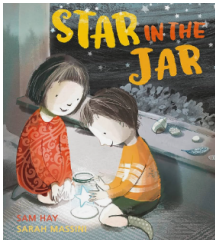






LEARNING JOURNEY CONTEXT PLAN



Adventurers – Autumn 1

| Key Texts | | Key Questions | Key Artistic Inspiration |
|---|---|---|--|
|  <p>Star in a Jar by Sam Hay</p> |  <p>Alfie's Star by Pie Corbett</p> | <p>What do Christians believe God is like?</p> <p>Can you identify and name a variety of plants and animals in their habitats, including micro-habitats?</p> <p>Why does it matter where our food comes from?</p> <p>Who cares for you?</p> |  <p>Using drawing techniques to draw minibeasts</p> |

| Hearts, Hands, Heads - Loving, Learning, Living | | |
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| Loving - Hearts | Learning - Heads | Living - Hands |
| To work together in our new classroom environment, recognising our individuality, similarities and differences. To love our school and follow our school rules. | To write a narrative based on Alfie's Star. To use compass points when reading maps and exploring our environment. To learn about micro habitats and how they support animals that live in them. | In Forest Based Learning exploring the environment, habitats, micro-habitats and trees within our school grounds. |

| Time to Shine opportunities |
|---|
| To share our knowledge in Science and living things and their habitats. |

| Writing | | Reading | Maths | |
|--|--|---|--|--|
| Composition | | Understand texts | Place Value Addition and subtraction | |
| Narratives | | | | |
| Links to prior knowledge: Narrative in Y1 and simple sentence structure Rec. | | Links to prior knowledge: Reading Summer 2 (Y2) Reading Summer 2 (Year 1) | Links to prior knowledge: Place value | |
| <p>Concept Thresholds: Year 1 To spell days of the week To use prefix -s or -es To use suffix where the root word does not change</p> <p>To form lower case letters To form capital letters To form numbers 0-9</p> <p>To say what they’re going to write out loud To compose sentences orally To sequence sentences to form short narratives</p> <p>To leave spaces between words. To use the conjunction and. To punctuate sentences with capital letters and full stops.</p> <p>To use capital letters for names and days of the week.</p> | <p>Year 2 To spell compound words</p> <p>To form lower case letters correct and relative size to one and other. To form capital letters To use finger spaces that reflect the size of the letters.</p> <p>To say what they’re going to write out loud To record ideas and key words</p> <p>To use capital letters and full stops To use coordination (and, or, but) To use statement sentences To use adjectives To use verbs</p> <p>To use capital letters for names and days of the week.</p> | <p>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</p> | <p>Concept Thresholds Year 1 <i>Place Value</i> To count objects and count objects from a larger group. To represent objects. To count on and back (within 10). To count on and back (within 20).</p> <p>To know 1 more and 1 less than a number (within 20). To add numbers to a number line (up to 20) To compare numbers to 20. To order numbers to 20.</p> <p><i>Addition and Subtraction</i> To add together (part, part whole). Number bonds to 10 Number bonds to 10 (systematically) Number bonds to 20</p> <p>To add 1 (within 20) To double To find a part (subtraction) To find the difference. To solve missing number problems.</p> <p><i>Place Value</i> To count in tens. To count tens and ones. To partition tens and ones. To find place value of numbers on a number line.</p> | <p>Year 2 <i>Place Value</i> To recap making numbers to 20 using pictorial, numeral and written form.</p> <p>To know 1 more and 1less than a given number. To add numbers to a number line (up to 100). To compare numbers (up to 100) To order numbers(up to 100).</p> <p><i>Addition and Subtraction</i> To add together (part, part wholes) Number bonds to 10 Number bonds to 10 (systematically) Number bonds to 20.</p> <p>To add 1s (within100). To add near doubles. To add 3,1 digit numbers. To know fact families. To find a part (subtraction) To find the difference. To solve missing number problems.</p> <p><i>Place Value</i> To count in tens. To count tens and ones. To partition tens and ones. To use place value charts To find place value of numbers on a number line.</p> |
| Contexts for learning: Talk for Writing Alfie’s Star | | Contexts for learning: Reading from Rocket Phonics. | Contexts for learning: Place Value and Addition and Subtraction | |
| Key Vocabulary: Narrative, punctuation, capital letter, full stop, statements, verbs. | | Key Vocabulary: fluency, vocabulary, inference, sequencing. | Key Vocabulary: Sort, count, represent, one digit, 2 digit, tens, ones, greater than, less than, equal. numeral, number, written form | |
| Music | | Geography | Science | |
| Musicianship | | Why does it matter where our food comes from? | Biology | |
| | | | Investigate Living Things | |
| Links to prior knowledge: to progress musical knowledge and vocabulary from | | Links to prior knowledge: | Links to prior knowledge: animal types. | |

