



The Creative Learning Journey

Food Glorious Food - Beech Class - Topic



UNDERSTANDING THE WORLD

Working scientifically KS1

- sc2 asking simple questions and recognising that they can be answered in different ways
- sc3 observing closely, using simple equipment
- sc4 performing simple tests
- sc5 identifying and classifying
- sc6 using their observations and ideas to suggest answers to questions
- sc7 gathering and recording data to help in answering questions.

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
- sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- sc13 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants KS1

- sc24 observe and describe how seeds and bulbs grow into mature plants
- sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans KS1

- sc26 notice that animals, including humans, have offspring which grow into adults
- sc27 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- sc28 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Location knowledge KS1

- ge1 I can find and name the world's seven continents on a map and globe
- ge2 I can find and name the world's five oceans on a map and globe

Place knowledge KS1

- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

- ge12 I can identify the Equator and North and South Poles on a map and globe
- ge13 I know that it is very hot I places around the Equator and very cold around the Poles

Geographical skills and fieldwork KS1

- ge16 I can use maps and globes to identify places I am learning about
- ge17 I understand the four basic compass directions and know that on a British map North is always at the top
- ge20 I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey

EXPRESSIVE ARTS AND DESIGN

KS1

- ad2 I can use drawing to share my ideas.
- ad5 I can use colour, texture and pattern in my work
- ad6 I can use line, shape, form and space in my work
- ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best

Design KS1

- dt1 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
- dt2 I can explain how my design will meet the needs of the users
- dt3 I can draw and talk about what I am going to make
- dt4 I can make a realistic model of my design

Make KS1

- dt6 I can use scissors for cutting and shaping
- dt7 I can join materials in a variety of ways
- dt8 I can use simple finishing techniques to improve my product
- dt9 I can select the appropriate materials and tools for my design
- dt12 I can create or follow simple recipes
- dt13 I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- dt14 I can look at things other people have made and tell you what I like or dislike

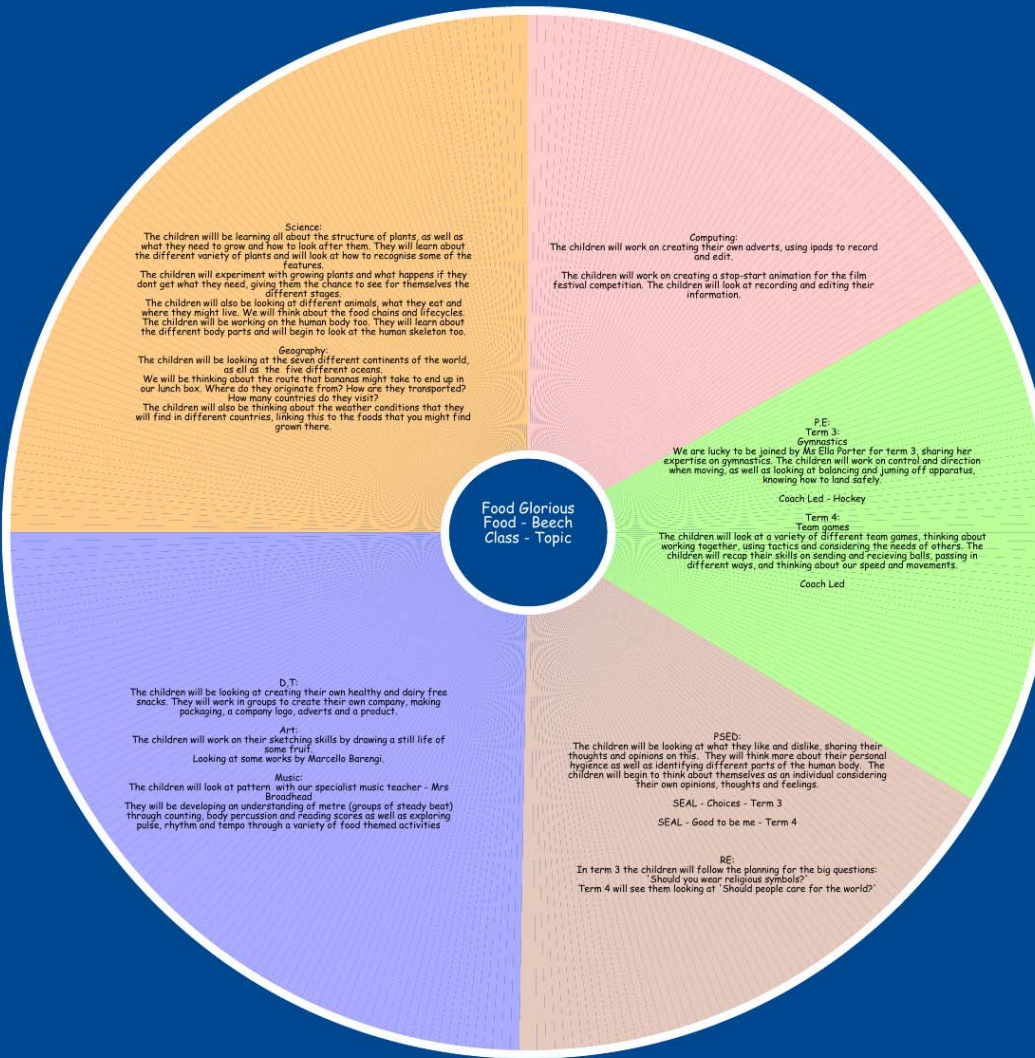
- dt15 I can talk about existing products and tell you how they might be improved for the user/consumer
- dt16 I can talk about how closely my finished product matches my design
- dt17 I can talk about what worked well with my product and how it could be improved

