



The Creative Learning Journey Colour Chaos!

Teacher: kwaller
School: Stanbridge Lower



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
- **sc7** gathering and recording data to help in answering questions.

- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Living things and their habitats KS1

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad3** I can use painting to share my ideas.
- **ad5** I can use colour, texture and pattern 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

- **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
- **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
- **mu10** I understand loud/quiet, fast/slow and high/low

KS1

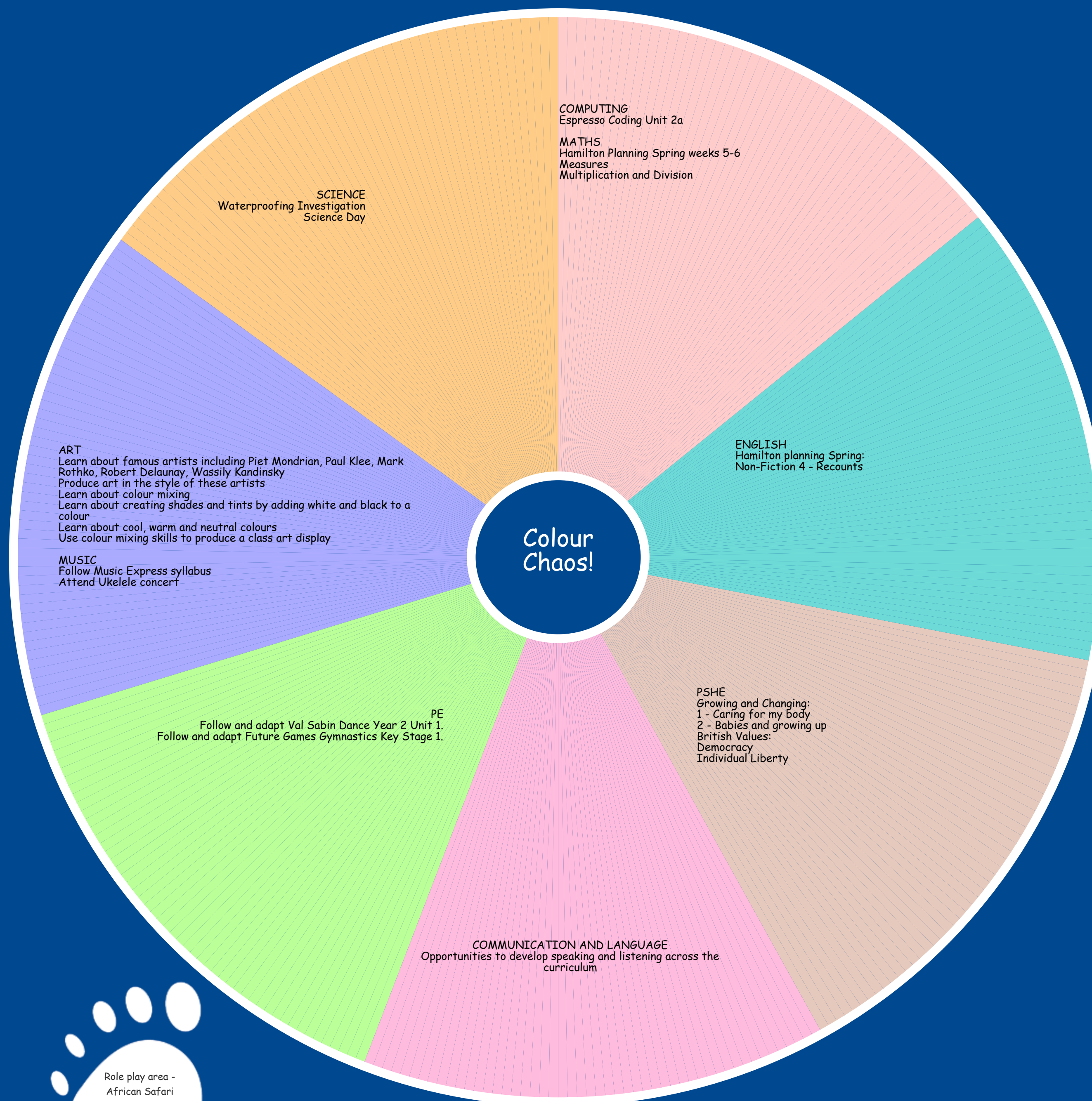
PHYSICAL EDUCATION

KS1

- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

Role play area -
African Safari
Resources to encourage imaginative and social play. Labels to encourage widening vocabulary. Use of social and emotional skills to play collaboratively with peers, and opportunities to use learning in context



MATHEMATICS AND COMPUTING

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m56** compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program

KS1

- **co1** I know that an algorithm is an instruction in a computer program

LITERACY

Writing - vocabulary, grammar and punctuation KS1

- **e113** develop their understanding of the concepts set out in English Appendix 2 by:
- **e114** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- **e115** learn how to use:
- **e116** sentences with different forms: statement, question, exclamation, command

PSED & RELIGIOUS EDUCATION

O KS1

- Caring for my body
- Babies and growing

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.

PSED Developing a healthy, safer lifestyle KS1

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
- **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.

Colour Chaos! - 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• sc7 gathering and recording data to help in answering questions.	<p>Measurement <i>KS1</i></p> <ul style="list-style-type: none">• m55 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels• m56 compare and order lengths, mass, volume/capacity and record the results using >, < and = <p><i>KS1</i></p> <ul style="list-style-type: none">• co1 understand what algorithms are• 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• co6 use logical reasoning to predict the behaviour of simple programs	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1.3 aster basic movements developing balance co-ordination• pe1.4 master basic movements, developing agility• pe1.5 master basic movements and begin to apply these in a range of activities• pe3 perform dances using simple movement patterns.	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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,• 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. <p><i>KS1</i></p> <ul style="list-style-type: none">• 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• mu8 listen with concentration and understanding to a range of music• mu9 experiment with, create, select and combine sounds• mu10 experiment with the inter-related dimensions of music.	<p>Writing - vocabulary, grammar and punctuation <i>KS1</i></p> <ul style="list-style-type: none">• e113 develop their understanding of the concepts set out in English Appendix 2 by:• e114 learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• e115 learn how to use:• e116 sentences with different forms: statement, question, exclamation, command	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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• 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.	<p>PSED Developing a healthy, safer lifestyle <i>KS1</i></p> <ul style="list-style-type: none">• ph8 Make simple choices that improve their health and well being.• ph9 Maintain personal hygiene.• ph10 Understand that certain actions spread disease.

