



The Creative Learning Journey

Cracking contraptions - Ash topic wheel

Wow Starter: Exploration of past inventions

Final Event: ThinkTank Museum, Birmingham



UNDERSTANDING THE WORLD

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans KS1

- sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores

Seasonal changes KS1

- sc18 observe changes across the four seasons
- sc19 observe and describe weather associated with the seasons and how day length varies.

Living things and their habitats KS1

- sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Uses of everyday materials KS1

- sc29 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- sc30 find out how the shapes of solid objects made from same materials can be changed by squashing, bending, twisting and stretching.

Core Skills across the Key Stage KS1

- h1 I can use common words and phrases related to the passing of time
- h2 I can place objects, people and events into chronological order
- h3 I can talk about different ways of life at different times
- h4 I have a wide vocabulary of common historical terms
- h5 I can ask and answer questions about the past
- h6 I can identify key features of stories and events to help me to understand their importance
- h7 I can use sources of information to find out about the past

Working scientifically LKS2

- sc32 asking relevant questions and using different types of scientific enquiries to answer them

sc33 setting up simple practical enquiries, comparative and fair tests

sc40 using straightforward scientific evidence to answer questions or to support their findings.

Plants LKS2

- sc75 identify the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Electricity LKS2

- sc76 identify common appliances that run on electricity
- sc76 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- sc77 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- sc78 recognise that a switch opens and closes a circuit and associate this with whether or not a light glows in a simple series circuit
- sc79 recognise some common conductors and insulators, and associate metals with being good conductors.

PHYSICAL EDUCATION

KS1

- pe1 I can run safely, controlling my speed and direction
- pe1.1 I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- pe1.2 I can send and receive a ball or other apparatus in different ways (throw, kick, throw, strike)
- pe1.3 I can control my movements in gymnastics and show how I can balance, roll, twist or climb safely
- pe1.4 I can perform a sequence in gymnastics to demonstrate control, co-ordinated movement in direction, level and speed
- pe1.5 I can cooperate with a partner or small group to develop my skills, showing awareness of others' needs
- pe1.6 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- pe1.7 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

LKS2

- pe4 I can tell you how I have developed my athletic skills, and which is strongest and which athletic events I prefer
- pe5 I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- pe6 I can perform fluent gymnastic sequences to demonstrate my control and balance
- pe7 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements
- pe8 I can tell you about outdoor and adventurous activities I have achieved on my own
- pe9 I can tell you about outdoor and adventurous activities I have achieved in a team
- pe10 I can show you how I have improved in different activities over time
- pe11 I can tell you my personal best in a particular activity and my aspirations for the future

Swimming and water safety LKS2

- pe10 I can swim unaided in a recognised style over a distance of 25m
- pe10.1 I can demonstrate self-rescue in a recognised style
- pe10.2 I can demonstrate self-rescue in a recognised style

