MINI ADVENTURE CONTEXT PLAN

Voyagers Spring 2 2022 - Our Disappearing Coastline.

Key Texts	Key Questions	Key Inspiration	Key Artistic Inspiration	Key Sustainable Development Goal
The Mousehole Cat - Antonia Barber	How and why is our coastline disappearing? What are the requirements of plants for life and growth? What is the role of flowers in the life cycle of flowering plants? Can we design our own shell structure using cardboard?	Designing a shell structure	Illustrations by Nicola Bayley in The Mousehole Cat	15 LIFE ON LAND

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
To continue to embed Sustainable Development Goals, thinking and reflection on how we can advocate for change in our world, working in partnership to achieve these goals . To learn about who is affected by our consumption and production of energy. To continue to reflect in Collective Worship and consider how we can care for our global neighbours.	To learn about how our coastlines around Britain are changing due to physical (weathering, erosion and deposition) and human features. To learn about the requirements of plants for life and growth, as well as the role of flowers in the life cycle of flowering plants. To write a descriptive story based on the adventures of Mowzer, the cat in The Mousehole Cat by Antonia Barber, using a given setting, developing plots and storylines using some of the language features studied. To use a range of simple, compound and complex sentences, alliteration, similes and direct speech to improve writing.	To use a range of techniques to design, make and evaluate a shell structure using cardboard to be used in the classroom to store stationery.

Time to Shine opportunities
Should we allow our coastlines to disappear or should we intervene?

Writing

Composition

Write with purpose; Organise writing appropriately; Use sentences appropriately; Present neatly; Spell correctly; Punctuate accurately

Links to prior knowledge	**Further knowledge of how to structure a story, develop a plot and organise writing into paragraphs in Spring Term 1 mini adventure - Clues from the Past. Developing knowledge of writing a list of instructions and a newspaper article.**
Big questions:	Can I write with purpose? Am I able to use imaginative descriptions? Can I organise my writing appropriately, using paragraphs? Can I use appropriate sentence structures? Can I use grammatical choices to give effect and meaning? Can I write a clear set of instructions informing people what to do in a storm? Can I write a newspaper article to inform people about the effects of coastal erosion?
Contexts for learning	Writing descriptions and stories based on The Mousehole Cat by Antonia Barber around storms. Developing plots and storylines using some of the language features studied. Using simple, compound and complex sentences and direct speech to improve writing, and begin to use alliteration and similes. Writing a list of instructions to survive a storm. Newspaper articles interviewing people that are losing their homes due to coastal erosion.
Key Vocabulary	*Compound, complex, simple sentences, adverbs, adverbial phrases, paragraphs, similes, alliteration, direct and indirect speech. Vocabulary from The Mousehole Cat built throughout the half term and embedded.*

Reading

Read words accurately; Understand texts

Links to prior knowledge	**Knowledge of phonic knowledge, in order to read unknown words. Some experience of using simple questions about texts that have been read and retrieving information to support answers.**
Big Questions:	Am I able to read a variety of texts, applying my phonic knowledge to unknown words? Can I draw inferences from reading, and predict details which are implied? Am I able to recall and summarise the main ideas of a text?
Contexts for learning	Guided reading activities based on texts at different phonic levels. Read and understand extracts from The Mousehole Cat by Antonia Barber. Summarising what we have read, and making predictions on what might happen next. Inferring information about the characters and analysing writing in order to write in a similar style to Antonia Barber
Key Vocabulary	*Infer, predict, summarise, recall.* *Variety of words from key text - The Mousehole Cat to build an understanding of complex and ambitious vocabulary.*

Maths

Length, perimeter and area
Fractions

Complexity; methods; checking; using number facts; using multiplication and division facts. Comparing units of length. Finding area and perimeter of simple shapes.

Links to prior knowledge	**Knowledge and application of times tables facts already learned. Knowledge of area and perimeter and fractions from Key Stage 1. Recapping knowledge of unit and non unit fractions from Year 2.**
Big Questions:	Can I apply my knowledge of times tables to area, perimeter and fractions? Can I find the area and perimeter of given shapes? Can I recognise simple fractions? Can I recognise equivalent fractions? Can I compare and order fractions? Can I find the fraction of an amount? Can I add and subtract fractions with the same denominator? Can I then use this knowledge to add and subtract fractions with different denominators?
Contexts for learning	Varied fluency, problem solving and reasoning involving area, perimeter and fractions.
Key Vocabulary	*Multiply, divide, apply, solve, formal method, partition, inverse, units, length, millimetres, centimetres, metres, kilometres, compare, area, perimeter, shapes, fraction, numerator, denominator, common, compare, order, equivalent*

Science

Work scientifically

Biology - to understand plants

Links to prior knowledge	**KS1 - Identify and name a variety of common plants, including garden plants, wild plants and trees. Identify and describe the basic structure of a variety of common flowering plants e.g roots, stem/trunk, leaves. 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.**
Big Questions:	Can I set up simple, practical enquiries and fair tests? Can I measure accurately to gather data? Am I able to record and present data I have collected, using scientific language? Can I use my results to draw simple conclusions and use scientific evidence to make predictions?
Contexts for learning	Opportunities to identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Geography

Place knowledge; human and physical features; geographical skills

Weathering, erosion and deposition with focus on our disappearing coasts.

Links to prior knowledge	**KS1 - how extreme weather such as floods and storms may contribute to weathering, erosion and deposition.**
Big Questions:	What is weathering? What is erosion and deposition and how does it help shape the land? How does the sea shape the coast? What is the coastal erosion problem today? How can coastal erosion be reduced?
Contexts for learning	Research how human and physical features contribute to coastal erosion using the internet - real stories and photographs. Understand what engineers are doing to reduce coastal erosion.

