



The Creative Learning Journey

Transport

Final Event: Class Assembly

Teacher: kwaller
School: Stanbridge Lower



UNDERSTANDING THE WORLD

Seasonal changes KS1

- **sc18** I observe changes across the four seasons
- **sc19** I observe and describe weather associated with the seasons and how day length varies.

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

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge18** I can describe the location of places near my home
- **ge19** I can describe the location of places further away and how I might travel to them

- **ge24** I can create symbols for the features on my map and create a key to explain what they represent

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

- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Reflect on how spiritual and moral values relate to their own behaviour.
- Recognise that religious teachings and ideas about values make a difference to individuals, families and the local community.
- Looking after myself

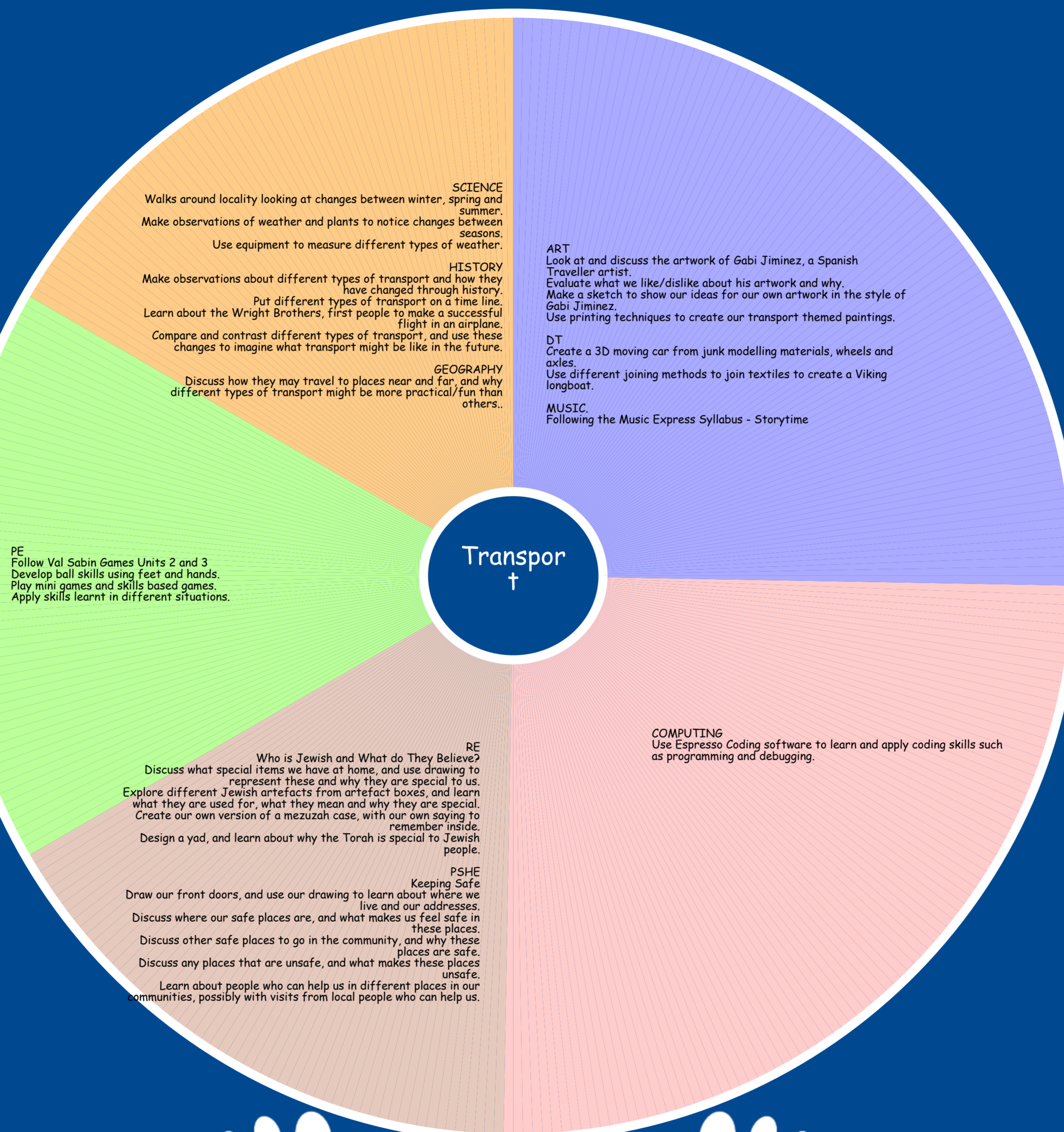
- Feeling happy and safe

RE - Learning From Religion KS1

- **rf13** Identify what matters to them and others and link this to religion.
- **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

Learning About Religion KS1

- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.



EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing to share my ideas.
- **ad5** I can use colour, texture and pattern in my work
- **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

- **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
- **dt4** I can make a realistic model of my design

Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **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

- **dt11** I can create things from textiles

Evaluate KS1

- **dt14** I can look at things other people have made and tell you what I like or dislike
- **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
- **dt21** 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
- **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
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu10** I understand loud/quiet, fast/slow and high/low

MATHEMATICS AND COMPUTING

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

OUTDOOR LEARNING

Sand, pots, reading, construction, art easels.
For specific Maths and English opportunities see appropriate sections.

Role play area -
Travel Agents.
World Maps and location posters to link to Geography.
Passports, holiday booking and holiday checklists to encourage writing
Imaginative play taking place to develop social skills

Interactive phonics display - Name the Alien.

Transport - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	PSED & RELIGIOUS EDUCATION		
<p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge10 identify seasonal weather patterns in the United Kingdom• ge11 identify daily weather patterns in the United Kingdom <p>Geographical skills and fieldwork <i>KS1</i></p> <ul style="list-style-type: none">• 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• ge18 use locational language (e.g. near and far)• 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• ge24 use and construct basic symbols in a key <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><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 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><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad2 to use drawing 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,• 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. <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt4 model and communicate their ideas through mock-ups <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• 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• dt11 select from and use a wide range of materials and components, including textiles <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• 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• dt21 explore and use mechanisms, such as wheels and axles, in their products. <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• mu7 listen with concentration and understanding to a range of high-quality recorded music• mu8 listen with concentration and understanding to a range of music• mu10 experiment with the inter-related dimensions of music.	<p>RE - Learning From Religion <i>KS1</i></p> <ul style="list-style-type: none">• rf13 Identify what matters to them and others and link this to religion.• rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour.• rf15 Recognise that religious teaching and ideas make a difference to individuals and families. <p>Learning About Religion <i>KS1</i></p> <ul style="list-style-type: none">• ra10 Identify the importance, for some people, of belonging to a religion.• ra11 Identify religious symbols.• ra12 Begin to use a range of religious words.		

