



The Creative Learning Journey Rainforests!

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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.

Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

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
- **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

- **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

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **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
- **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

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules

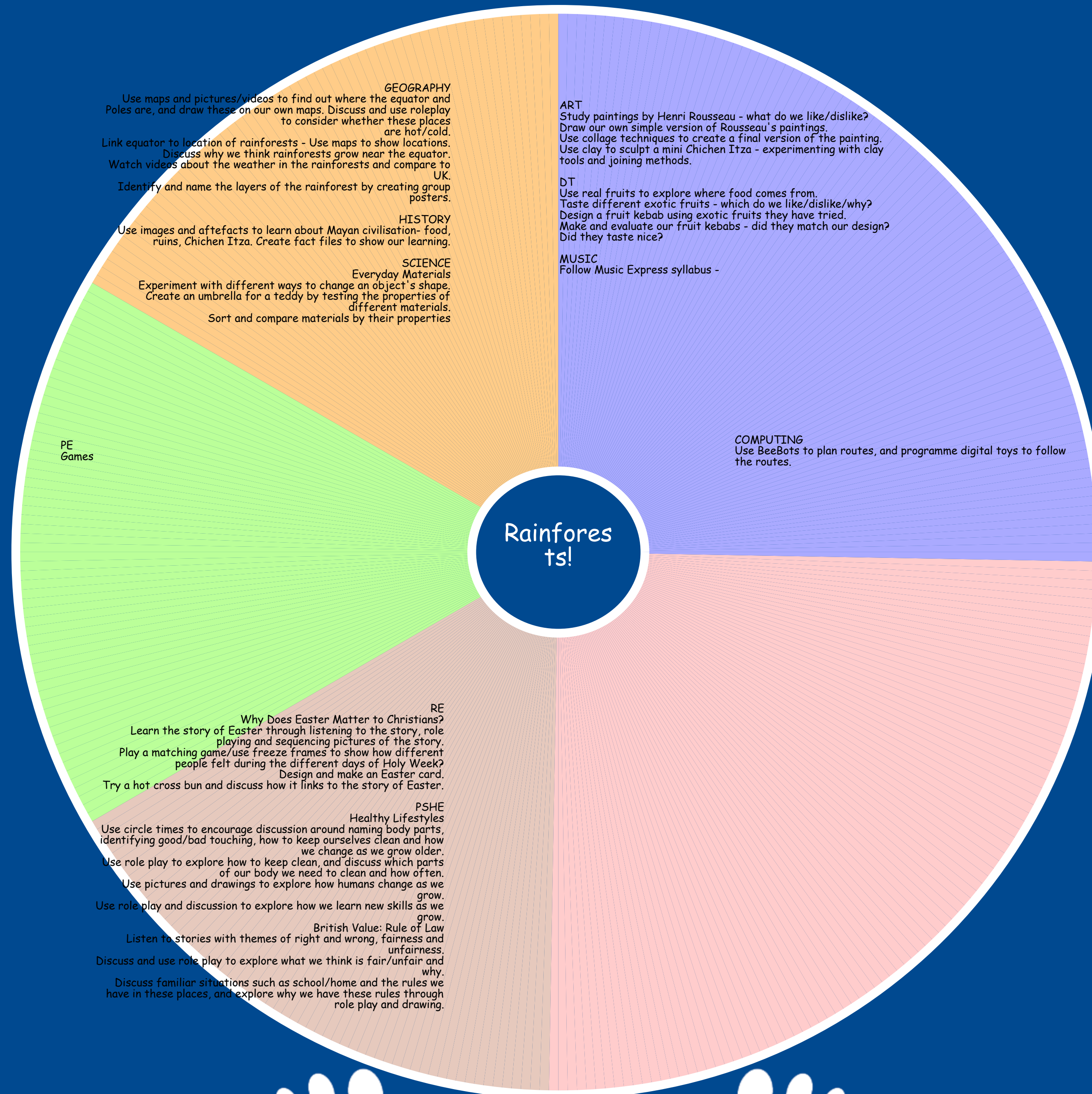
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

PSED & RELIGIOUS EDUCATION

0 KS1

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.

- Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.



EXPRESSIVE ARTS AND DESIGN

KS1

- **ad2** I can use drawing to share my ideas.
- **ad4** I can use sculpture 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
- **ad9** I can show you how ideas from famous people have helped me to create my own work

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

Make KS1

- **dt9** I can select the appropriate materials and tools for my design
- **dt12** I can create or follow simple recipes
- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **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

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

MATHEMATICS AND COMPUTING

KS1

- **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

OUTDOOR LEARNING

Role play area - Rainforest Explorer. Masks for imaginative and social play, toy rainforest animals for small world play, spotter and sketching sheets to encourage art links, and fine motor control. Labels to encourage widening vocabulary

Sandpit, water tray, pots, reading, construction, art easels, small world, dolls, rackets and balls, mud kitchen, chalk.
Opportunities for Literacy: mark-making/writing in sand/chalk/art easels.
Opportunities for Communication and Language: developing social skills through play, developing turn taking, talking with peers and adults, managing conflict, building vocabulary.
Opportunities for Maths: writing/counting/identifying numbers and objects in sand/chalk/art easels, measuring rainfall/objects, identifying shapes, making patterns with chalk/art easels, filling pots.

Interactive phonics display - Name the Alien.

Rainforests! - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN
<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>Everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• sc14 distinguish between an object and the material from which it is made• sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• sc16 describe the simple physical properties of a variety of everyday materials• sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge1 name and locate the world's seven continents• ge2 name and locate the world's five oceans• 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 <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• 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 <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.• 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• 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><i>KS1</i></p> <ul style="list-style-type: none">• 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	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad2 to use drawing to develop and share their ideas, experiences and imagination• ad4 to use sculpture 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.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <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 <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• dt9 select from and use a range of tools and equipment to perform practical tasks• 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">• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <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.

