



The Creative Learning Journey Climbing up the Stalk

Wow Starter: Trip to Ryton Pools to find out about different types of plants and trees through exciting workshops.

Final Event: EYFS/ KS1 garden to have been planted with a range of plants, seeds, bulbs.

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
- sc6 using their observations and ideas to suggest answers to questions

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal changes KS1

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

Geographical skills and fieldwork KS1

- ge18 I can describe the location of places near my home
- ge25 I have annotated my sketches to identify some of the human and physical features I saw

Core Skills across the Key Stage KS1

- hi5 I can ask and answer questions about the past
- hi6 I can identify key features of stories and events to help me to understand their importance

PHYSICAL EDUCATION

KS1

- pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- 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
- 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.

LITERACY

Reading - word reading KS1

- e1 apply phonic knowledge and skills as the route to decode words
- e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40-phonemes, including where applicable, alternative sounds for graphemes
- e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- e6 read other words of more than one syllable that contain taught GPCs
- e7 read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- e8 read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- e9 re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- e10 develop pleasure in reading, motivation to read, vocabulary and understanding by:
- e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- e25 words containing each of the 40-phonemes already taught
- e26 common exception words
- e27 the days of the week
- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order
- e30 using letter names to distinguish between alternative spellings of the same sound
- e31 add prefixes and suffixes:
- e32 using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- e33 using the prefix un-
- e34 using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)
- e35 apply simple spelling rules and guidance, as listed in English Appendix 1
- e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - handwriting KS1

- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
- e39 form capital letters
- e40 form digits 0-9
- e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

British Values

Climbing up the Stalk

Through this topic the children will identify a variety of common wild and green plants including deciduous and evergreen trees. They will label and describe the basic structure of different types of flowering plants.

The children will start to grow a bean and complete a bean diary at school and then to continue looking after it at home.

The children will go on plant hunts around the school gardens to look at the different types of plants. Small groups will visit the garden centre to choose some flowers and plants to put in the EYFS/KS1 garden.

We will develop part of the outside to be their own garden centre and planting area.

Through this topic the children will find out about Charles Darwin and what he discovered through the questions he asked.

The children will be encouraged to draw, measure, think and talk about the plants they see around school and out and about. They will create sketches and journals of their work.

In P.E this term the children will continue to develop their throwing and catching skills, through a range of different games. They will use a variety of different types of balls, P.E equipment.

The children will think about the position their body needs to be in to ensure they can catch the ball. They will think about what they need to change if the distance is increased.

In Gymnastics the children will create sequences with a range of different rolls, jumps and balances. They will work in small groups using equipment such as benches and mats with their routines.

The children will develop their skills of given constructive feedback to their peers and how they can improve their routine and individual movements.

In English we will look at Jack and the Bean stalk but will then spend time looking and learning the alternative viewpoints and twists of this traditional tale. We will continue to learn the story through storytelling and drama.

We will then look in detail at the text particularly at how paragraphs are used to give structure to the story along with the different sentence starters used to create suspense and atmosphere. We will then write our own versions of this tale and will share and perform them to the rest of the class, using expression.

We will be writing a recount about our class trip and using success criteria to help us make sure we use the correct features for this type of writing. We will then use the success criteria to mark our own work, checking that full stops and capital letters are in the correct place.

The children will also be writing a diary linked to the bean that they will grow and watch.

Handwriting groups will continue and most children will be learning to join certain letters together.

Phonics and reading will also continue in the fluid groups. As a whole class we will be developing our comprehension skills when reading.

OUTDOOR LEARNING

Planting in the KS1 garden.

Ryton pools Trip

Plant hunts around the school.

Through exploring a range of different plants, flowers, seeds and trees. The children will group and sort depending on size. They will use their knowledge of measuring length to determine which unit of measure is best to use.

Some of this information will be presented in bar charts, pictographs and tallies.

Carrying on from the home learning project last term where the children had to create a piece of art work inspired by a famous artist. This work will be displayed in the classroom and we will do this from this term's work.

The children will look at a range of Famous Artists; Van Gogh (Sunflowers), Andy Warhol (Flowers) and others and will use different techniques to create their own art work being influenced by them.

The children through out the topic, will sketch, draw, paint a range of different flowers and plants. They will look at individual parts and how they differ from one plant to another.

We will rub leaves and press flowers from the local environment to add to our scrapbook/ journals.

In music we will listen and keep the beat to different rhythms. We will learn songs and use expression when performing.

Through this topic the children will be encouraged to ponder, ask questions, give opinions and reasons when finding out of the different plants and flowers.

The children may add their thoughts to the class blog and will be encouraged to talk about their learning at home. This will be through another character who will go home with each children for an evening.

In R.E we will be looking at the creation story, we will sequence the seven days and explore the role given to man as part of the creation story - to fill the Earth and subdue it (Genesis 1). We will ask many questions to provoke our thinking and making us ask more questions. Such as: What do Christians and Jews believe about the world? Did they make it or is it a gift? If it's a gift to us, who made it? How do they feel about their creation? How would they want other people to look after what they have made?

We will look at a clip of Wall-E, (Pixar film) where humans have to abandon the world due to mess. How can we stop this happening? How do they think God might feel about his creation being damaged?

We will explore and find out about the Wonders of the World - how do those pictures make us feel? How are they different to what is seen in Wall-E?

How do the children think we should look after the world? Make pledges for the outdoor area perhaps as to what they think they need to do and display those around the classroom.

Portfolio Evidence

Labeling plants

Diary of bean

Art journal work

Famous paintings, examples

MATHEMATICS AND COMPUTING

Measurement KS1

- m13 compare, describe and solve practical problems for:
- m14 lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
- m18 measure and begin to record the following:
- m19 lengths and heights

KS1

- 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
- co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- co11 I know how to use equipment safely and respectfully
- co12 I understand what 'personal information' is and why it must be kept private
- co13 I know what to do if I am worried about anything when I am using the internet

EXPRESSIVE ARTS AND DESIGN

KS1

- ad2 I can use drawing to share my ideas.
- ad3 I can use painting 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

Cooking and nutrition KS1

- 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
- mu6 I can sit and listen attentively to live music and why I like his/her work
- 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
- 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

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.

PSED & RELIGIOUS EDUCATION

O KS1

- AF2 I can name some symbols in the religions I have learnt (OS)
- AF2 I know that some questions about life are difficult to answer (OS)
- AF2 I can ask questions about what happens to other and how it makes them feel (OS)
- AF2 I can think about things that happen to me and show how they make me feel (OS)
- AF2 I can tell what symbols mean and the way people show their religious belief. (OS)
- AF3 I can talk about things that have happened to me and how these make me feel (OS)
- AF3 I can say what is important to me(OS)
- AF3 I can say what is important to someone else (OS)
- AF3 I can listen respectfully to what happens to other people and ask thoughtful, imaginative questions about their feelings. (OS)
- AF3 I can answer carefully when others ask me

- pa10 Develop understanding of groups they belong to.
- pa11 Contribute to the life of the class and school.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- pc18 Take and share responsibility, for example, for their own behaviour.
- pc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

PSED Developing good relationships and respecting the differences between people KS1

- pr16 Develop a caring attitude towards family, friends and other people.

RE - Learning From Religion KS1

- rf12 Ask puzzling questions and respond accordingly