

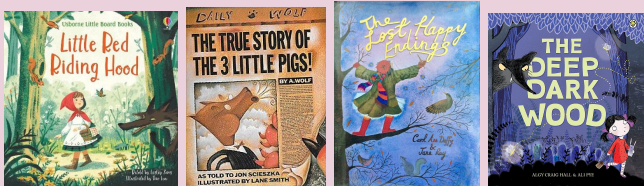



MINI ADVENTURE CONTEXT PLAN



ADVENTURERS 2020-2021 AUTUMN TERM

The Big, Bad Wolf (and other fairy tale creatures)

Key Texts	Key Inspiration
<p>Little Red Riding Hood, Three Little Pigs, The Lost Happy Endings, The Deep Dark Wood</p> 	<p>Pacific NorthWest Art</p> 

Writing		Reading		PSHE	
To write with purpose To use imaginative description		To read accurately To understand texts		Mental wellbeing Caring Friendships	
Big questions:	<p>Can you retell the traditional tale orally?</p> <p>Can you add descriptive language to a traditional tale?</p> <p>Can you innovate your own traditional tale? (using the structures we've read)</p> <p>Can you write a short non-fiction report about wolves using subheadings?</p> <p>Can you form all of your letters with the correct orientation - keeping p, g, y and j on and under the line.</p>	Big questions:	<p>Can you discuss the traditional roles of characters in books?</p> <p>Can you discuss the story from the different characters point of view?</p> <p>Can you predict what will happen in the newer tales of The Lost Happy Endings and The Deep Dark Wood?</p> <p>Can you compare the varying endings of traditional tales and suggest why these might be?</p> <p>Can you read familiar texts with some fluency?</p> <p>How well can you use your phonic knowledge and the context of what you are reading to decode new words?</p>	Big questions:	<p>Can you share how you are feeling today?</p> <p>Can you suggest how we show how we are feeling?</p> <p>Can you explain what helps you if you are feeling negative emotions?</p> <p>Can you suggest how you would help someone who was feeling sad/worried?</p> <p>Is it OK to feel sad/cross/worried?</p>
Contexts for learning	<p>Use talk4writing to retell traditional tales orally.</p> <p>Write character and setting descriptions using adjectives and well chosen verbs.</p> <p>Retell traditional tales.</p> <p>Adapting a traditional tale.</p> <p>Using videos and non-fiction texts for research</p> <p>Handwriting practise (gross and fine motor skills)</p>	Contexts for learning	<p>Sharing the texts.</p> <p>Character speech and thought bubbles</p> <p>Role Play</p> <p>1:1 reading</p> <p>Phonic assessments</p>	Contexts for learning	<p>Visit from Operation Encompass</p> <p>Drawings of what causes us to feel different emotions</p> <p>Circle time discussions.</p> <p>Crafting cards for other people</p>
Key Vocabulary	<p>Adjectives, similes, retell, ascenders, descenders,, traditional tale, openers</p>	Key Vocabulary	<p>Hero, Villain, traditional role, predict</p> <p>Phoneme, grapheme, bled, segment</p>	Key Vocabulary	<p>Emotions, OK, manage, support, care, positive, negative</p> <p>Share , explain, suggest</p>



