



The Creative Learning Journey

Spring has Sprung!

Teacher: chughes
School: Stanbridge Lower



Wow Starter: Going for a spring walk on the field.

Final Event: Watching our plants grow.

PSED & RELIGIOUS EDUCATION

- 0 KS1**
- 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.
 - Identify what matters to them and others, including those with religious commitments, and communicate their responses.
 - Recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.
 - Sameness and difference
 - Citizenship
 - Medicines
 - Feeling ill, feeling better
 - Me and my special people
 - Friends
 - Feelings
 - Making the most of my abilities
 - Feeling happy and safe

PSED Developing good relationships and respecting the differences between people KS1

- **pr18** Develop positive relationships through work and play.
- RE - Learning From Religion KS1**
- **rf12** Ask puzzling questions and respond accordingly.
 - **rf13** Identify what matters to them and others and link this to religion.
- Learning About Religion KS1**
- **ra6** Explore a range of religious stories.
 - **ra8** Name and explore a range of celebrations.
 - **ra10** Identify the importance, for some people, of belonging to a religion.
 - **ra11** Identify religious symbols.

PSED Developing a healthy, safer lifestyle KS1

- **ph13** To understand that all household products including medicines, can be harmful if not used properly.

UNDERSTANDING THE WORLD

- Working scientifically KS1**
- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - **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
 - **sc7** gathering and recording data to help in answering 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.

- 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

- 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:

- 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
 - **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

- KS1**
- **hi15** I know about local events that are celebrated and why they are important

MATHEMATICS AND COMPUTING

- Number - number and place value KS1**
- **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.

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Measurement KS1**
- **m21** capacity and volume
 - **m23** recognise and know the value of different denominations of coins and notes

- Geometry - position and direction KS1**
- **m30** describe position, direction and movement, including whole, half, quarter and three-quarter turns.



Arts and design week.
We will take part in workshops throughout the week to develop our creative skills. We will learn about how stained glass is made from a visiting local artist.

Espresso Coding
Children will continue to learn how to programme objects to do actions. They will also learn ways of designing backgrounds using colour or pictures. Children will also learn...

In PSED children will learn about people who look after them and keep them safe. They will also learn which medicines are safe to put onto/into their bodies and will have an understanding that all substances can be harmful if not used...

PHYSICAL EDUCATION

- KS1**
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
 - **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
 - **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**
- **ad4** I can use sculpture to share my ideas.
 - **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**
- **d18** I can explain how my design will meet the needs of the users
 - **d13** I can draw and talk about what I am going to make
 - **d14** I can make a realistic model of my design
 - **d15** I have used ICT to help develop or communicate my design
- Make KS1**
- **d18** I can use simple finishing techniques to improve my product
 - **d19** I can select the appropriate materials and tools for my design
 - **d10** I can create things using a variety of materials and components, including construction materials
- Evaluate KS1**
- **d14** I can look at things other people have made and tell you what I like or dislike
 - **d15** I can talk about existing products and tell you how they might be improved for the user/consumer
 - **d16** I can talk about how closely my finished product matches my design
 - **d17** I can talk about what worked well with my product and how it could be improved
- Technical knowledge KS1**
- **d18** I have made models and can explain how to make them stronger
 - **d19** I can tell you some ways to make structures stiffer or more stable
 - **d20** I have designed a product that uses a lever or slider
 - **d21** I have designed a product that has wheels and axles
- KS1**
- **mu1** I can sing songs using my voice to show the meaning of the words and tune
 - **mu3** I can use my voice in different ways
 - **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

LITERACY

- Reading - comprehension KS1**
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - **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.
- Reading - handwriting KS1**
- **e29** naming the letters of the alphabet in order
 - **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-
- Writing - handwriting KS1**
- **e39** form capital letters
 - **e40** form digits 0-9
- Writing - composition KS1**
- **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
 - **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.
- Writing - vocabulary, grammar and punctuation KS1**
- **e54** learning the grammar for year 1 in English Appendix 2
 - **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

Spring has Sprung! - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **KS1**

- **sc1** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
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- **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
- **sc7** gathering and recording data to help in answering 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.

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** 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

Human and physical geography **KS1**

- **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

use basic geographical vocabulary to refer to: **KS1**

- **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
- Geographical skills and fieldwork

Geographical skills and fieldwork **KS1**

- **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
- **ge17** use simple compass directions (North, South, East and West)
- **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
- **ge26** use simple fieldwork and observational skills to study the geography of their school and its grounds

KS1

- **hi15** significant historical events in their own locality.

MATHEMATICS AND COMPUTING

Number - number and place value **KS1**

- **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
- **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

Measurement **KS1**

- **m21** capacity and volume
- **m23** recognise and know the value of different denominations of coins and notes

Geometry - position and direction **KS1**

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

KS1

- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co5** debug simple programs
- **co8** use technology purposefully to organise, store and manipulate digital content

PHYSICAL EDUCATION

KS1

- **pe1.3** aster basic movements developing balance co-ordination
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending
- **pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **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.
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

Design **KS1**

- **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
- **dt5** generate, develop, model and communicate their ideas through information and communication technology

Make **KS1**

- **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

Evaluate **KS1**

- **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

Technical knowledge **KS1**

- **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.
- **dt21** explore and use mechanisms, such as wheels and axles, in their products.

KS1

- **mu1** use their voices expressively by singing songs
- **mu3** use their voices creatively
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

LITERACY

Reading - comprehension **KS1**

- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
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- **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
- **e28** name the letters of the alphabet.
- **e29** naming the letters of the alphabet in order
- **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
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Writing - handwriting **KS1**

- **e39** form capital letters
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Writing - composition **KS1**

- **e46** re-reading what they have written to check that it makes sense
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- **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.

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

- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

COMMUNICATION AND LANGUAGE

KS1

- **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
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

PSED Developing good relationships and respecting the differences between people **KS1**

- **pr18** Develop positive relationships through work and play.

RE - Learning From Religion **KS1**

- **rf12** Ask puzzling questions and respond accordingly.
- **rf13** Identify what matters to them and others and link this to religion.

Learning About Religion **KS1**

- **ra6** Explore a range of religious stories.
- **ra8** Name and explore a range of celebrations.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra11** Identify religious symbols.

PSED Developing a healthy, safer lifestyle **KS1**

- **ph13** To understand that all household products including medicines, can be harmful if not used properly.

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