



# MINI ADVENTURE CONTEXT PLAN



## PIONEERS 2020-2021 SUMMER TERM - CHANGES

Key Texts	Key transition sources & inspiration	Key Sustainable Development Goals	Key Ambition	Key Artistic Inspiration
<p>You Are Awesome - Matthew Syed</p>  <p>Wonder - R J Palacio</p> 	<p>Social and emotional learning -core skills:</p> 		<p>Young Leaders Award - Archbishop of York Youth Trust</p> 	<p>Henry Moore - Family Group</p>  <p>Abby Jones -Personal emotional space</p> 

Writing	
Use imaginative description. Use sentences appropriately.	
What do I know already?	What do I already know about using imagery to convey emotions? Can I identify the difference between action, dialogue and description?
Big questions:	Can you create your own examples of alliteration/similes/metaphors/personification to convey the emotions you relate to transition? Can you build upon your descriptive writing by interweaving descriptions of characters, settings and atmosphere with dialogue and action to create a transition social story? Can you use modal verbs to show possibilities and different outcomes? Can you use commas with accuracy?
Contexts for learning	Creating social stories which explore and reflect emotions about transitions or big changes. Drama and role play to explore themes of positive relationships, conflict resolution and respectful responses to opposing views (see PSHE)
Key Vocabulary	Alliteration, metaphor, personification, convey, description, character, setting, action, modal verbs, commas, clauses

Reading	
To understand texts	
What do I know already?	What does it mean to summarise the overall meaning of a non-fiction text? Do I understand how You Are Awesome is structured? - Can I identify quotes, opinion and anecdotes (stories).
Big Questions:	Can I summarise the main ideas from each chapter of You Are Awesome? What is the main point the author is trying to make with each chapter? How do the real-life examples/anecdotes support these ideas? What is the overall theme and message of the whole book? Can you retrieve relevant information from You Are Awesome and relate this to your own situation? Can you distinguish between fact and opinion in You Are Awesome? How does Matthew Syed build credibility?
Contexts for learning	You Are Awesome -shared as class novel would be. Working to understand the structure and summarise the overall message of each chapter, see PSHE for reflective work based upon the chapters, supporting a positive transition
Key Vocabulary	Summarise, main ideas, fact, opinion, point, evidence, explain, theme, retrieve, information

Maths	
Fractions (including decimals)	
What do I know already?	What is an integer? What equivalent decimals and fractions can I already name?
Big Questions:	Can I Round decimals with two decimal places to the nearest whole number and to one decimal place? Can I read, write, order and compare numbers with up to three decimal places? Can I identify the value of each digit in numbers given to three decimal places? Can I solve problems involving numbers up to three decimal places? Can I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths? Can I read and write decimal numbers as fractions? Can I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents? Can I multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places?
Contexts for learning	Varied fluency, problem solving and exploration of decimal and fraction representations.
Key Vocabulary	Decimal, fraction, integer, tenth, hundredth, thousandth, decimal place, place value, equivalent

PSHE	
Relationships. Living in the wider world. Health and wellbeing.	
<b>What do I know already?</b>	<b>What vocabulary choices and ways of expression my feelings (including use of imagery) can I remember from 'All the things that could go wrong'?</b>
<b>Big Questions:</b>	<p>Can you identify things that affect your mental health and your mood? Can you find the right vocabulary choices to articulate the range and intensity of your emotions about issues such as transition?</p> <p>Can you reflect and set yourself goals and high aspirations to enable you to have a positive transition?</p> <p>Can you discuss upcoming changes in your life, and recognise you may have conflicting emotions? Can you recognise when to listen to your emotions and when you may need to overcome them?</p> <p>Can you recognise and empathise with the feelings of others? Can you respond in appropriate ways?</p> <p>How can you ensure your actions affect you and others in a positive way?</p> <p>What strategies do you have to resolve differences with others? What is negotiation? Can you give appropriate rich and constructive feedback? Can you resolve conflicts by considering issues and events from others' points of view? How can you show respect for an opposing viewpoint?</p> <p>What makes a positive relationship? How do you form and maintain positive and healthy relationships, especially in times of change?</p> <p>Do you know key ways your body and emotions may change as you approach puberty? Do you understand how humans reproduce?</p>
<b>Contexts for learning</b>	<p>Transition activities including: reading timetables, becoming familiar with the school layout, time management, organisation.</p> <p>Discussion and exploration of the conflicting emotions associated with transition, including for Y5</p> <p>Read 'You are Awesome' - explore Growth Mindset - identify our own 'forkpoints' and work to break down barriers to a goal of positive transition, considering the concept of marginal gains.</p> <p>See above Social Stories (writing)</p>
<b>Key Vocabulary</b>	Mood, emotion, transition, conflicting emotions, empathy, resolve, differences, negotiation, constructive feedback, criticism, relationship

