographical similarities and differences between countries.</p>	<p>Threshold concepts: Know about the human life cycle and how people grow from young to old. Know how our needs and bodies change as we grow up. Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). Know about change as people grow up, including new opportunities and responsibilities.</p>	<p>Threshold concepts: Recognise we need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>
<p>Contexts for learning: Locate where the Roman Empire started and describe how it grew. Discuss how the Romans implemented new human features.</p>	<p>Contexts for learning: whole class, small group & individual reflective activities.</p>	<p>Contexts for learning: Learn about light sources. Investigate reflective materials by designing a new book bag. Learn that the sun's light can be dangerous, and create an advert for sunglasses or a sun hat that they have designed. Test object opacity to design the most effective curtains. Explore how shadows change when the distance between the object and light source changes. Develop scientific enquiry skills and work collaboratively.</p>
<p>Key Vocabulary: Human features, roads, engineering, villas, aqueducts, invasion, empires, power.</p>	<p>Key Vocabulary: body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs</p>	<p>Key Vocabulary: Light, dark, reflect, opaque, translucent, transparent, source, natural, artificial, danger.</p>

Art	RE	PE
Mosaics	Spiritual Arts	Benchball, rounders and football
Links to prior knowledge: Drawing and painting (previous academic year). Drawing and shading in Spring 1.	Links to prior knowledge: Knowledge of Christianity, Islam and Judaism from prior units. Art techniques learned throughout the year.	Links to prior knowledge: Swimming; cricket; multi skills; gymnastics; dance; football; athletics.
Threshold concepts: Develop ideas from observational work using sketchbooks. Use appropriate language to describe tools, media, process, etc. Select and arrange materials for a striking effect. Ensure work is precise. Look and talk about our own work and that of other artists.	Threshold concepts: Present the key teachings and beliefs of religion. Explore that the spiritual be expressed through art. Identify what the artist was trying to communicate through their artwork Respond to the following themes using our prior learning about religious and non-religious worldviews.	Threshold concepts: Compete with others and aim to improve personal best performances. Throw and catch with control and accuracy. Strike a ball and field with control. Follow the rules of the game and play fairly. Maintain possession of a ball. Pass to teammates at appropriate times. 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: Creating our own mosaic pieces. Our theme for the Felton Fair Artwork Competition is <i>Our Artistic Interpretations of Sycamore Gap</i> which links to our Romans topic. We will use our skills of observational drawing from a photograph to create the shape and create our own representation of this famous local landmark. We will also take inspiration from the Romans to create mosaic coasters using ceramic tiles.	Contexts for learning: Exploration of a number of NATRE's Spirited Arts competition themes with an opportunity to respond in a creative way through artwork or poetry. Educational visits to Newcastle Synagogue and Mosque with the Pioneers and Voyagers will also have a trip to Lifepath. We will be having a Big Story of the Bible day and an RE day focused on inclusion and anti-racism.	Contexts for learning: 2 PE lessons per week to develop and apply skills to game settings.
Key Vocabulary: mosaic, infill, abstract, fine, line, shape, tint, colour.	Key Vocabulary: Atheist, agnostic, spiritual, worldview, religious, religion.	Key Vocabulary: Run, sprint, throw, aim, jump, land, control, accuracy, rhythm.
Computing	DT	French
Information Technology: Data We Are Meteorologists and We are Artists	Mechanics - Linked Levers	Holidays and hobbies
Links to prior knowledge: We are Software Developers; We are Bloggers; We are Meteorologists. Digital Media in Art. Having devised and constructed our weather dataset, presented and interpreted this data by drawing on and developing our understanding of statistics.	Links to prior knowledge: Following the design, make and evaluate process to create a healthy, seasonal vegetable soup.	Links to prior knowledge: Say hello (formally and informally), say goodbye, ask someone's name, say what our name is, ask how someone is and respond in a variety of ways. Count to 20, talk about countries in relation to the equator. Talk about the time in french and describe our daily routines.
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. Use sequence, selection and repetition in programs; work with variables and various forms of output. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals.	Threshold concepts: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. 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: 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.
Contexts for learning: Explore and create pieces of geometric art, drawing on our knowledge of 2D shapes.	Contexts for learning: Design and create a linked lever for an intended user and evaluate the outcome.	Contexts for learning: Gain an understanding of basic grammar rules. Learn key vocabulary and phrases related to holidays, weather and seasons, sports and hobbies.
Key Vocabulary: Abstractions, bitmap, fractal, pixel, repetition, repetition, sprite, tessellation, transform, turtle, vector graphs.	Key Vocabulary: Design, make, evaluate, lever, pivot, slot, card, fastener, masking tape, join, pull, push, straight, curve, forwards, backwards, design, make, evaluate, purpose, idea, product.	Key Vocabulary: Relating to holidays, hobbies, transport, months and weather.

History

The Romans

Links to prior knowledge: Prehistory: The Stone to Iron Age

Threshold concepts: Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. Use appropriate historical vocabulary.

Context for learning:

Learn about the origins of the city of Rome and the spread of the Roman Empire across large parts of Europe, parts of North Africa and West Asia. Study written primary sources to explore why the Romans invaded and how Britain changed after their conquest in AD 43. Know about Queen Boudicca and explore British resistance to Roman rule, considering the events of the rebellion from different perspectives. Learn about the expertise they had by studying Hadrian's Wall, aqueducts (specifically Segovia), the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. Understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

Key vocabulary: empire, Romanisation, Emperor, invasion, conquest, Boudicca, Hadrian's wall, aqueducts, tortoise formation, engineering, legacy.