



The Creative Learning Journey

Ourselves

Wow Starter: Make a life size skeleton model in teams.

Final Event: Trip to College Lake Nature reserve. Children to participate in Owl Pellet Dissection lesson (examining bones)

Teacher: MAsploe
School: Stanbridge Lower



UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

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.

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)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi51** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad11** I can describe the range of materials I have used since being in KS1
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad15** I can talk about some famous artists, architects and designers from the past

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt34** I can join, assemble and combine components with precision

Evaluate LKS2

- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

- **dt41** I know about some significant developments in technology that have helped to shape the world since being in KS1

Cooking and nutrition LKS2

- **dt49** I can describe a healthy diet and explain its importance

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu16** I can listen carefully and perform accurately from memory

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
- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance
- **pe8.1** I can tell you about outdoor and adventurous activities I have achieved in a team

- **pe9.1** I can show you how I have improved in different activities over time
- **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

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



PSED & RELIGIOUS EDUCATION

0 LKS2

- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Me and my relationships
- Bullying
- Feelings and emotions
- Food and healthy living
- Friendships and Feelings

PSED Preparing to play an active role as citizens LKS2

- **pa22** Know when to compromise.
- **pa23** Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- RE - Learning From Religion LKS2**
- **rf21** Reflect on what it means to belong to a faith community.
- **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.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **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.

LITERACY

Writing - composition LKS2

- **e168** organising paragraphs around a theme
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

- **e174** proof-read for spelling and punctuation errors
- **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.

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

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes
- **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
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

LKS2

- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co28** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

Geometry - properties of shapes LKS2

COMMUNICATION AND LANGUAGE

LKS2

- **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
- **fl3.1** I can express my own and understand others' opinions
- **fl9** I use a dictionary to help me to understand and learn new words
- **fl11** I can speak and write about everyday life
- **sl13** listen and respond appropriately to adults and their peers

- **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

Ourselves - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **LKS2**

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- **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi51** a local history study For example:

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Measurement **LKS2**

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes
- **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
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

Geometry - properties of shapes **LKS2**

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

LKS2

- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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
- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe8.1** take part in outdoor and adventurous activity challenges within a team
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

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

- **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)
- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad15** about great artists, architects and designers in history.

Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately

Evaluate **LKS2**

- **dt39** analyse a range of existing products
- **dt41** understand how key events in design and technology have helped shape the world

Cooking and nutrition **LKS2**

- **dt49** understand and apply the principles of a healthy and varied diet

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

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COMMUNICATION AND LANGUAGE

LKS2

- **fi2** explore the patterns and sounds of language through songs and rhymes
- **fi3** engage in conversations; ask and answer questions
- **fi3.1** engage in conversations and express opinions and respond to those of others
- **fi9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **fi11** describe people, places, things and actions orally and in writing
- **si13** listen and respond appropriately to adults and their peers
- **si17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **si18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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