Cooking and nutrition KS1

- dt22 I can describe the healthy food in the dishes I prepare
- dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- dt24 I can tell you where some of the food I eat comes from

KS1

- mu1 I can sing songs using my voice to show the meaning of the words and tune
- mu2 I can repeat chants and rhymes with expression
- mu4 I can play an untuned instrument in a piece of music
- mu6 I can sit and listen attentively to live music
- mu7 I can sit and listen attentively to recorded music
- mu8 I can concentrate when listening to music and describe what I think and how the music makes me feel
- mu9 I can explore sounds by changing and combining them to create the effect I want
- mu10 I understand loud/quiet, fast/slow and high/low



MATHEMATICS AND COMPUTING

KS1

- co2 I know that programs control digital toys
- co3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- co5 I can find and correct a problem in my program
- co6 I can predict what will happen by 'reading' a program
- co7 I can use a variety of technologies to create and save my work
- co8 I can manipulate text and pictures

- co9 I can find and retrieve my work or information that I need
- co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- co11 I know how to use equipment safely and respectfully
- co12 I understand what 'personal information' is and why it must be kept private
- co13 I know what to do if I am worried about anything when I am using the internet

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 equipment in different ways (hitting, kicking, throwing, striking)
- pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- pe1.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe11 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- pe1.1 I can think of simple tactics to help attack or defend in a team game.

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- pa5 Continue to develop empathy for others.
- pa6 Recognise what is right and wrong.
- pa9 Realise that people and other living things have needs.

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

- pc18 Take and share responsibility, for example, for their own behaviour.
- pc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

KS1

- ph4 Begin to make simple choices that improve their health and well being.
- ph5 Begin to maintain personal hygiene.
- ph6 Begin to understand that certain actions spread disease.
- ph7 Identify the main parts of the body.

PSED Developing good relationships and respecting the differences between people KS1

- pr15 Listen to other people, and play and work co-operatively.
- pr16 Develop a caring attitude towards family, friends and each other.
- pr19 Be able to ask for help from an 'appropriate' adult.

RE - Learning From Religion KS1

- rf11 Reflect on and consider religious experiences such as thanks and joy.
- rf12 Ask puzzling questions and respond accordingly.
- rf13 Identify what matters to them and others and link this to religion.
- rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour.
- rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

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

- pa14 Participate in a simple debate about school issues.
- pa15 Identify different choices that they can make.
- pa17 Able to make 'I' statements instead of blaming others.
- pa19 Begin to understand what harms their local, natural and built environments.
- pa20 To realise that money comes from different sources and can be used for different purposes.

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

- pc22 Share their opinions on things that matter to them.

PSED Developing a healthy, safer lifestyle KS1

- ph6 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, railways, people, fire, water).
- ph12 Make sensible choices (food, games, television, money).
- ph13 To understand that all household products including medicines, can be harmful if not used properly.