COMMUNICATION AND LANGUAGE

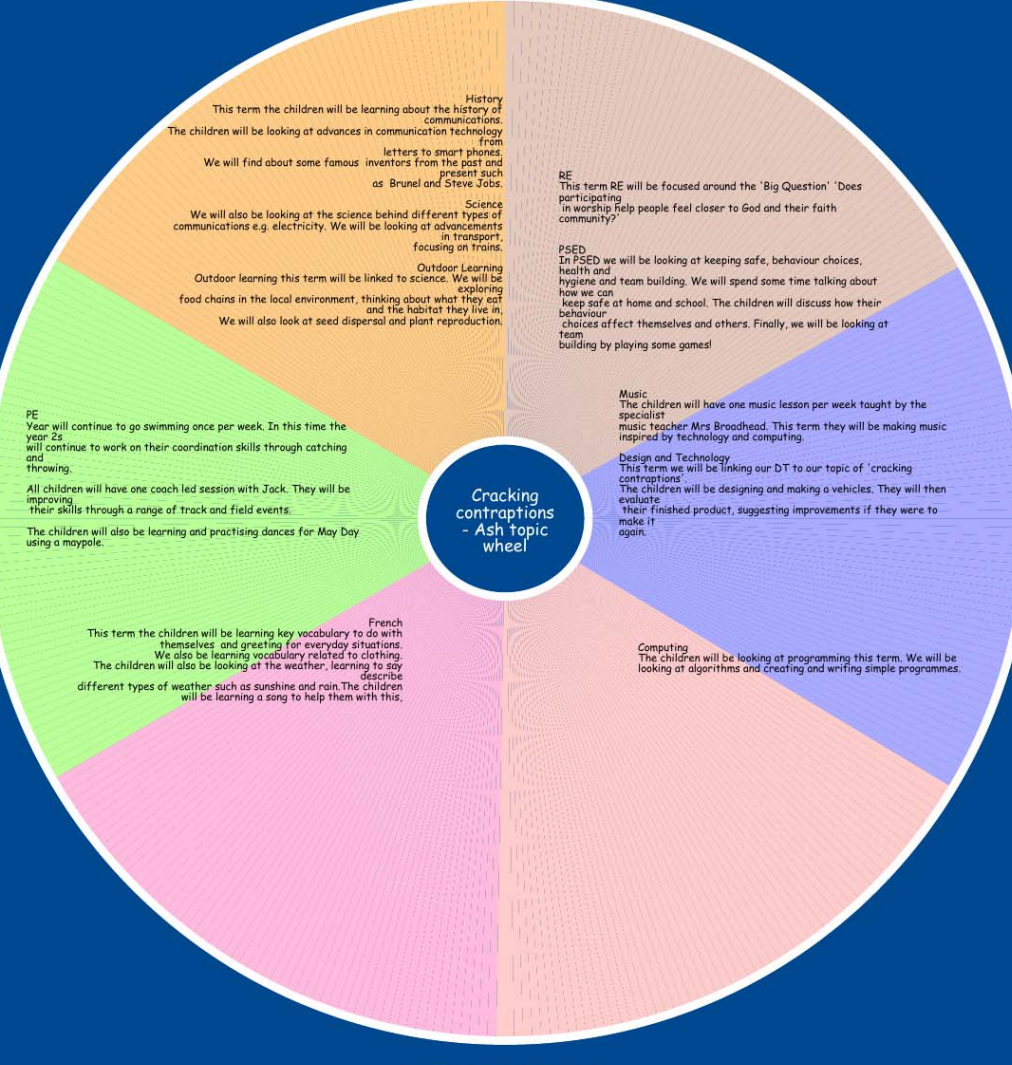
LKS2

- fl1 I can understand what is being said to me and respond correctly
- fl2 I can sing songs and say poems in another language and know what the words mean
- fl3 I can spell and pronounce the words correctly in the songs and poems I know
- fl4 I can have a conversation including asking and answering questions
- fl5 I can express my own and understand others' opinions
- fl6 I can ask for clarification of information or for help
- fl7 I can speak in a grammatically correct sentence
- fl8 I can pronounce words correctly so that I am understood
- fl9 I know which stories, poems and songs I like and prefer
- fl10 I can speak and write about everyday life
- fl11 I know that some words are governed by gender
- fl12 I can unscramble some high-frequency words

OUTDOOR LEARNING

Outdoor learning will focus on science this term. The children will be looking at seed dispersal, habitats and food chains

They will also be taking part in team building activities.



PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- pe17 Able to make 'I' statements instead of blaming others
- pe18 Beginning to understand that they have more responsibilities to meet the needs of living things
- pe19 Begin to understand what harms their local, natural and built environments.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- pe24 Be able to evaluate their own experiences to set simple goals

PSED Developing a healthy, safer lifestyle KS1

- ph8 Make simple choices that improve their health and well being.
- ph9 Maintain personal hygiene.
- ph10 Understand that certain actions spread disease.
- ph11 Understand rules for keeping safe in the environment (roads, railway, people, fire, water)
- ph12 Make sensible choices (food, games, television, money).
- ph13 Understand that all household products including medicines, can be harmful if not used properly.

