



# The Creative Learning Journey

## All about ourselves and where we live.

Wow Starter: Favourite foods? What do we like to eat?

Final Event: Displaying our art sculptures in school - children will also have the opportunity to share them with the rest of

Teacher: JTurney  
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
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **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.

#### Location knowledge LKS2

- **ge31** I can name and locate the counties and major cities in the UK
- **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK
- **ge33** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)
- **ge34** I can identify patterns of land-use and describe how these shape the landscape
- **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

#### Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world
- **ge47** I can read and understand eight points of a compass

### EXPRESSIVE ARTS AND DESIGN

#### LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **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

#### Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27** I can communicate my ideas through annotated sketches
- **dt29** I can make a model of my design

#### Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product

- **dt34** I can join, assemble and combine components with precision
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product

#### Evaluate LKS2

- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design
- **dt42** I can talk about some significant designers through history

#### Cooking and nutrition LKS2

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

### PHYSICAL EDUCATION

#### LKS2

- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

#### 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
- **pe10.2** I can demonstrate self-rescue skills



### COMMUNICATION AND LANGUAGE

#### LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions
- **fl5** I can pronounce words correctly so that I am understood
- **fl9** I use a dictionary to help me to understand and learn new words
- **fl11** I can speak and write about everyday life
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English
- **sl13** listen and respond appropriately to adults and their peers
- **sl15** use relevant strategies to build their vocabulary

- **sl16** articulate and justify answers, arguments and opinions
- **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
- **sl22** gain, maintain and monitor the interest of the listener(s)
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others

### PSED & RELIGIOUS EDUCATION

#### 0 LKS2

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- 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.
- Food and healthy living
- Exercise and leisure

### MATHEMATICS AND COMPUTING

#### Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

#### LKS2

- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate

- **co26** I understand that some sources are biased
- **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

### LITERACY

#### Writing - transcription - Spelling LKS2

- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e159** use the first two or three letters of a word to check its spelling in a dictionary

- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Swimming -  
10 weeks of 30  
minute swimming  
lessons at  
Tiddenfoot Leisure  
Centre.

Harvest Festival -  
whole school

Geography walk -  
a look at where we  
live  
and the geographical  
features that  
surround us.



# All about ourselves and where we live. - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE
<p><b>Working scientifically</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>sc32</b> asking relevant questions and using different types of scientific enquiries to answer them</li><li>• <b>sc33</b> setting up simple practical enquiries, comparative and fair tests</li><li>• <b>sc35</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• <b>sc36</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• <b>sc38</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• <b>sc40</b> using straightforward scientific evidence to answer questions or to support their findings.</li></ul> <p><b>Animals, including humans</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>sc45</b> 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</li><li>• <b>sc46</b> identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul> <p><b>Location knowledge</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ge31</b> name and locate counties and cities of the United Kingdom</li><li>• <b>ge32</b> name and locate geographical regions and their identifying human and physical characteristics</li><li>• <b>ge33</b> name and locate key topographical features (including hills, mountains, coasts and rivers)</li><li>• <b>ge34</b> name and locate land-use patterns</li><li>• <b>ge35</b> name human and physical characteristics and understand how some of these aspects have changed over time</li></ul> <p><b>Geographical skills and fieldwork</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ge46</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• <b>ge47</b> use the eight points of a compass</li></ul>	<p><b>Number - number and place value</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m81</b> recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li></ul> <p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>co24</b> use search technologies effectively</li><li>• <b>co25</b> be discerning in evaluating digital content</li><li>• <b>co26</b> appreciate how results are selected and ranked</li><li>• <b>co29</b> use technology safely, respectfully and responsibly</li><li>• <b>co30</b> recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pe7</b> perform dances using a range of movement patterns</li></ul> <p><b>Swimming and water safety</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pe10</b> swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• <b>pe10.1</b> use a range of strokes effectively such as front crawl, backstroke and breaststroke</li><li>• <b>pe10.2</b> perform safe self-rescue in different water-based situations.</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ad10</b> to create sketch books to record their observations and use them to review and revisit ideas</li><li>• <b>ad11</b> 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)</li><li>• <b>ad12</b> to improve their mastery of art and design techniques, including drawing with pencil and charcoal</li><li>• <b>ad15</b> about great artists, architects and designers in history.</li></ul> <p><b>Design</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt25</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li><li>• <b>dt26</b> use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups</li><li>• <b>dt27</b> generate, develop, model and communicate their ideas through discussion and annotated sketches</li><li>• <b>dt29</b> generate, develop, model and communicate their ideas through prototypes</li></ul> <p><b>Make</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt32</b> select from and use a wider range of tools and equipment to perform practical tasks</li><li>• <b>dt34</b> use a wider range of tools and equipment to perform practical tasks, such as joining accurately</li><li>• <b>dt35</b> select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately</li></ul> <p><b>Evaluate</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt38</b> investigate a range of existing products</li><li>• <b>dt39</b> analyse a range of existing products</li><li>• <b>dt40</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>• <b>dt42</b> understand how key individuals in design and technology have helped shape the world</li></ul> <p><b>Cooking and nutrition</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt49</b> understand and apply the principles of a healthy and varied diet</li></ul>	<p><b>Writing - transcription - Spelling</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e156</b> spell further homophones</li><li>• <b>e157</b> spell words that are often misspelt (English Appendix 1)</li><li>• <b>e159</b> use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Writing - handwriting</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e161</b> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• <b>e162</b> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>fl1</b> listen attentively to spoken language and show understanding by joining in and responding</li><li>• <b>fl2</b> explore the patterns and sounds of language through songs and rhymes</li><li>• <b>fl2.1</b> link the spelling, sound and meaning of words</li><li>• <b>fl3</b> engage in conversations; ask and answer questions</li><li>• <b>fl5</b> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• <b>fl9</b> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• <b>fl11</b> describe people, places, things and actions orallyand in writing</li><li>• <b>fl12.2</b> understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li><li>• <b>sl13</b> listen and respond appropriately to adults and their peers</li><li>• <b>sl15</b> use relevant strategies to build their vocabulary</li><li>• <b>sl16</b> articulate and justify answers, arguments and opinions</li><li>• <b>sl17</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• <b>sl18</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>sl20</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>sl21</b> participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• <b>sl22</b> gain, maintain and monitor the interest of the listener(s)</li><li>• <b>sl23</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</li></ul>

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