



# The Creative Learning Journey Olympics

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School: Cambo First School



Final Event: Olympic sports day and sleepover

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- m80 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- m82 compare and order numbers up to 1000

### Number - addition and subtraction LKS2

- m86 add and subtract numbers mentally, including:
  - 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
- m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### Number - multiplication and division LKS2

- 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

### Number - fractions LKS2

- m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- m100 add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ]
- m101 compare and order unit fractions, and fractions with the same denominators

### Measurement LKS2

- m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- 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
- m109 compare durations of events [for example to calculate the time taken by particular events or tasks].

### Statistics LKS2

- m114 interpret and present data using bar charts, pictograms and tables
- m115 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.

## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
  - sc32 asking relevant questions and using different types of scientific enquiries to answer them
  - sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
  - sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
  - sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
  - sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
  - sc39 identifying differences, similarities or changes related to simple scientific ideas and processes

### Plants LKS2

- sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- sc43 investigate the way in which water is transported within plants
- sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Animals, including humans LKS2

- sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Location knowledge LKS2

- ge28 I can identify North and South America on a map or globe
- ge29 I know the major cities in the countries I can identify
- ge30 I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- ge36 I understand latitude and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles

### Place knowledge LKS2

- ge38 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

### Human and physical geography LKS2

- ge39 I understand physical geography in relation to climate zones, biomes and vegetation belts

### Core Skills across the Key Stage LKS2

- hi18 I can place events, people and changes into correct periods of time (British, local and world history)
- hi20 I can recognise similarities and differences between periods of time

### Swimming and water safety LKS2

- pe10 I can swim unaided in a recognised style over a distance of 25m
- pe10.1 I can swim at least two strokes in a recognised style

## PHYSICAL EDUCATION

### LKS2

- pe4.1 I can explain how developing my skills separately has improved my performance in team games
- pe5 I can play competitive net, striking, fielding and invasion games
- pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them



## LITERACY

### Reading - word reading LKS2

- e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - comprehension LKS2

- 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
  - e139 reading books that are structured in different ways and reading for a range of purposes
  - 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
  - e144 discussing words and phrases that capture the reader's interest and imagination
  - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - e148 asking questions to improve their understanding of a text
  - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - e150 predicting what might happen from details stated and implied
  - 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 LKS2

- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)
- e156 spell further homophones
- e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Writing - composition LKS2

- 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
  - e166 draft and write by:
    - e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - e168 organising paragraphs around a theme
  - e169 in narratives, creating settings, characters and plot
  - e171 evaluate and edit by:
    - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
    - 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 LKS2

- e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- e180 using conjunctions, adverbs and prepositions to express time and cause

## 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 have a conversation including asking and answering questions
- fl3.2 I can ask for clarification of information or for help
- fl5 I can pronounce words correctly so that I am understood
- fl11 I can speak and write about everyday life
- fl12.2 I know the correct order of words in a sentence and that the order may differ from English
- sl13 listen and respond appropriately to adults and their peers
- sl14 ask relevant questions to extend their understanding and knowledge

- sl16 articulate and justify answers, arguments and opinions
- sl17 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl20 speak audibly and fluently with an increasing command of Standard English
- sl21 participate in discussions, presentations, performances, role play, improvisations and debates
- sl22 gain, maintain and monitor the interest of the listener(s)

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- ad10 I can show in my sketch book how I have developed techniques and ideas
- ad11 I can describe the range of materials I have used since being in KS1
- ad14 I can show examples of my work in clay
- ad15 I can talk about some famous artists, architects and designers from the past

- dt39 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- dt40 I have asked for the views of others, especially the intended users, to help to improve my design

### Technical knowledge LKS2

- dt43 I can strengthen, stiffen and reinforce more complex structures

### Cooking and nutrition LKS2

- dt49 I can describe a healthy diet and explain its

# Olympics - Stage Coverage

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- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

### Plants LKS2

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- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Animals, including humans LKS2

- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Location knowledge LKS2

- **ge28** locate the world's countries, using maps to focus North and South America,
- **ge29** locate the world's countries, using maps to focus on major cities
- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge36** identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

### Place knowledge LKS2

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography LKS2

- **ge39** physical geography, including: climate zones, biomes and vegetation belts

### LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi20** They should note connections, contrasts and trends over time

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
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- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

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- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
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### Number - fractions LKS2

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### Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
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### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables
- **m115** 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.

## PHYSICAL EDUCATION

### LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending

### Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad14** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad15** about great artists, architects and designers in history.

### Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt29** generate, develop, model and communicate their ideas through prototypes

### Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately
- **dt36** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

### Evaluate LKS2

- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Technical knowledge LKS2

- **dt43** apply their understanding of how to strengthen, stiffen and reinforce more complex structures

### Cooking and nutrition LKS2

- **dt49** understand and apply the principles of a healthy and varied diet
- **dt50** prepare and cook a variety of predominantly savoury dishes
- **dt51** cook using a range of cooking techniques

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions

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- **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
- **e144** discussing words and phrases that capture the reader's interest and imagination
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- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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### Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
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- **e171** evaluate and edit by:
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- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e180** using conjunctions, adverbs and prepositions

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl3.2** engage in conversations and seek clarification and help
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl11** describe people, places, things and actions orallyand in writing
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl22** gain, maintain and monitor the interest of the listener(s)

## PSED & RELIGIOUS EDUCATION

### 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.
- **rf23** Identify how commitment to a religion is shown.
- **rf24** Discuss their own religious beliefs.

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra21** Identify and begin to describe the similarities in religions.
- **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.

