



# The Creative Learning Journey

To boldly go... Are we nearly there yet?

Teacher: MrsPaulaCummings  
School: Cambo First School



Final Event: Sleepover linked to topic - to be decided!

## 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)

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

## COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates

## EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad3** I can use painting to share my ideas.
- **ad4** I can use sculpture 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
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
- **ad9** I can show you how ideas from famous people have helped me to create my own work

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
- **dt5** I have used ICT to help develop or communicate 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
- **dt10** I can create things using a variety of materials and components, including construction materials

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt16** I can talk about how closely my finished product matches my design

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
- **mu3** I can use my voice in different ways
- **mu5** I can play a tuned instrument in a piece if music
- **mu10** I understand loud/quiet, fast/slow and high/low

Abacus Summer term plan

Add several 1-digit numbers  
Add or subtract 10 from 2-digit numbers  
Compare weights using direct comparison  
Compare and measure weights using non-standard uniform units  
compare, describe and solve practical problems involving capacities  
Directly compare the capacities of two containers by pouring one into the other  
Compare and measure the capacities of containers using uniform non-standard units  
Read, interpret and begin to create a simple block graph  
Read and enter data in tables  
Interpret and complete block graphs where 1 block represents 1 item  
Know number properties, including odd and even  
Double numbers to 10 /12 and find related halves  
Count in 2s to 2 10s to 100 5s to 50  
Understand that a fraction is an equal part of a whole; 1/2s and 1/4s of shapes  
Understand that four 1/4s = one whole and two 1/4s = 1/2  
Recognise and know the value of coins and notes  
Combine amounts to make particular values; match different combinations of coins to make equal amounts of money  
Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least  
Understand the link between multiplication and grouping  
Identify patterns in numbers on a 100 square  
Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support  
Find 1/2 of odd numbers  
Tell the time to the nearest hour  $\frac{1}{2}$   $\frac{1}{4}$  using analogue and digital clocks  
Recognise and use language relating to date, including days, weeks, months and years  
Read, interpret and begin to create a simple pictogram  
Interpret and complete pictograms where 1 symbol represents 1 item  
Interpret and complete block graphs where 1 block represents 2 items  
Recognise, name and describe squares, rectangles, circles and triangles  
Use 2D shapes to create patterns  
Create patterns using 3D shapes to print 2D shapes  
Add 1-digit to 2-digit numbers, bridging 10 and using known facts  
Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts  
Find change from 10p and 20p by counting up  
Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least  
Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions  
Count on and back in 10s from any number up to 100  
Add or subtract 10 from 2-digit numbers

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Cambo First School  
<http://www.bbc.co.uk/programmes/p02fqz4m/episodes/play>

Wordsmith planning  
Fiction Fantastic Voyages  
The children read two stories by Simon Bartram, Man on the Moon and Dougal's Deep-Sea Diary. They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters.  
They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of 'and' to join sentences.

Non Fiction Top jobs  
In this unit, the children explore the Big Question: What's the best job? They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file.  
They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job.  
They answer the Big Question, planning and writing their own instruction text based on a model.

Poetry (Paul Cookson The King of all the dinosaur  
Dinosaurs dinosaurs lots and lots of dinosaurs Scholastic)  
In this unit, the children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet.  
They respond to the situations described in the poems and consider what they would do and how they might feel.  
They compare poems, identifying similarities and differences in points of view and feelings.  
They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.

## OUTDOOR LEARNING

Outdoor learning linked to science  
Gardening Day  
Growing sunflowers/beans  
Mini beast hunting  
Terrific Trees  
Nature weaving

Marble Jar treat  
to be decided

summer production  
to be decided

Sports Day

## 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

## PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- **pa8** Know how to apologise and make amends.
- **pa9** Realise that people and other living things have needs.

- **pa10** Develop understanding of groups they belong to.
- **pa11** Contribute to the life of the class and school.

## 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

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)

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
- **ge5** I can find and name the seas surrounding the UK on a map

Place knowledge KS1

- **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited

- **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

- **ge10** I know the names of the four seasons and the weather to expect in each one
- **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
- **ge26** I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

