



The Creative Learning Journey

Where are we?

Wow Starter: Use Google Earth to show where Stanbridge is on the planet! Children to record on a map of Uk

Final Event: Make your own map (imaginative place) using OS symbols and a grid to reference buildings/important

Teacher: IWilkins
School: Stanbridge Lower



UNDERSTANDING THE WORLD

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

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe
- **ge28** I can identify North and South America on a map or globe
- **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)
- **ge36** I understand latitude and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles

Human and physical geography LKS2

- **ge39** I understand physical geography in relation to climate zones, biomes and vegetation belts
- **ge41** I understand the water cycle
- **ge42** I understand human geography in relation to types of settlement and land-use

Geographical skills and fieldwork LKS2

- **ge47** I can read and understand eight points of a compass
- **ge48** I can use four and six figure grid references
- **ge49** I understand keys and the symbols on an O.S. map
- **ge50** I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations

PHYSICAL EDUCATION

LKS2

- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe5** I can play competitive net, striking, fielding and invasion games

- **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad15** I can talk about some famous artists, architects and designers from the past

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music

- **mu16** I can listen carefully and perform accurately from memory
- **mu17** I can perform from simple, standard notation
- **mu18** I can use standard notation in my compositions
- **mu22** I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time

Write out school's full address
Discuss county and country
Look at map of countries of UK - children to make and then put together jigsaw of spine of England.
Discuss village, town and city - similarities and differences.
What would you see in each type of settlement?
Make a poster of the types of buildings.
Walk around Stanbridge - take photos and draw sketches of different types of building and land use in our local community
Take part in Litter Picking activity to support local community.
Use Parish council website to find out more information about Stanbridge through the ages.
Put together a booklet for visitors to Stanbridge use the information collected from walk and website.

Science - what is a skeleton? Make a body model.
Name the bones - using rhyme and song
Label diagram with basic names and scientific names of a range of bones.
How do we move? Look at joint.
Physical activities to show use of different muscles
Investigate - does the longest legs have the longest jump? etc..
Build models of how muscles work - stretch and relax using elastic bands etc.
Art from the body - look at how the body/skeleton has been used to make exciting artwork - replicate.

Continue with various French language activities to enhance vocabulary
Use a range of online/powerpoint/ texts to provide children with different ways to show they understand the vocabulary and they can communicate in basic French.

Give children chance/time to discuss topics across the curriculum - to express opinions and discuss those opinions.
Show good examples of standard English to inspire better use of lanhuage when speaking to others or the whole class

Netball activities - using specialist coach's activities - children to prepare for Netball tournament in Leighton Buzzard.
Practise passing - the three main types
Finding space around the court
Be aware of stopping with the ball to pass
Be aware of only moving without the ball.
Cildren to play games to practise where each player is allowed on the court within the 3 sections.
Football - practise passing and moving
Preparing for Girls football tournament at Leighton United.

Singing lessons to continue every Tuesday until end of March - then rehearsal at Southcott school with other schools

Ukulele lessons - Friday afternoons - with concert for parents and whole schools before Easter Hols.

Design a suitable poster comparing settlements
Produce an accurate and sensible booklet about the village of Stanbridge
Use 'Art inspired by the body' to produce an imaginative piece of artwork using pastels and other crayons - inspired by photos to be provided.

Where are we?

Mr Wilkins with Year 3 at Grafham Water for three days
Mon 25th - Weds 27th
February
Student to cover with support for this period.

Science Day
Wednesday 20th March
How clean is our water?
Using microscopes etc.

Did you know there is plastic in our clothes?

This can block our washing machines.
Out back on top of rosin.

Year 4 Enrichment afternoon
Friday 29th March
10 children out visiting Middle schools to take part in various topic activities

World Book Day
Thursday 7th March
English focus all week
to use Talk for Writing to produce a story based on a provided text.
Maybe Wizard of Oz?

COMMUNICATION AND LANGUAGE

LKS2

- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl3** I can have a conversation including asking and answering questions
- **fl3.1** I can express my own and understand others' opinions
- **fl6** I can communicate and be understood in different situations

- **fl9** I use a dictionary to help me to understand and learn new words
- **fl10** I can write phrases from memory
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- **pa25** Continue to value contributions of others in discussion.
- **pa28** Identify reasons about why rules are needed.
- **pa29** Understand there are consequences when rules are broken.
- **pa30** Distinguish between accidental and deliberate actions.
- **pa31** Understand that there are responsibilities as well as rights.
- **pa32** To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.

- **pr29** Realise the nature and consequences of negative behaviour.
- **pr30** Able to identify strategies to respond to negative behaviour constructively and ask for help.

RE - Learning From Religion LKS2

- **rf25** Response to the challenges of commitment in their own views and in religious traditions.
- **rf26** Identify how commitment to a religion is shown in a variety of ways.

Learning About Religion LKS2

- **ra28** Identify and describe the similarities in religions.
- **ra29** Investigate the significance of religion in the local and national communities.
- **ra31** Understand the importance of religious expression.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc31** Begin to make responsible choices and consider consequences.

PSED Developing good relationships and respecting the differences between people LKS2

Where are we? - Stage Coverage

UNDERSTANDING THE WORLD	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION		
<p>Animals, including humans LKS2</p> <ul style="list-style-type: none">• 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.	<p>LKS2</p> <ul style="list-style-type: none">• pe4.1 use running, jumping, throwing and catching in combination• pe5 play competitive games, modified where appropriate• pe6 develop flexibility, strength, technique, control and balance, for example through athletics• pe9.2 demonstrate their personal best.	<p>LKS2</p> <ul style="list-style-type: none">• ad10 to create sketch books to record their observations and use them to review and revisit ideas• ad15 about great artists, architects and designers in history. <p>LKS2</p> <ul style="list-style-type: none">• mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• mu12 play musical instruments with increasing accuracy• mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression• mu16 listen with attention to detail and recall sounds with increasing aural memory• mu17 understand staff and other musical notations• mu18 se staff and other musical notations• mu22 develop an understanding of the history of music.	<p>LKS2</p> <ul style="list-style-type: none">• fl2 explore the patterns and sounds of language through songs and rhymes• fl3 engage in conversations; ask and answer questions• fl3.1 engage in conversations and express opinions and respond to those of others• fl6 present ideas and information orally to a range of audiences• fl9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• fl10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly• sl16 articulate and justify answers, arguments and opinions• sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<p>PSED Preparing to play an active role as citizens LKS2</p> <ul style="list-style-type: none">• pa25 Continue to value contributions of others in discussion.• pa28 Identify reasons about why rules are needed.• pa29 Understand there are consequences when rules are broken.• pa30 Distinguish between accidental and deliberate actions.• pa31 Understand that there are responsibilities as well as rights.• pa32 To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities. <p>PSED Developing confidence and responsibility and making the most of their abilities LKS2</p> <ul style="list-style-type: none">• pc31 Begin to make responsible choices and consider consequences. <p>PSED Developing good relationships and respecting the differences between people LKS2</p> <ul style="list-style-type: none">• pr29 Realise the nature and consequences of negative behaviour.• pr30 Able to identify strategies to respond to negative behaviour constructively and ask for help. <p>RE - Learning From Religion LKS2</p> <ul style="list-style-type: none">• rf25 Response to the challenges of commitment in their own views and in religious traditions.• rf26 Identify how commitment to a religion is shown in a variety of ways. <p>Learning About Religion LKS2</p> <ul style="list-style-type: none">• ra28 Identify and describe the similarities in religions.• ra29 Investigate the significance of religion in the local and national communities.• ra31 Understand the importance of religious expression.		

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