



# The Creative Learning Journey

# Our School Now and Then

Wow Starter: Let's take a walk around the school and look for signs of times gone by.

Final Event: Dressing up as a school child 100 years ago for one day.

Teacher: rgodwin  
School: Stanbridge Lower



## 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

### 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 considering their particular characteristics

### Writing - transcription - Spelling KS1

- e25 words containing each of the 40+ phonemes already taught
- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order

### Writing - handwriting KS1

- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place

### Writing - composition KS1

- e42 write sentences by:
- e43 saying out loud what they are going to write about

### Writing - vocabulary, grammar and punctuation KS1

- e50 leaving spaces between words
- e51 joining words and joining clauses using and

## UNDERSTANDING THE WORLD

### 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.

### KS1

- hi1 I can use common words and phrases related to the passing of time

- hi3 I can talk about different ways of life at different times
- hi5 I can ask and answer questions about the past
- hi7 I can use sources of information to find out about the past
- hi8 I know the past is represented in different ways
- hi9 I can talk about differences between my life and the lives of my parents and grandparents
- hi10 I know about some important events that happened in Britain in the past
- hi17 I have visited places in my local area that were important in the past

## 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

### 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

### 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
- dt11 I can create things from textiles

### Evaluate KS1

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

### 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

**Literacy**  
Children will explore a range of literacy skills including creating and shaping texts, drama, engaging and responding to texts, group discussion and interaction, knowledge about language, learning language, listening and responding, oracy, presentation, speaking, sentence structure and punctuation, text structure and organisation, understanding and interpreting texts, word structure and spelling.

**Communication & Language**  
All children will take part in questioning and responding during the course of the topic. Children will learn to express their opinions and justify them. Children will learn to listen to other people's opinions, and realise they may be different from their own. Children will have the opportunity to speak and listen in a variety of contexts, including whole class, small group and 1-1. Children will have the opportunity to converse with their peers, as well as with adults, in a range of contexts.

**Understanding the World**  
**Science**  
Find out about materials used to build the school, explore and make observations about their characteristics.  
**History**  
Look at old and current photographs of the school. How has the school changed?  
What is the same, what is different?  
What did the children wear to school 100 years ago?  
Compare and contrast with today.  
Create a timeline and make a collection of photos from parents/grandparents etc and display.  
What was it like in the classroom 100 years ago?  
Look at, and read extracts from the Log books.  
How did the children travel to school?  
Compare and contrast with today.  
Have a day where children dress up as a school child from 100 years ago.  
**Geography**  
What is the school environment like outside?  
Go on an Autumn walk to make observations.  
Discuss the physical and human features of the environment.  
Carry out a Journey to school survey and draw maps of journey to school.

Children will explore a range of numeracy skills including calculating, counting and understanding number, handling data, knowing and using number facts, measuring, and using and applying maths.

Children will learn about positional language and direction. They will learn about measurement in weight and length. They will learn about 2D and 3D shapes and their properties. They will learn to tell the time and about the order of the days of the week, months of the year and seasons.  
**Mathematics and Computing**  
Children will use Espresso Coding programme each week on the laptops.

**PSED & Religious Education**  
Who works in our school? How do they help us.  
Who are our regular visitors to the school?  
Focus on the vicar and what she does in the community.  
Invite the Vicar in to talk to the children about her role.  
Visit the church in the village.  
In PSED children will be exploring the below questions through circle time and other activities.  
Who is special to me?  
Feelings and Emotions  
Who are my friends?  
What am I Proud of?  
What do I want to achieve?

**Physical Education**  
Following 'Future Games'- games, dance and gymnastic programmes.

**Expressive Arts and Design**  
**Art and Design**  
Draw pictures of the school from observation.  
Paint pictures and use pastel crayons and chalks to enhance paintings.  
Use printing tiles to create patterns using drawings of school.  
Create a school Wall frieze using fabrics and textiles.

## Our School Now and Then



## 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

### 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

## 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
- sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

## PSED & RELIGIOUS EDUCATION

### O KS1

- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.

### Me and my special people

### PSED Preparing to play an active role as citizens KS1

- pa5 Continue to develop empathy for others.
- pa6 Recognise what is right and wrong.
- pa7 Agree and follow rules for their group and classroom.

### RE - Learning From Religion KS1

- rf11 Reflect on and consider religious experiences such as thanks and joy.

## 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



# Our School Now and Then - Stage Coverage

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- **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.

**KS1**

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi5** They should ask and answer questions
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.
- **hi9** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- **hi10** events beyond living memory that are significant nationally (e.g. the Great Fire of London)
- **hi17** significant historical places in their own locality.

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## PHYSICAL EDUCATION

**KS1**

- **pe1** master basic movements including running
- **pe1.1** master basic movements including jumping
- **pe1.2** master basic movements including throwing and catching
- **pe1.3** aster basic movements developing balance co-ordination

## EXPRESSIVE ARTS AND DESIGN

**KS1**

- **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,

**Design** **KS1**

- **dt1** design purposeful, functional, appealing products

**Make** **KS1**

- **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
- **dt11** select from and use a wide range of materials and components, including textiles

**Evaluate** **KS1**

- **dt14** explore a range of existing products

**KS1**

- **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

## LITERACY

**Reading - word reading** **KS1**

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- **e43** saying out loud what they are going to write about

**Writing - vocabulary, grammar and punctuation** **KS1**

- **e50** leaving spaces between words
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## COMMUNICATION AND LANGUAGE

**KS1**

- **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

## 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.
- **pa7** Agree and follow rules for their group and classroom.

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