



The Creative Learning Journey

Fire, Fire!

Teacher: kwaller
School: Stanbridge Lower



Final Event: Burn houses made in DT, to see how the fire spread through London.

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.

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

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)

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **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

PSED & RELIGIOUS EDUCATION

0 KS1

- What goes into and onto my body
- Medicines
- Feeling ill, feeling better

PSED Developing a healthy, safer lifestyle KS1

- **ph11** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
- **ph12** Make sensible choices (food, games, television, money).

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

PSED Developing good relationships and

respecting the differences between people KS1

- **pr24** Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders).

SCIENCE
Learn about the life cycles of plants
Investigate what conditions plants need to grow best
Identify and learn about seeds and bulbs, and how they grow into plants
Identify some plants we eat, and where they come from
Identify and name parts of a plant, tree and flower

HISTORY
Research how the GfOL started, and how it progressed.
Learn about the life of Samuel Pepys.
Compare modern and old homes and building materials.
Use timelines to show GfOL, and life of Samuel Pepys.

PE
Follow and adapt Val Sabin Athletics Year 2 Unit 1
Follow and adapt Val Sabin Games Year 2 Unit 2.

PSHE
Growing and Changing:
1 - What goes onto/into my Body
2 - Medicines
3 - Feeling ill/feeling better
British Values:
Tolerance of those with different faiths and beliefs

COMMUNICATION AND LANGUAGE
Opportunities to develop speaking and listening across the curriculum.

OUTDOOR LEARNING

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

Sand, pots, reading, construction, art easels.
For specific Maths and English opportunities including writing/counting/identifying numbers, calculations and objects in sand, measuring rainfall/objects, identifying shapes, making patterns with chalk, finding and writing phonemes on path and in the sand, identifying word classes, identifying and using punctuation

Fire,
Fire!

DT
Look at and compare designs for modern and old houses.
Explore different materials, and how we can make them stiffer, stronger, more stable etc
Design a 17th century house, and choose materials, tools and joining methods
Taste a range of bread/scones and discuss what we liked/disliked
Design our own recipe and create our own small loaves of bread
Evaluate our designs and makes against our design briefs

MUSIC
Music Express syllabus
Learn chants/songs based on GfOL e.g. London's Burning

MATHS
Hamilton Planning Summer weeks 1-6
Number-
Fractions
Addition and Subtraction
Measures
Multiplication and Division

COMPUTING
Espresso Coding Unit 2b
Using the internet to aid design ideas

ENGLISH
Hamilton planning Summer:
Fiction 5 - Quest Stories
Non-Fiction 5 - Information Texts
Poetry 5 - Favourite Poems

EXPRESSIVE ARTS AND DESIGN

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
- **dt2** I can explain how my design will meet the needs of the users
- **dt3** I can draw and talk about what I am going to make
- **dt5** I have used ICT to help develop or communicate my design

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
- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt12** I can create or follow simple recipes
- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **dt15** I can talk about existing products and tell you how they might be improved for the user/consumer
- **dt16** I can talk about how closely my finished product matches my design

- **dt17** I can talk about what worked well with my product and how it could be improved

Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger
- **dt19** I can tell you some ways to make structures stiffer or more stable

Cooking and nutrition KS1

- **dt22** I can describe the healthy food in the dishes I prepare
- **dt23** I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- **dt24** I can tell you where some of the food I eat comes from

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
- **mu5** I can play a tuned instrument in a piece of music
- **mu6** I can sit and listen attentively to live music

MATHEMATICS AND COMPUTING

Number - addition and subtraction KS1

- **m45** two two-digit numbers
- **m46** adding three one-digit numbers

Measurement KS1

- **m59** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- **m60** compare and sequence intervals of time

KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **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
- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co11** I know how to use equipment safely and respectfully

LITERACY

Writing - composition KS1

- **e107** encapsulating what they want to say, sentence by sentence
- **e108** make simple additions, revisions and corrections to their own writing by:
- **e109** evaluating their writing with the teacher and other pupils

- **e110** re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

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.

Fire, Fire! - 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>Plants <i>KS1</i></p> <ul style="list-style-type: none">• sc24 observe and describe how seeds and bulbs grow into mature plants• sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><i>KS1</i></p> <ul style="list-style-type: none">• hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• hi2 They should know where the people and events they study fit within a chronological framework• hi3 They should identify similarities and differences between ways of life in different periods.• hi4 They should use a wide vocabulary of everyday historical terms.• hi5 They should ask and answer questions• hi6 They should choose and use parts of stories and other sources to show that they know and understand key features of events.• 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.	<p>Number - addition and subtraction <i>KS1</i></p> <ul style="list-style-type: none">• m45 two two-digit numbers• m46 adding three one-digit numbers <p>Measurement <i>KS1</i></p> <ul style="list-style-type: none">• m59 solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change• m60 compare and sequence intervals of time <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• co7 use technology purposefully to create digital content• co8 use technology purposefully to organise, store and manipulate digital content• co9 use technology purposefully to retrieve digital content• co11 use technology safely and respectfully	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.1 master basic movements including jumping• pe1.2 master basic movements including throwing and catching• pe1.5 master basic movements and begin to apply these in a range of activities• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending	<p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt2 design for themselves and other users based on design criteria• dt3 generate and communicate their ideas through talking and drawing templates• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• 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• dt10 select from and use a wide range of materials and components including construction materials• dt12 select from and use a wide range of materials and components, including ingredients• dt13 select from and use a wide range of materials and components according to their characteristics <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt15 evaluate a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt18 build structures, exploring how they can be made stronger• dt19 build structures, exploring how they can be made stiffer and more stable <p>Cooking and nutrition <i>KS1</i></p> <ul style="list-style-type: none">• dt22 use the basic principles of a healthy diet to prepare dishes• dt23 use the basic principles of a varied diet to prepare dishes• dt24 understand where food comes from. <p><i>KS1</i></p> <ul style="list-style-type: none">• 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• mu5 play tuned and untuned instruments musically• mu6 listen with concentration and understanding to a range of high-quality live music	<p>Writing - composition <i>KS1</i></p> <ul style="list-style-type: none">• e107 encapsulating what they want to say, sentence by sentence• e108 make simple additions, revisions and corrections to their own writing by:• e109 evaluating their writing with the teacher and other pupils• e110 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	<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">• ph11 Understand rules for keeping safe in the environment (roads, railways, people, fire, water).• ph12 Make sensible choices (food, games, television, money).• ph13 To understand that all household products including medicines, can be harmful if not used properly. <p>PSED Developing good relationships and respecting the differences between people <i>KS1</i></p> <ul style="list-style-type: none">• pr24 Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders).