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| previous year. | | |
| Concept Threshold: To use body percussions. To begin to move in time with a steady beat. To follow call and response through singing. To introduce a melodic pattern. | Concept Threshold: Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quicks Dairy farm in Devon make cheese? How does our list of favourite fruit and vegetables compare with the favourites of other people? Why is it important to know all about sugar? Why does John have so many happy customers at his shop? | Concept Threshold: Can you identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other? Can you identify and name a variety of plants and animals in their habitats, including micro-habitats? Can you work scientifically to identify and classify? |
| Contexts for learning: Creating soundscapes to reflect animal habitats. | Contexts for learning: Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an introduction to farming and farms for younger geographers. | Contexts for learning: Learning animal habitats and micro-habitats |
| Key Vocabulary: melody, rhythm, pattern, beat, tune and untuned, soundscape | Key Vocabulary: Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; County; Devon; SouthWest England; UnitedKingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition. | Key Vocabulary: <i>habitat, animals, micro-habitat, plants,</i> |

| Computing | RE | PSHE |
|---|--|--|
| Technology around us | What do Christians believe God is like? | Families and people who care for me |
| Links to prior knowledge: Using chromebooks in KS1/EYFS | Links to prior knowledge: Big Frieze | Links to prior knowledge: Respectful relationships (Year A). |
| Concept Threshold: To identify technology. To identify a computer and its main parts. To use a mouse (touch pad) in different ways. To use a keyboard to type on a computer. To use the keyboard to edit text To create rules for using technology responsibly. | Concept Threshold: Where is God in the big story of the bible? What is a parable? What do Christians believe that the parable of the Lost Son tells us about God? How do Christians show they are loving? How do Christians show they are forgiving? How do Christians put their beliefs into practise? | Concept Threshold: To know about people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers. To know the role these people play in their lives and how they care for them. To know what it means to be a family and how families are different e.g. single parents, same-sex parents, etc. To know about the importance of telling someone and how to tell them if they are worried about something in their family. |
| Contexts for learning: Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. They will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable. | Contexts for learning: Listen to the parable of the Lost Son. | Contexts for learning: circle time discussions & sharing stories e.g. All about Families’. |
| Key Vocabulary: technology, computer, mouse, trackpad, keyboard, screen, double-click, typing. | Key Vocabulary: God, Bible, parable, forgive, love, Lost Son, prayer, pray, Christians. | Key Vocabulary: family, friend, care, single-parent, same-sex family, |
| Art | | PE |

| Master Techniques | | Games/Commando Joes |
|---|--|---|
| Drawing | | Cricket |
| Links to prior knowledge: | | Links to prior knowledge: Team games |
| Concept Thresholds: To draw lines of different sizes and thickness. To show pattern and texture. To show different tones by using coloured pencils. | | Concept Thresholds: <ul style="list-style-type: none">• Use the terms ‘opponent’ and ‘team-mate’.• Use rolling, throwing,, running, jumping and catching skills in combination.• Lead others when appropriate. |
| Contexts for learning: Drawing minibeasts found in our local habitat | | Contexts for learning: cricket |
| Key Vocabulary: lines, textures, thickness, pattern, tones. | | Key Vocabulary: opponent, team-mate, rolling, catching |