PSED Developing good relationships and respecting the differences between people LKS2

- pe21 Identify and describe the differences and similarities between people.
- pe22 Understand there are different types of teasing and bullying. That bullying is wrong, and how to get help to deal with it
- pe23 Consider social and moral dilemmas that they come across every day.

RE - Learning From Religion KS1

- rf17 Ask puzzling questions and communicate their responses.

RE - Learning From Religion LKS2

- rf18 Identify what matters to them and others including those with religious commitments
- rf20 Recognise that religious teachings and ideas make a difference to individuals, families and the local community

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- pe25 Be able to talk about their views on issues that affect themselves and their class
- pe26 Begin to recognise their worth as individuals by identifying positives and their achievements
- pe27 Be able to face new challenges positively and know when to seek help.

PSED Developing good relationships and respecting the differences between people LKS2

- pe28 Able to empathise with another viewpoint
- pe29 Consolidate understanding of differences and similarities between people.

RE - Learning From Religion LKS2

- rf21 Reflect on what it means to belong to a faith community
- rf22 Respond to the challenges of commitment in their own lives
- rf24 Discuss their own religious beliefs.

Learning About Religion LKS2

- ra22 Investigate the importance of religion in the local community
- ra23 Begin to consider the meaning of a range of forms of religious expression
- ra24 Begin to learn specialist vocabulary to communicate their knowledge and understanding
- ra25 Begin to use information about religions from a range of sources.

EXPRESSIVE ARTS AND DESIGN

Design KS1

- de1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- de2 I can explain how my design will meet the needs of the users
- de3 I can draw and talk about what I am going to make
- de4 I can make a realistic model of my design

Make KS1

- me1 I can use scissors for cutting and shaping
- me2 I can join materials in a variety of ways
- me3 I can use simple finishing techniques to improve my product
- me4 I can select the appropriate materials and tools for my design
- me5 I can create things using a variety of materials and components, including construction materials
- me6 I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- ev1 I can look at things other people have made and tell you what I like or dislike
- ev2 I can talk about exciting products and tell you how they might be improved for the user/customer
- ev3 I can talk about how clearly my finished product matches my design
- ev4 I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- tk1 I know make models and can explain how to make them stronger
- tk2 I can tell you some ways to make structures stiff for more stable
- tk3 I know designed a product that uses clever or creative ideas
- tk4 I know designed a product that has wheels and axles

KS1

- mus1 I can sing songs using my voice to show the meaning of the words and how
- mus2 I can repeat chants and rhymes with expression
- mus3 I can use my voice in different ways
- mus4 I can play an untuned instrument in a piece of music
- mus5 I can play a tuned instrument in a piece of music
- mus6 I can sit and listen attentively to recorded music
- mus7 I can concentrate when listening to music and describe what I think and how the music makes me feel
- mus8 I can explore sounds by changing and combining them to create the effect I want
- mus9 I understand loud/soft, fast/slow and high/low

Design LKS2

- de5 I can talk about my product and explain my design ideas and where they come from

LKS2

- de6 I can sing in a group, or on my own, with expression, awareness of others and in tune
- de7 I can play instruments with accuracy and control
- de8 I can play instruments with fluency and expression to reflect the intention of the music
- de9 I can play a tuned instrument in a piece of music
- de10 I can sit and listen attentively to live music
- de11 I can concentrate when listening to music and describe what I think and how the music makes me feel
- de12 I can explore sounds by changing and combining them to create the effect I want
- de13 I understand loud/soft, fast/slow and high/low

Technical knowledge LKS2

- tk5 I know make models and can explain how to make them stronger
- tk6 I can tell you some ways to make structures stiff for more stable
- tk7 I know designed a product that uses clever or creative ideas
- tk8 I know designed a product that has wheels and axles