PSED Developing good relationships and respecting the differences between people KS1

- pr21 Identify and respect the differences and similarities between people.
- rf16 Reflect on and consider religious experiences such as praise and sadness.
- rf17 Ask puzzling questions and communicate their responses.
- rf19 Reflect on how moral values relate to their own behaviour.
- rf20 Recognise that religious teachings and ideas make a difference to individuals, families and the local community.



The Creative Learning Journey Food Glorious Food - English and Maths - Spring 1 & 2 - Beech

LITERACY

- Reading - word reading KS1**
- e1 apply phonic knowledge and skills as the route to decode words
 - e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
 - e5 read words containing regular GPCs and <ea, <ig, <ed, <er and <er endings
 - e7 read words with contractions (for example, 'I've', 'I'll', 'we'll') and understand that the apostrophe represents the omitted letter(s)
 - e8 read about accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 - e9 re-read these books to build up their fluency and confidence in word reading.
- Reading - comprehension KS1**
- e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - e15 learning to appreciate rhymes and poems, and to recite some by heart
 - e16 discussing word meanings, linking new meanings to those already known
 - e18 checking that the text makes sense to them as they read and correcting inaccurate reading
 - e20 discussing the significance of the title and events
 - e22 making inferences on the basis of what is being said and done
 - e22 predicting what might happen on the basis of what has been read so far
 - e23 participate in discussion about what is read to them, taking turns and listening to what others say
 - e24 explain clearly their understanding of what is read to them.
- Writing - transcription - Spelling KS1**
- e27 the days of the week
 - e28 name the letters of the alphabet
 - e33 using the prefix <n>
 - e34 using <ng, <ed, <er and <est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)
 - e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Writing - handwriting KS1**
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
 - e39 form capital letters
 - e40 form digits 0-9
- Writing - composition KS1**
- e48 saying at least what they are going to write about
 - e44 composing a sentence only before writing it
 - e45 sequencing sentences to form short narratives
 - e46 re-reading what they have written to check that it makes sense
 - e47 discuss what they have written with the teacher or other pupils
 - e48 read aloud their writing clearly enough to be heard by their peers and the teacher.
- Writing - vocabulary, grammar and punctuation KS1**
- e50 leaving spaces between words
 - e51 joining words and joining clauses using and
 - e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Reading - word reading KS1**
- e63 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
 - e68 read accurately words of two or more syllables that contain the same graphemes as above
 - e64 read words containing common affixes
 - e67 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reading - comprehension KS1**
- e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - e71 discussing the sequence of events in books and how lines of information are related
 - e74 recognising simple recurring literary language, in stories and poetry
 - e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - e77 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - e80 checking that the text makes sense to them as they read and correcting inaccurate reading
 - e81 making inferences on the basis of what is being said and done
 - e82 answering and asking questions
 - e84 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
 - e85 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**
- e86 recognising spoken words into phonemes and representing these by graphemes, spelling many correctly
 - e89 learning to spell more words with contracted forms
 - e90 learning the passive apostrophe (singular) (for example, the girl's book)
 - e92 add suffixes to spell longer words, including <ment, <ness, <ful, <less, <ly
 - e93 apply spelling rules and guidance, as listed in English Appendix 1
 - e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Writing - handwriting KS1**
- e96 start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Writing - composition KS1**
- e100 writing narratives about personal experiences and those of others (real and fictional)
 - e101 writing about real events
 - e102 writing poetry
 - e103 writing for different purposes
 - 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
 - e109 evaluating their writing with the teacher and other pupils
 - e110 re-reading to check that 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**
- e114 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the passive (singular)
 - e116 sentences with different forms: statement, question, exclamation, command
 - e117 expanded noun phrases to describe and specify (for example, the blue butterfly)
 - e118 the present and past tense correctly and consistently including the progressive form
 - e119 subordinate (using when, if, that, or, because) and co-ordination (using and, or, but)

Food Glorious Food - English and Maths - Spring 1 & 2 - Beech

When creating their own 'company' the children will need to think about their adverts and their company ethos. They will need to share their ideas as a group, listening to one another's ideas and taking them on board. The children will think about the way that they are speaking to others as well as the volume that they are using at different times.

TERM 1: Poetry
The children will look at the different language that can be used in poetry, focusing on adjectives, similes and metaphors. The children will also experiment with alliteration, rhyme and rhythm. The children will look at the use of commas as well as the past, present and future tense.