## LITERACY



# To boldly go... Are we nearly there yet? - Stage Coverage

| UNDERSTANDING THE WORLD  | MATHEMATICS AND COMPUTING   | PHYSICAL EDUCATION  | EXPRESSIVE ARTS AND DESIGN   | LITERACY   | COMMUNICATION AND LANGUAGE  | PSED & RELIGIOUS EDUCATION  |
|--|---|---|--|--|---|---|
| <p><b>Working scientifically</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc2</b> asking simple questions and recognising that they can be answered in different ways</li><li>• <b>sc3</b> observing closely, using simple equipment</li><li>• <b>sc4</b> performing simple tests</li><li>• <b>sc5</b> identifying and classifying</li></ul> <p><b>Plants</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc8</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>• <b>sc9</b> identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul> <p><b>Animals, including humans</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sc10</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• <b>sc11</b> identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• <b>sc12</b> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li></ul> <p><b>Location knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge1</b> name and locate the world's seven continents</li><li>• <b>ge2</b> name and locate the world's five oceans</li><li>• <b>ge5</b> name and locate the seas surrounding the UK</li></ul> <p><b>Place knowledge</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge7</b> understand the human and physical geography of a small area of the United Kingdom</li><li>• <b>ge8</b> understand the human and physical geography of a small area in a contrasting non-European country</li><li>• <b>ge9</b> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li></ul> <p><b>Human and physical geography</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge10</b> identify seasonal weather patterns in the United Kingdom</li><li>• <b>ge12</b> identify the location of the Equator and the North and South Poles</li><li>• <b>ge13</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li></ul> <p><b>Geographical skills and fieldwork</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ge16</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>• <b>ge26</b> use simple fieldwork and observational skills to study the geography of their school and its grounds</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>hi1</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• <b>hi5</b> They should ask and answer questions</li><li>• <b>hi6</b> They should choose and use parts of stories and other sources to show that they know and understand key features of events.</li><li>• <b>hi7</b> They should understand some of the ways in which we find out about the past</li><li>• <b>hi8</b> and identify different ways in which it is represented.</li></ul> | <p><b>Number - number and place value</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>m1</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li></ul> | <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pe1</b> master basic movements including running</li><li>• <b>pe1.1</b> master basic movements including jumping</li><li>• <b>pe1.2</b> master basic movements including throwing and catching</li><li>• <b>pe1.5</b> master basic movements and begin to apply these in a range of activities</li><li>• <b>pe2</b> participate in team games</li><li>• <b>pe2.1</b> in team games, develop simple tactics for attacking and defending</li></ul> | <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>ad1</b> to use a range of materials creatively to design and make products</li><li>• <b>ad2</b> to use drawing to develop and share their ideas, experiences and imagination</li><li>• <b>ad3</b> to use painting to develop and share their ideas, experiences and imagination</li><li>• <b>ad4</b> to use sculpture to develop and share their ideas, experiences and imagination</li><li>• <b>ad5</b> to develop a wide range of art and design techniques in using colour, pattern, texture,</li><li>• <b>ad6</b> to develop a wide range of art and design techniques in using line, shape, form and space</li><li>• <b>ad7</b> about the work of a range of artists, craft makers and designers.</li><li>• <b>ad8</b> about the differences and similarities between different practices and disciplines, and making links to their own work.</li><li>• <b>ad9</b> about the work of a range of artists, craft makers and designers, making links to their own work.</li></ul> <p><b>Design</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt1</b> design purposeful, functional, appealing products</li><li>• <b>dt2</b> design for themselves and other users based on design criteria</li><li>• <b>dt3</b> generate and communicate their ideas through talking and drawing templates</li><li>• <b>dt4</b> model and communicate their ideas through mock-ups</li><li>• <b>dt5</b> generate, develop, model and communicate their ideas through information and communication technology</li></ul> <p><b>Make</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt6</b> select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping</li><li>• <b>dt7</b> select from and use a range of tools and equipment to perform practical tasks such as joining</li><li>• <b>dt8</b> select from and use a range of tools and equipment to perform practical tasks such as finishing</li><li>• <b>dt9</b> select from and use a range of tools and equipment to perform practical tasks</li><li>• <b>dt10</b> select from and use a wide range of materials and components including construction materials</li></ul> <p><b>Evaluate</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>dt14</b> explore a range of existing products</li><li>• <b>dt16</b> evaluate their ideas</li></ul> <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>mu1</b> use their voices expressively by singing songs</li><li>• <b>mu2</b> use their voices expressively by speaking chants and rhymes</li><li>• <b>mu3</b> use their voices creatively</li><li>• <b>mu5</b> play tuned and untuned instruments musically</li><li>• <b>mu10</b> experiment with the inter-related dimensions of music.</li></ul> | <p><b>Reading - word reading</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>e4</b> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li></ul> | <p><i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>sl1</b> listen and respond appropriately to adults and their peers</li><li>• <b>sl2</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>sl3</b> use relevant strategies to build their vocabulary</li><li>• <b>sl4</b> articulate and justify answers, arguments and opinions</li><li>• <b>sl6</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>sl7</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• <b>sl8</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>sl9</b> participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> | <p><b>PSED Preparing to play an active role as citizens</b> <i>KS1</i></p> <ul style="list-style-type: none"><li>• <b>pa8</b> Know how to apologise and make amends.</li><li>• <b>pa9</b> Realise that people and other living things have needs.</li><li>• <b>pa10</b> Develop understanding of groups they belong to.</li><li>• <b>pa11</b> Contribute to the life of the class and school.</li></ul> |