Science	
To work scientifically. To investigate materials.	
<b>What do I know already?</b>	Can I identify independent and dependent variables?
<b>Big Questions:</b>	<p>Can you plan a scientific enquiry? Can you recognise and control variables?</p> <p>Can you choose what apparatus, equipment and techniques to use in order to answer a scientific question?</p> <p>Can you decide how to collect and record data? Can you decide how best to present data and report your results?</p> <p>Can you describe the process of dissolving, including how to tell if a material will dissolve or not?</p> <p>Can you explain how dissolving is an example of reversible change and how to recover a substance from a solution?</p>
<b>Contexts for learning:</b>	<p>Scientific enquiry led sessions to establish:</p> <ul style="list-style-type: none"> <li>- which materials do/ do not dissolve and how this can be scientifically proven.</li> <li>- investigate what variables might affect the rates of dissolving, and to use particle theory to explain how these variables affect the rate of dissolving.</li> <li>- reversible change and how to recover a substance from a solution</li> </ul>
<b>Key Vocabulary</b>	<i>Solute, solutions, substance, dissolve, reversible change, variable, rate, independent variable, dependent variable</i>

Art	
<b>What do I know already?</b>	What can I remember about creating line, texture and pattern from my observational drawing learning?
<b>Big Questions:</b>	<p>Can you create abstract sculptures, intentionally changing proportions to portray different emotions?</p> <p>What tools would you use to carve, add texture, shape and pattern to your sculpture? Can you evaluate why your chosen tool(s) were the best choice for carving/adding your chosen textures, shapes and patterns?</p> <p>Can you create sculptures that have both visual qualities and tactile qualities? Can you explain how your chosen visual and tactile qualities combine to create the portrayal of your chosen emotion?</p>
<b>Contexts for learning</b>	<p>Respond to the work of Henry Moore and Abby Jones.</p> <p>Compare to sculptures with real-life proportions - consider how intentionally changing proportions can portray emotions.</p> <p>Discover and refine techniques to shape, carve, pattern and texture clay. Use these techniques to create emotional figures.</p>
<b>Key Vocabulary</b>	Abstract, carve, texture, shape, pattern, sculpt, proportions, tactile, visual

French	
Speak confidently	
<b>What do I know already?</b>	How to communicate simple sentences in French; how to use pronouns and some adjectives in French
<b>Big Questions:</b>	<p>Can I take part in conversations to seek and give information?</p> <p>Am I able to include imaginative and adventurous word choice?</p>
<b>Contexts for learning</b>	<p>Learn French vocabulary for places in and around school, follow instructions in the classroom in French and ask common questions in French.</p>
<b>Key Vocabulary</b>	Vocabulary around school and routines

RE	
Kingdom of God	
<b>What do I know already?</b>	That Jesus is a King who came to earth for salvation
<b>Big Questions:</b>	What kind of King is Jesus?
<b>Contexts for learning</b>	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
<b>Key Vocabulary</b>	<i>Kingdom of God, interpretation, community, belief, worship, service</i>

PE	
Gymnastics	
<b>What do I know already?</b>	What is a sequence in gymnastics? What movements and ways of moving and linking movements can I already perform?
<b>Big Questions:</b>	Can I create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, twisting, stretching, gestures and linking skills? Can I hold shapes that are strong, fluent and expressive. Can I include in a sequence set pieces, choosing the most appropriate linking elements? Can I vary speed, direction, level and body rotation during floor performances? Can I demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
<b>Contexts for learning</b>	Develop complex gymnastic sequences by: <ul style="list-style-type: none"> <li>- Practising and developing shapes, both static and moving.</li> <li>- Rehearsing linking movements and balances together</li> <li>- Developing speed, direction and body rotation through repeated rehearsal and development of skills</li> </ul>
<b>Key Vocabulary</b>	<i>Sequences, complex, travelling, balances, swing, sprong, flight, vault, inversion, rotate, gesture, linking, kinesthetic</i>

Music	
Compose ; Perform	
	How to combine rhythm, beat and pulse
	Can I create rhythmic patterns with an awareness of timbre and duration? Am I able to thoughtfully select elements for a piece in order to gain a defined effect? Am I able to use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play?
<b>Contexts for learning</b>	Use outdoor, natural materials to create rhythm and pulses that go together, using the music of 'Stomp!' as inspiration. Transcribing rhythms onto musical staves.
	Note, rhythm, beat, crochet, minim, semibreve, timbre

Opportunities for personal development			
Spiritual	Moral	Social	Cultural
To reflect upon the Kingdom of God and consider how connections to biblical texts and the teachings of Jesus might shape and offer a valuable perspective upon issues and challenges within their own lives, for example transition worries and concerns.	To use the learning gained in achieving the Young Leaders Award to understand moral obligations and to 'Be the change they want to be' To understand, through learning in PSHE that everyone can have a meaningful impact upon the lives of others'.	To consider ways they can collectively support one another with a shared goal of positive transition. To understand key changes that will happen to themselves and their peers during puberty, that how and when these changes happen are unique to themselves. To be understanding of these changes and know ways to support one another, developing empathy.	To gain a deeper insight into the ways in which working scientifically and the accurate reporting of data makes their scientific claims reliable and accurate, therefore understanding how and why to query the scientific and data claims of others', such as in the media. To gain an appreciation of how emotion can be portrayed using art.