



The Creative Learning Journey

Our Wonderful World

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School: Cambo First School



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 - fractions KS1

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity
- **m12** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

- **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- **m15** mass/weight [for example, heavy/light, heavier than, lighter than]
- **m17** time [for example, quicker, slower, earlier, later]
- **m19** lengths and heights
- **m22** time (hours, minutes, seconds)
- **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
- **m26** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - properties of shapes KS1

- **m27** recognise and name common 2-D and 3-D shapes, including:
- **m28** 2-D shapes [for example, rectangles (including squares), circles and triangles]

Geometry - position and direction KS1

- **m30** describe position, direction and movement, including whole, half, quarter and three-quarter turns.

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
- **pe1.3** 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
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

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.
- **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
- **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
- **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 TCT 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

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt19** I can tell you some ways to make structures stiffer or more stable
- **dt20** I have designed a product that uses a lever or slider

KS1

- **mu4** I can play an untuned instrument in a piece of music
- **mu6** I can sit and listen attentively to live 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



Our Wonderful World

OUTDOOR LEARNING

Trip † Theatre Royal

Baltic art
Focus Bridges

Talk for Writing
Goldilocks
to link
with Panto

Class 1 play yard
outdoor climbing equipment
wheeled toys
Forest school area
science link
looking at woodland creatures
under stones
wood piles
trees looking at and naming types of trees
mini beats hunt, houses, habitats

Safety Workshop
learning about
road safety,
safety with rail
transport,
fire safety
and
Safety
in the
home

Wellington trip to
compare to
rainforest

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

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.

Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes KS1

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

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
- **ge3** I can find and name the four countries of the UK on a map
- **ge4** I can find and name the capital cities of the UK on a map
- **ge5** I can find and name the seas surrounding the UK on a map
- **ge6** I can talk about some features of each country in the UK and its capital city

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
- **ge11** I know how to record the weather using instruments to measure the temperature, rainfall, wind direction and estimating cloud coverage
- **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

use basic geographical vocabulary to refer to:

- **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

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
- **ge18** I can describe the location of places near my home
- **ge19** I can describe the location of places further away and how I might travel to them
- **ge22** I can recognise some human and physical features from an aerial photograph
- **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

- **hi2** I can place objects, people and events into chronological order
- **hi4** I have a wide vocabulary of common historical terms
- **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

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
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e8** read aloud 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

- **e10** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e14** recognising and joining in with predictable phrases
- **e15** learning to appreciate rhymes and poems, and to recite some by heart

- **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

- **e37** sit correctly at a table, holding a pencil comfortably and correctly
- **e39** form capital letters
- **e40** form digits 0-9

Writing - composition KS1

- **e42** write sentences by:
- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally 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

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

Our Wonderful World - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Animals, including humans <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• sc14 distinguish between an object and the material from which it is made• sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• sc16 describe the simple physical properties of a variety of everyday materials• sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge1 name and locate the world's seven continents• ge2 name and locate the world's five oceans• ge3 name and locate the four countries of the United Kingdom• ge4 name and locate the capital cities of the four countries of the United Kingdom• ge5 name and locate the seas surrounding the UK• ge6 name and identify characteristics of the four countries and capital cities of the United Kingdom <p>Place knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge7 understand the human and physical geography of a small area of the United Kingdom• ge8 understand the human and physical geography of a small area in a contrasting non-European country• ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge10 identify seasonal weather patterns in the United Kingdom• ge11 identify daily weather patterns in the United Kingdom• ge12 identify the location of the Equator and the North and South Poles• ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>use basic geographical vocabulary to refer to: <i>KS1</i></p> <ul style="list-style-type: none">• ge14 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather• ge15 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork <i>KS1</i></p> <ul style="list-style-type: none">• ge16 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	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Number - addition and subtraction <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Number - fractions <i>KS1</i></p> <ul style="list-style-type: none">• m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity• m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Measurement <i>KS1</i></p> <ul style="list-style-type: none">• m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]• m15 mass/weight [for example, heavy/light, heavier than, lighter than]• m17 time [for example, quicker, slower, earlier, later]• m19 lengths and heights• m22 time (hours, minutes, seconds)• 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• m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Geometry - properties of shapes <i>KS1</i></p> <ul style="list-style-type: none">• m27 recognise and name common 2-D and 3-D shapes, including:• m28 2-D shapes [for example, rectangles (including squares), circles and triangles] <p>Geometry - position and direction <i>KS1</i></p> <ul style="list-style-type: none">• m30 describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.1 master basic movements including jumping• pe1.3 aster basic movements developing balance co-ordination• pe1.4 master basic movements, developing agility• pe1.5 master basic movements and begin to apply these in a range of activities• pe3 perform dances using simple movement patterns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad3 to use painting to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad6 to develop a wide range of art and design techniques in using line, shape, form and space• ad7 about the work of a range of artists, craft makers and designers.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• dt8 select from and use a range of tools and equipment to perform practical tasks such as finishing• dt9 select from and use a range of tools and equipment to perform practical tasks <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt19 build structures, exploring how they can be made stiffer and more stable• dt20 explore and use mechanisms, such as levers and sliders in their products. <p><i>KS1</i></p> <ul style="list-style-type: none">• mu4 play untuned instruments musically• mu6 listen with concentration and understanding to a range of high-quality live music• mu8 listen with concentration and understanding to a range of music• mu9 experiment with, create, select and combine sounds• mu10 experiment with the inter-related dimensions of music.	<p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• 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• e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• e8 read aloud 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. <p>Reading - comprehension <i>KS1</i></p> <ul style="list-style-type: none">• e10 develop pleasure in reading, motivation to read, vocabulary and understanding by:• e14 recognising and joining in with predictable phrases• e15 learning to appreciate rhymes and poems, and to recite some by heart <p>Writing - transcription - Spelling <i>KS1</i></p> <ul style="list-style-type: none">• e25 words containing each of the 40+ phonemes already taught• e26 common exception words• e28 name the letters of the alphabet:• e29 naming the letters of the alphabet in order• e35 apply simple spelling rules and guidance, as listed in English Appendix 1• e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing - handwriting <i>KS1</i></p> <ul style="list-style-type: none">• e37 sit correctly at a table, holding a pencil comfortably and correctly• e39 form capital letters• e40 form digits 0-9 <p>Writing - composition <i>KS1</i></p> <ul style="list-style-type: none">• e42 write sentences by:• e43 saying out loud what they are going to write about• e44 composing a sentence orally 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 <p>Writing - vocabulary, grammar and punctuation <i>KS1</i></p> <ul style="list-style-type: none">• 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'• e54 learning the grammar for year 1 in English Appendix 2• e55 use the grammatical terminology in English Appendix 2 in discussing their writing.	<p><i>KS1</i></p> <ul style="list-style-type: none">• s11 listen and respond appropriately to adults and their peers• s12 ask relevant questions to extend their understanding and knowledge• s13 use relevant strategies to build their vocabulary• s14 articulate and justify answers, arguments and opinions• s15 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• s18 speak audibly and fluently with an increasing command of Standard English• s10 gain, maintain and monitor the interest of the listener(s)	<p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa5 Continue to develop empathy for others.• pa6 Recognise what is right and wrong.• pa7 Agree and follow rules for their group and classroom.• 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.