Instructions:
The children will look at the format of instructions. The children will look specifically at imperative verbs and adverbs and the key vocabulary used to create clear instructions. The children will write their own instructions. The children will look at different sentence types such as, questions, statements, commands and exclamation.

Term 2: Adverts/persuasive writing
The children will be creating their own company (linked to Topic) They will need to use persuasion to encourage people to want their product. They will look at the tone and vocabulary that would be needed in order to persuade someone to see their point of view. The children will also have the opportunity to do this verbally.

Description:
The children will look at the use of adjectives, similes and metaphors in descriptive writing. The children will look at a variety of Roald Dahl's work specifically descriptions, they will then work on writing their own.

TERM 1: Statistics
The children will continue looking at statistics (begun before Christmas) They will look at collecting accurate data, as well as how to share this data with others by creating pictograms, bar graphs and block graphs. The children will work on data that is given to them, allowing them the opportunity to 'read' information. The children will look at the values of an object, e.g. an apple representing 2 pence.

Measurement:
The children will be introduced to capacity, looking at different standard and non-standard units of measurement. As well as this the children will look at the days of the week as well as the months of the year. The children will also be looking at money, thinking about the values of coins and adding them together.

Addition and subtraction:
The children will be thinking about adding and subtracting using different measurements and values (money and measurement). The children will look at written word problems as well as number calculations. The children will have the opportunities to use a mixture of different methods to support them when adding and subtracting.

TERM 2: Number and place value:
The children will continue to look at the value of numbers, specifically looking at hundreds, tens and ones. The children will also look at writing these numbers writing numerals and letters.

Multiplication and division:
The children will begin by looking at familiar multiplications, (using their knowledge of the 2, 5 and 10 Times Tables) The children will then look at all numbers, using a variety of methods to work these out. With division, the children will begin by looking at sharing their amounts, as well using number lines and other more formal methods.

Shape (position and direction):
The children will look at the specific terminology used for position and direction, thinking about the basics, such as, under next to, on top of, to correctly giving directions of left and right, as well as turns and amounts e.g 90 degrees.

MATHEMATICS AND COMPUTING

- Number - number and place value KS1**
- m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 - m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
 - m3 given a number, identify one more and one less
 - m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least
 - m5 read and write numbers from 1 to 20 in numerals and words
- Number - addition and subtraction KS1**
- m6 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
 - m7 represent and use number bonds and related subtraction facts within 20
 - m8 add and subtract one-digit and two-digit numbers to 20, including zero
 - m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 + ? = 9
- Number - multiplication and division KS1**
- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Measurement KS1**
- m16 capacity and volume (for example, full/empty, more than, less than, half, full, half full)
 - m17 capacity and volume
 - m23 recognise and know the value of different denominations of coins and notes
 - m24 sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
 - m25 recognise and use language relating to dates, including days of the week, weeks, months and years
- Geometry - position and direction KS1**
- m30 describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Number - number and place value KS1**
- m32 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
 - 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
 - m35 compare and order numbers from 0 up to 100, use <, > and = signs
 - 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**
- 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 two-digit number and ones
 - m44 two-digit number and tens
 - m45 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 (+), division (÷) 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 context.
- Measurement KS1**
- m56 compare and order lengths, mass, volume/capacity and record the results using <, and =
 - m57 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
 - m58 find different combinations of coins that equal the same amounts of money
 - m59 solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change
- Geometry - position and direction KS1**
- m67 order and arrange combinations of mathematical objects in patterns and sequences
 - m68 use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Statistics KS1**
- m69 interpret and construct simple pictograms, tally charts, block diagrams and simple tables
 - m70 ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
 - m71 ask and answer questions about totalling and comparing categorical data.
- Statistics KS1**
- m78 interpret and present data using bar charts, pictograms and tables
 - m79 solve one-step and two-step questions for example, (How many more? and how many fewer?) using information presented in scaled bar charts and pictograms and tables.

COMMUNICATION AND LANGUAGE

- KS1**
- a11 listen and respond appropriately to adults and their peers
 - a12 ask relevant questions to extend their understanding and knowledge
 - a14 articulate and justify answers, arguments and opinions
 - a15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - a17 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - a18 speak audibly and fluently with an increasing command of Standard English
 - a19 participate in discussions, presentations, performances, role play, improvisations and debates
 - a11 consider and evaluate different viewpoints, attending to and building on the contributions of others