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Maths		Art and Design		Science	
Place Value		Master techniques - Textiles/Painting		Understanding animals including humans	
Big Questions:	Can you count on and back reliably in ones from any number? Can you explain the meaning of numbers in the part, part whole model? Can you use the part, part whole model to write fact family calculations? Can you explain the relationship between + and -? Can you recall number bonds facts to 10, 20 100?	Big Questions:	Can you identify features of art from another culture (Pacific Northwest)? Can you replicate the Pacific Northwest art style using your chosen medium (paints, pencils and collage)? *Can you design and create a Christmas Card using collage and painting techniques?	Big Questions	Can you recall the 5 main sets of vertebrates? Mammals, fish, birds, reptiles, amphibians Can you classify animals into sets and justify your choices? Can you use the computer to create pictures of animals from the 5 different sets and then label them?
Contexts for learning		Contexts for learning:	Using red and black to create artwork of animals.	Contexts for learning:	Grouping and sorting pictures Matching and sorting animals Reading non fiction posters about the different sets Creating information posters about the 5 sets
Key Vocabulary	<i>Part, part ,whole, addition, add, subtraction, take away, minus, bonds</i>	Key Vocabulary	<i>Technique, replicate, formline, opioid, shape</i>	Key Vocabulary	<i>Mammal, fish, bird, reptile, amphibian, vertebrate, invertebrate, classify, label</i>
PE		Geography		Computing	
Games (Football)		Investigate places and Communicate Geographically		Place Value	
Big Questions:	Can you control the ball using different body parts? Can you run with the ball, dribbling it with your feet? Can you take part in team games and follow the rules? Can you think of ways to adapt the games we play to make it harder/easier? Can you discuss the best tactics to use when playing a game/completing an activity?	Big Questions:	Can you devise maps of real and fictional places using grid references to talk about them? Can you use a 4 point compass to discuss real maps and those you have created? Can you identify the United Kingdom and the continent of North America on a map and globe?	Big Questions:	Can you log on to School360? Can you think of rules to keep us happy and safe when using the computer? Can you say who you would speak to if you are unhappy about what you see online? Can you create pictures using JIT5?
Contexts for learning	Playing our Fairy Tale football games Playing games without the ball then with the ball Dribbling through cones Competitive games.	Contexts for learning	Identifying where we are on the planet and zooming in. Giants view of the classroom/school grounds Creating maps of fairy tales we read. Identifying where wolves can be found - natural habitats	Contexts for learning	Opportunities to log on to the computer and update avatars. Exploring the tools used in JIT5 to create animal pictures.
Key Vocabulary	<i>Dribble, control, instep, speed, space, tactics, opponent/opposition</i>	Key Vocabulary	<i>Map, grid reference, compass, North, East, South, West, continent, Europe, North America, Ocean</i>	Key Vocabulary	<i>Username, password, e-safety, online, cursor, mousepad, left-click, right click</i>



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RE		Music		MFL - French	
Understand Values		Describe music and Compose		Speaking Confidently	
Big Questions:	Can you discuss the Christian belief of God as the Creator? Can you think of ways in which Christians say thank you to God for the world? Can you explain what Christians believe their role is in looking after the world and why it is important?	Big Questions:	Can you identify the different sounds made by instruments in the orchestra? Can you explain why the composer used certain instruments to represent animals in Peter and the Wolf? Can you suggest a new character to add to the story and explain which instrument would be used to represent them? Can you explain how the tempo, pitch and timbre help to create the sense of a character?	Big Questions:	Can you say hello and goodbye in French? Can you ask how others are feeling and understand their response? Can you say how you are feeling when asked? Can you ask for someone's name and tell them yours?
Contexts for learning	Hearing and viewing the Christian story of Creation. Listening to and learning songs that gives thanks (for the harvest). Talk about the world we live in and the things we are thankful for (friendship)	Contexts for learning	Appraising music (3 pieces each week - all of different genres) Viewing the virtual orchestra to identify the different sounds and types of instrument. Opportunities to compose with percussion instruments. Listening and adding to Peter and the Wolf.	Contexts for learning	Whole class practise of vocabulary (reading and speaking) Children to hotseat each other - asking and answering questions. Little cafe role play.
Key Vocabulary	<i>Christian, belief, God, Harvest, celebrate, praise, thankfulness, friendship</i>	Key Vocabulary	<i>Appraise, compose, represent, orchestra, tempo, pitch, timbre, percussion, wood, wind</i>	Key Vocabulary	<i>Bonjour, bonsoir, bonne nuit, comme ci comme ca, ca va bien, ca va mal, comment ca-va?</i>

Opportunities for personal development

Spiritual	Moral	Social	Cultural
Reflection on the wonders of creation.	Making positive choices when playing alongside our friends. Being aware of our e-safety rules.	Continued opportunities for shared time and games with friends to allow children to reconnect. Understanding how friendships work and the difference between friendships and relationships.	To learn about beliefs of other cultures and how these can differ from our own and that this is OK.