LKS2

- mus10 I can sing in a group, or on my own, with expression, awareness of others and in tune
- mus11 I can play instruments with accuracy and control
- mus12 I can play instruments with fluency and expression to reflect the intention of the music
- mus13 I can play a tuned instrument in a piece of music
- mus14 I can sit and listen attentively to live music
- mus15 I can concentrate when listening to music and describe what I think and how the music makes me feel
- mus16 I can explore sounds by changing and combining them to create the effect I want
- mus17 I understand loud/soft, fast/slow and high/low

MATHEMATICS AND COMPUTING

KS1

- cs1 I know that an algorithm is an instruction in a computer program
- cs2 I can write a simple computer program
- cs3 I can find and correct a problem in my program
- cs4 I can predict what will happen by 'reading' a program

LKS2

- cs5 I can solve problems by breaking them down into progressive steps
- cs6 I can ensure that programs follow a sequence from one instruction to the next
- cs7 I can make a program select a particular set of instructions using IF-ELSE-END
- cs8 I can make a program repeat a set of instructions (using FOR-NEXT)
- cs9 I can use logical reasoning to interpret how an algorithm works and then modify any errors



The Creative Learning Journey

Ash Class - Maths and Literacy

Wow Starter: Exploration of past inventions

Final Event: ThinkTank Museum, Birmingham

Teacher: MissNixey
School: Chesterton Primary



MATHEMATICS AND COMPUTING

- Number - number and place value KS1**
- m33 recognise the place value of each digit in a two-digit number (tens, ones)
 - m34 identify, represent and estimate numbers using different representations, including the number line
 - m36 read and write numbers to at least 100 in numerals and in words
 - m37 use place value and number facts to solve problems.
- Number - addition and subtraction KS1**
- m38 solve problems with addition and subtraction;
 - m39 using concrete objects and pictorial representations, including those involving numbers, quantities and measures;
 - m40 applying their increasing knowledge of mental and written methods
 - m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 - m42 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - m43 a two-digit number and ones
 - m44 a two-digit number and tens
 - m45 two two-digit numbers
 - m46 adding three one-digit numbers
 - m47 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
 - m48 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Number - multiplication and division KS1**
- m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
 - m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
 - m51 show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
 - m52 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Measurement KS1**
- m60 compare and sequence intervals of time
 - m61 tell and write the time to five minutes, including quarter past to the hour and draw the hands on a clock face to show these times
 - m62 know the number of minutes in an hour and the number of hours in a day
- Geometry - properties of shapes KS1**
- m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
 - m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
 - m65 identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)
 - m66 compare and sort common 2-D and 3-D shapes and everyday objects.
- Statistics KS1**
- m72 know the number of seconds in a minute and the number of days in each month, year and leap year
 - m73 compare durations of events (for example to calculate the time taken by particular events or tasks)
- Number - number and place value KS2**
- m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
 - m82 compare and order numbers up to 1000
 - m83 identify, represent and estimate numbers using different representations
 - m84 read and write numbers up to 1000 in numerals and in words
 - m85 solve number problems and practical problems involving these ideas.
- Number - addition and subtraction KS2**
- m87 a three-digit number and ones
 - m88 a three-digit number and tens
 - m89 a three-digit number and hundreds
 - m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 - m91 estimate the answer to a calculation and use inverse operations to check answers
 - m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Number - multiplication and division KS2**
- m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
 - m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
 - m95 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- Measurement KS2**
- m106 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
 - m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
 - m108 know the number of seconds in a minute and the number of days in each month, year and leap year
 - m109 compare durations of events (for example to calculate the time taken by particular events or tasks)
- Geometry - properties of shapes KS2**
- m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
 - m111 recognise angles as a property of shapes or a description of a turn
 - m112 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Ash Class - Maths and Literacy

This term the children will be recapping addition and subtraction. They will be revisiting columnar methods and applying these to word problems.

The children will continue to work on their skills of telling and reading the time on analogue and digital clocks, including the use of Roman numerals.

We will also be looking at solving problems relating to time, including time duration.

The children will be consolidating their knowledge of place value up to 4 digits.

