



The Creative Learning Journey

I want my Mummy!

Wow Starter: Peter Brown - Music of the Egyptians Evidence through pictures

Final Event: Egyptian sleepover- That History Bloke



Teacher: mrspaulacummings
School: Cambo First 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
- **sc6** using their observations and ideas to suggest answers to 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.

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
- **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

Geographical skills and fieldwork KS1

- I am learning about
- **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

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **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

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.
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my 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

Make KS1

- **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
- **dt11** I can create things from textiles
- **dt12** I can create or follow simple recipes

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

- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **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

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
- **mu3** I can use my voice in different ways
- **mu4** I can play an untuned instrument in a piece of music
- **mu5** I can play a tuned instrument in a piece if 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



I want my Mummy!

OUTDOOR LEARNING

That History Bloke for sleepover and Egyptian activities

The Bee Musical Summer performance

Forest school child led sessions adult directed sessions linking with Egyptians and bees

SAVE OUR BEES
Bee mini project to link with summer performance
Invite a Bee keeper (KA) to talk about importance of bees
explore pollination

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

Number - addition and subtraction KS1

- **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- **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

- **m13** compare, describe and solve practical problems for:
- **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- **m17** time [for example, quicker, slower, earlier, later]
- **m18** measure and begin to record the following:
- **m21** capacity and volume
- **m22** time (hours, minutes, seconds)
- **m23** recognise and know the value of different denominations of coins and notes
- **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.

COMMUNICATION AND LANGUAGE

KS1

- **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

- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

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
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e6** read other words of more than one syllable that contain taught GPCs
- **e7** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **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:
- **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
- **e12** being encouraged to link what they read or hear read to their own experiences
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and

- **e21** 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

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week
- **e29** naming the letters of the alphabet in order
- **e30** using letter names to distinguish between alternative spellings of the same sound
- **e31** add prefixes and suffixes:
- **e32** using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- **e33** using the prefix un-
- **e34** using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Writing - handwriting KS1

- **e37** sit correctly at a table, holding a pencil comfortably and correctly
- **e41** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - composition KS1

- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally before writing it

I want my Mummy! - 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>Plants <i>KS1</i></p> <ul style="list-style-type: none">• 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. <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• ge5 name and locate the seas surrounding the UK <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>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• ge19 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map• ge22 use aerial photographs to recognise basic human and physical features <p><i>KS1</i></p> <ul style="list-style-type: none">• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• hi2 They should know where the people and events they study fit within a chronological framework• hi3 They should identify similarities and differences between ways of life in different periods.• hi4 They should use a wide vocabulary of everyday historical terms.	<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 <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• 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 - multiplication and division <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Measurement <i>KS1</i></p> <ul style="list-style-type: none">• m13 compare, describe and solve practical problems for:• m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]• m17 time [for example, quicker, slower, earlier, later]• m18 measure and begin to record the following:• m21 capacity and volume• m22 time (hours, minutes, seconds)• m23 recognise and know the value of different denominations of coins and notes• 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• pe1.2 master basic movements including throwing and catching• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending• 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• ad4 to use sculpture 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, <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt2 design for themselves and other users based on design criteria• dt3 generate and communicate their ideas through talking and drawing templates• dt4 model and communicate their ideas through mock-ups <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• 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• dt10 select from and use a wide range of materials and components including construction materials• dt11 select from and use a wide range of materials and components, including textiles• dt12 select from and use a wide range of materials and components, including ingredients <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt15 evaluate a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt18 build structures, exploring how they can be made stronger• 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>Cooking and nutrition <i>KS1</i></p> <ul style="list-style-type: none">• dt22 use the basic principles of a healthy diet to prepare dishes• dt23 use the basic principles of a varied diet to prepare dishes• dt24 understand where food comes from. <p><i>KS1</i></p> <ul style="list-style-type: none">• mu1 use their voices expressively by singing songs• mu2 use their voices expressively by speaking chants and rhymes• mu3 use their voices creatively• mu4 play untuned instruments musically• mu5 play tuned and untuned instruments musically• mu6 listen with concentration and understanding to a range of high-quality live music• mu7 listen with concentration and understanding to a range of high-quality recorded music• mu8 listen with concentration and understanding to a range of music• mu9 experiment with, create, select and combine sounds	<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• e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings• e6 read other words of more than one syllable that contain taught GPCs• e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)• 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:• 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• e12 being encouraged to link what they read or hear read to their own experiences• e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• e14 recognising and joining in with predictable phrases• e15 learning to appreciate rhymes and poems, and to recite some by heart• e16 discussing word meanings, linking new meanings to those already known• e17 understand both the books they can already read accurately and fluently and those they listen to by:• e18 drawing on what they already know or on background information and vocabulary provided by the teacher• e19 checking that the text makes sense to them as they read and correcting inaccurate reading• e20 discussing the significance of the title and events• e21 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. <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• e27 the days of the week• e29 naming the letters of the alphabet in order• e30 using letter names to distinguish between alternative spellings of the same sound• e31 add prefixes and suffixes:• e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs• e33 using the prefix un-• e34 using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <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• e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing - composition <i>KS1</i></p>	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of others• sl12 select and use appropriate registers for effective communication.	<p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa8 Know how to apologise and make amends.• pa9 Realise that people and other living things have needs. <p>Learning About Religion <i>KS1</i></p> <ul style="list-style-type: none">• ra7 Explore a range of sacred writings.• ra9 Name and explore a range of worship styles.• ra10 Identify the importance, for some people, of belonging to a religion.• ra11 Identify religious symbols.• ra12 Begin to use a range of religious words.

I want my Mummy!