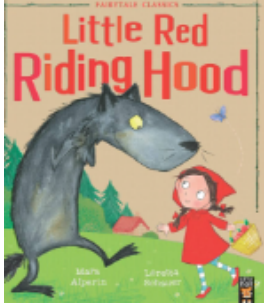






LEARNING JOURNEY CONTEXT PLAN



Adventurers – Autumn 1

Key Texts		Key Questions	Key Artistic Inspiration
 <p>Little Red Riding hood by Mara Alperin</p>	 <p>The Owl Who was Afraid of the Dark by Jill Thomlison</p>	<p>What is the geography of where I live like?</p> <p>Who is Muslim and how do they live?</p> <p>Which animals hunt and which animals are hunted?</p> <p>What does music mean to me?</p>	 <p>Sculptures - Andy Goldsworthy</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To work together in our new classroom environment, recognising our individuality, similarities and differences.</p> <p>To love our school and follow our school rules.</p> <p>Loving our environment, where we live and who we are.</p> <p>Sharing ideas based on Great Big Green Week and thinking about a sustainable future.</p>	<p>Creating our own stories based on traditional tales.</p> <p>Making their own maps of the local area</p>	<p>Exploring our school and local environment including animal habitats.</p> <p>In Forest Based Learning exploring the environment, seasonal changes through knot tying, den building, scavenger hunts and creating environmental art.</p>

Time to Shine opportunities
<p>Demonstrate knowledge of our local area</p>

Writing	Reading	Maths
Composition	Understand texts	Place Value
Narratives		
Links to prior knowledge: Narrative	Links to prior knowledge: Reading Summer 2 (Y2) Reading Summer 2 (Year 1)	Links to prior knowledge: Place value
Concept Thresholds: Year 1 To leave spaces between words. To punctuate sentences with capital letters and full stops. To sequence sentences to form short narratives. To use suffixes to make plurals -es or s. To use adjectives. Year 2 To plan what they are going to write about. To read aloud what they have written To use statement sentences. To use adjectives and begin to use expanded noun phrases. To use sentence openers. To add suffixes where the root word does not change (ing, est, ed, er).	Concept Thresholds: To read common exception words. To make inferences based on what is being said and done. To ask and answer questions. To read suffixes where the root word does not change. For spellings – see spelling overview Autumn 1	Concept Thresholds Can you sort, count and represent numbers within 10, 20, 50 or 100? Can you count on and back in ones from any number within 10, 20, 50 or 100? Can you compare numbers? Can you write the numbers to 10, 20, 50 or 100 in words? Can you recall number bonds to 10 and quick double facts? 0 + 10, 1 + 9, 2 + 8 etc...
Contexts for learning: Sharing the Little Red Riding Hood story and using this to base their own one upon.	Contexts for learning: Reading from Rocket Phonics.	Contexts for learning: Place Value
Key Vocabulary: Narrative, punctuation, capital letter, full stop, statements, verbs, sentence openers.	Key Vocabulary: fluency, vocabulary, inference, sequencing.	Key Vocabulary: Sort, count, represent, one digit, 2 digit, greater than, less than, equal. numeral
Music	Geography	Science
What does music mean to me?	What's the geography of where I live like?	Biology
		Living Things and their basic needs
Links to prior knowledge: pulse, rhythm, patterns	Links to prior knowledge: understanding of our local area from last year. Use of basic map skills.	Links to prior knowledge: animal habitats including microhabitats
Concept Threshold: Copy and play rhythms and patterns Find the pulse and play a steady beat Sing and perform	Concept Threshold: What is Geography all about? Whereabouts in the United Kingdom do I live? What does the Geographical Information System (GIS) in Google Earth tell me about the Geography of my local area? What are the main land uses in my area? How can we introduce people to the physical and human geography of our local area?	Concept Threshold: Name habitats that different animal types live in. Classify objects found in the natural environment. Construct a food chain that starts with a plant and has the arrows pointing in the correct direction to explain what an animal eats. Go on an outdoor hunt and find things that are alive, dead or have never been alive.
Contexts for learning: working as groups and individually to perform.	Contexts for learning: An introduction to what Geography is about, Children will distinguish between human and natural geography (or semi-natural). We will use Google Earth and our own local study to understand key concepts such as location, distribution and change.	Contexts for learning: Explore a variety of habitats and use the outdoor environment.
Key Vocabulary: rhythm, patterns, pulse, beat, perform.	Key Vocabulary: Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat;	Key Vocabulary: Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed

	Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.	
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Computing	RE	PSHE
Code	Who is Muslim and how do they believe?	Mental Wellbeing
Links to prior knowledge: we collected data using Google Sheets.	Links to prior knowledge: Sacred spaces	Links to prior knowledge: Zones of Regulation
Concept Threshold: Can you sort and classify a group of items by answering questions? Can you collect data using tick or tally charts? Can you take, edit and enhance photographs? Can you use Google Sheets to produce basic charts? Can you record information on a digital map?	Concept Threshold: Who is Allah? How do Muslims know what Allah is like? What is the Shahadah? What do stories about Prophet Mohammad teach Muslims? What message was given to Prophet Mohammad? What do Muslims believe and how do they live?	Concept Threshold: Kindness We all have feelings Good and not so good feelings Big feelings Changes
Contexts for learning: Data collection	Contexts for learning: Learning about the Muslim faiths and listening to stories such as 'The Prophet and the Ant' and 'The Crying Camel'.	Contexts for learning: Exploring zones of regulations.
Key Vocabulary: branching database, data, tally charts	Key Vocabulary: Muslim, Arabic, Allah, Qu'ran, Prophet Ibrahim, Muhammad, Messenger, Shahadah, Adhan Five pillars, Salah, Zakah, Sawm, Hajj	Key Vocabulary: happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, good feelings, not so good feelings, comfortable, not comfortable, change, permanent, temporary.
Art	DT	PE
Master Techniques	Slider Mechanism	Dance/Yoga
Sculpture		Cricket
Links to prior knowledge: Making clay sculptures in Y1	Links to prior knowledge: wheeled mechanisms	Links to prior knowledge: Team games
Concept Thresholds: Use combination of shapes Include lines and textures	Concept Thresholds: What existing products use slider mechanisms? What does your product need to include (product design)? What worked well and what could be improved about your product?	Concept Thresholds: Use the terms 'opponent' and 'team-mate'. Use rolling, throwing, running, jumping and catching skills in combination. Develop tactics. Lead others when appropriate.
Contexts for learning: Using the outdoor environment to create natural sculptures	Contexts for learning: Creating a moving picture based on Little Red Riding Hood using a slider mechanism.	Contexts for learning: cricket
Key Vocabulary: 3D, sculpt	Key Vocabulary: slider, pivot, design, create, evaluate	Key Vocabulary: opponent, team-mate, rolling, catching