The children will recap their knowledge of the properties of 2D and 3D shapes and look again at angles, including right angles, acute and obtuse angles.

The children will prepare for SATs by practising and applying taught methods and knowledge to mathematical problems. Finally, the children will be learning how to use formal methods to solve multiplication problems.

Literacy

This term the children will be learning about story writing. They will study a science fiction text, identifying key themes, looking at characters, settings and plots.

The children will have a go at planning and writing their own science fiction stories. We will be looking at the skills of drafting, editing and improving our work thinking about a writer's craft.

The children will continue to have one dedicated grammar lesson per week which will be linked to our science fiction theme. The children will learn how to use subordinating clauses, speech marks, sentence openers, apostrophes and conjunctions.

The children will be learning how to write explanation texts. These will be linked to our design and technology where they will be explaining how vehicles move.

Finally, we will be looking at instructional texts and will be writing our own instructions on how we made our vehicles in design and technology.

LITERACY

- Reading - word reading KS1**
- e81 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
 - e82 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
 - e83 read accurately words of two or more syllables that contain the same graphemes as above
 - e84 read words containing common suffixes
 - e85 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 - e86 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
 - e87 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
 - e88 re-read these books to build up their fluency and confidence in word reading.
- Reading - comprehension KS1**
- e89 enjoy pleasure in reading, motivation to read, vocabulary and understanding by:
 - e93 being introduced to non-fiction books that are structured in different ways
 - e94 recognising simple recurring literary language in stories and poetry
 - e95 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - e96 checking that the text makes sense to them as they read and correcting inaccurate reading
 - e97 making inferences on the basis of what is being said and done
 - e98 answering and asking questions
 - e99 predicting what might happen on the basis of what has been read so far
 - e100 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - e101 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Writing - transcription - Spelling KS1**
- e90 learning the possessive apostrophe (single) (for example, the girl's book)
- Writing - comprehension KS1**
- e100 writing narratives about personal experiences and those of others (real and fictional)
 - e104 consider what they are going to write before beginning by:
 - e105 planning or saying out loud what they are going to write about
 - e106 writing down ideas and/or key words, including new vocabulary
 - e107 encapsulating what they want to say, sentence by sentence
 - e108 make simple additions, revisions and corrections to their own writing by:
 - e109 evaluating their writing with the teacher and other pupils
 - e110 re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - e111 proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
 - e112 read aloud what they have written with appropriate intonation to make the meaning clear
- Writing - vocabulary, grammar and punctuation KS1**
- e113 develop their understanding of the concepts set out in English Appendix 2 by:
 - e119 learn how to use:
 - e119a subordinate clauses (using when, if, that or because) and co-ordination (using or, and, but)
 - e122 use and understand the grammatical terminology in English Appendix 2 in discussing their writing
- Reading - word reading KS2**
- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Reading - comprehension KS2**
- e137 develop positive attitudes to reading and understanding of what they read by:
 - e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - e142 identifying themes and conventions in a wide range of books
 - e146 understand what they read, in books they can read independently, by:
 - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - e152 identifying how language, structure, and presentation contribute to meaning
 - e153 retrieve and record information from non-fiction
 - e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Writing - transcription - Spelling KS2**
- e156 place the possessive apostrophe accurately in words with regular plural (for example, girls', boys') and in words with irregular plural (for example, children's)
 - e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing - comprehension KS2**
- e163 plan their writing by:
 - e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - e165 discussing and recording ideas
 - e166 draft and write by:
 - e168 organising paragraphs around a theme
 - e169 in narratives, creating settings, characters and plot
 - e173 evaluate and edit by:
 - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
 - e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - e174 proof-read for spelling and punctuation errors
 - e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Writing - vocabulary, grammar and punctuation KS2**
- e176 develop their understanding of the concepts set out in English Appendix 2 by:
 - e181 using fronted advertorials
 - e183 indicate grammatical and other features by:
 - e184 using commas of fronted advertorials
 - e185 indicating possession by using the possessive apostrophe with plural nouns
 - e186 using and punctuating direct speech