PSHE / RHSE

Online Relationships

Links to prior knowledge	**Knowledge from earlier RSHE units in the Autumn term of what makes a healthy friendship and Spring 1 respectful relationships**
Big Questions:	How can I stay safe online? What is appropriate to share with others online and what is not? How can I recognise risks online? How can I communicate respectfully with friends using digital devices?
Contexts for learning	Use stories and scenarios to explore what is safe and what is risky in relationships with others. Learn basic strategies to keep safe online and know that some people may behave differently online and pretend to be someone that they are not. Learn about privacy and personal boundaries and what to do if worried.

Key Vocabulary	Function, root, stem, flower, leave, air, light, water, nutrients, plant, pollination, seed formation, seed dispersal

Key Vocabulary	weathering, freeze-thaw, onion skin, biological, chemical, erosion, transportation, deposition, bay, headland, cave, arch, crack, stack, beaches, spit, sea wall, beach rebuilding, groynes, rip-raps

Key Vocabulary	*Safe, respect, online, e-safety, personal, private, danger, acceptable, unacceptable, cyberbullying, digital, device*

French

Speak Confidently

Links to prior Knowledge	Knowledge of classroom instructions in French; knowledge of numbers to 20, objects in and around school, school subjects
Big Questions:	Am I able to understand the main points from spoken passages? Can I take part in discussions and tasks? Do I demonstrate a growing vocabulary?
Contexts for learning	Learning vocabulary for food,what foods do I like and dislike, ordering a meal or drink in a restaurant
Key Vocabulary	*Specific French vocabulary linked to topic - la glace, le hamburger, le jambon, les legumes, les frites, le pain, le poulet, le poisson, l'oeuf, le cafe, l'eau, le jus d'orange, le lait*

PE

Develop practical skills in order to participate, compete and lead a healthy lifestyle

Dance & Invasion Games

Links to prior Knowledge	Knowledge of Dance and Invasion Games from KS1.
Big Questions:	Invasion games - Can I dribble a ball accurately using both feet, keeping the ball close and touching sides of the ball with the soles of my feet? Am I able to consider my position to maximise the opportunity of interception and adjust my position to receive a pass? Can I demonstrate balance and control with my head up? Do I understand the rules of the game and ensure that I follow them? Can I evaluate the impact of my performance? Dance - Can I travel in a variety of ways (skipping, hopping, stomping, trudging, shuffling) to develop a dance sequence? Can I vary force, speed and flow of an action? Can I work with a partner / small group to remember and repeat a sequence of actions in unison and canon? Can I suggest improvements to our own performances and those of others?
Contexts for learning	Able to pass the ball and defend the ball in a real full game. Target games to improve passing and defending skills. Fairplay and being a gracious winner. Improve sequences and techniques in Dance with inspiration from our class novel.
Key Vocabulary	*Defence, attack, pass, rules, sportsmanship, dribble, interception, balance, control, travelling, skipping, hopping, stomping, trudging, shuffling, sequence, force, speed, flow, unison, canon*

Music

Perform, Describe music

Links to prior Knowledge	Some experience of playing some simple songs on the ukulele and using some musical terms to describe what I can hear.
Big Questions:	Can I perform with control and awareness of others? Can I describe music and duration, timbre, pitch, beat, tempo, texture and use of silence how it makes me feel?
Contexts for learning	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Begin to understand layers of sounds and discuss their effect on mood and feelings. Appreciation of music linked to topic through Ukulele instrument tuition.
Key Vocabulary	*duration, timbre, pitch, beat, tempo, texture and use of silence*

Art / Technology

Technology - Shell Structures

Links to prior knowledge	How we join materials.
Big Questions:	Can I apply my knowledge of shell structures to design, make and evaluate a box with compartments, using a variety of folds and joins in my product?
Contexts for learning:	Design, make and evaluate a box with compartments to hold class stationery using a variety of folds and joins for strength and structure.

Computing

We are bug fixers
FInding and correcting bugs

Links to prior knowledge	Some knowledge of programming from KS1 using Blue- bots and Scratch - Unit 1.1 - We are treasure hunters; Unit 2.1 - We are astronauts.
Big Questions:	Can I develop a number of strategies for finding errors in programs? Can I build up resilience and strategies for problem solving? Can I increase their knowledge and understanding of Scratch? Can I recognise a number of common types of bugs in software?
Contexts for learning:	Use Scratch to debug programs that accomplish specific goals and use it to see sequences, selection and repetition. Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work, detect and correct errors.

RE

Why do Christians call the day Jesus died 'Good Friday'?

Links to prior knowledge	Knowledge of the Big Story of the Bible and some knowledge of the concept of Salvation
Big Questions:	What happened on Palm Sunday, Good Friday and Easter Sunday? Why do these events matter to Christians? How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday?
Contexts for learning	Explain different types of crosses used by Christians and their significance. Write a diary for Mary, the mother of Jesus, for three important days in Holy Week to reflect her feelings and beliefs about Jesus. Find out how Christians mark these special days today and create an emotion graph for Christians showing how they may feel on Palm Sunday, Good Friday and Easter Sunday.

Key Vocabulary	Technology - design, make, evaluate, shape, join, flange, slot, tab, single foot fold, 3D shapes, product, purpose, materials, structures

Key Vocabulary	Algorithm, bug, code, debug, event, input, output, program, repetition, logical reasoning, sequence, sprite, variable, abstraction

Key Vocabulary	Salvation, Holy Week, Palm Sunday, Good Friday, Easter Sunday, crucifixion, crucifix, resurrection