



# The Creative Learning Journey

## Minted! (Woodpeckers)

Wow Starter: Team building challenges rewarded with clues for treasure (bags of coins from around the world).

Final Event: 'A Royal Mint Exhibition' in the new hall, showing the designing, making & evaluating process of our coins.



### UNDERSTANDING THE WORLD

- Working scientifically LKS2**
- sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
  - sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Forces and magnets LKS2**
- sc56 notice that some forces need contact between two objects, but magnetic forces can act at a distance
  - sc57 observe how magnets attract or repel each other and attract some materials and not others
  - sc58 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
  - sc59 describe magnets as having two poles
- 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
  - 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
- Geographical skills and fieldwork LKS2**
- ge46 I can use a variety of paper-based and digital resources to locate and identify places and features around the world

### PHYSICAL EDUCATION

- LKS2**
- pe4.1 I can explain how developing my skills separately has improved my performance in team games
  - pe8 I can play competitive net, striking, fielding and invasion games
- pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them**

### PSED & RELIGIOUS EDUCATION

- 0 LKS2**
- AF3 I can say who or what inspires me (OS)



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#### ENGLISH

**1) GUIDED READING TEACHER LED GROUP SESSIONS**  
We will be applying our knowledge of root words, prefixes and suffixes to help us read new words and to understand their meaning. We will be looking at exception words in more detail, noting the unusual correspondences between spelling and sound and where these occur in the word.

We will be making sure that when we read to ourselves and to others, the reading makes to us and making sure that if it doesn't we go back and make corrections with more independence. If we don't fully understand a part of a text, we will gain confidence in asking questions for clarification.

We will be learning to draw inferences about a characters' feelings, thoughts and motives from their actions. We will learn to justify our thoughts with evidence drawn from the text.

We will be developing our ability to make predictions both from what has been stated by the author and also from what has been inferred.

**2) READING - CROSS CURRICULAR LINKS**  
Geography/Computing - We will be retrieving and recording information from non-fiction texts. This will help us to:  
1) produce a report about coins from another country of our choice (Geography/Computing)  
2) To write explanations about a) how coins are made and b) the journey of a coin from the Royal Mint to our pockets.

**3) WRITING - FICTION**  
We will be reflecting on characters and settings, looking at motivation for actions and drawing inferences about how they feel. We will use descriptive vocabulary to build up settings and characters, developing our use of language and literary techniques. We will act out scenes with a partner or in small groups and orally rehearse what we intend to write about. We will evaluate each others' ideas sensitively and support each other to improve our writing.

**4) WRITING - NON FICTION**  
We will be focusing upon writing explanations. Firstly, we will be planning our writing through discussion and recording of ideas. We will draft our writing using writing frames and we will use simple organisational devices such as headings and sub-headings to help us. We will work with a partner to evaluate each other's work and we will make suggestions to each other so that we can make improvements. As well as focusing on content, we will also proof read for spelling and punctuation errors.

**5) HANDWRITING**  
We will be continuing with the Penpals handwriting scheme. We will be learning to form letters correctly, use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

We will be looking at inspirational people during the reign of HRH Elizabeth II. We will explore reasons why these people have provided inspiration for future generations.

As Artists we will be learning about the designs on circulating coins and what they represent. We will be learning about the technique of collage and how this medium has been used by David Mach and Henri Matisse. We will use this understanding to design a coin collage inspired by either the UK coins national plants range (1984-1992), the national symbols range (1994-2002) or the Britannia coin design 2011.

As Designers we will explore techniques of embossing, engraving and rubbing. We will use a range of materials such as clay to make our own coin design to celebrate HRH Elizabeth II 90th birthday. We will design, make and evaluate our finished products in preparation for our 'Exhibition'.

As Mathematicians we will be learning about why the diameter, weight and shape of coins are so important for coin design. We will be learning to measure weight (in grams) and length (in millimetres) accurately. We will be using a 'pop-up shop' to practise adding and subtracting amounts of money to give change in pounds and pence.

In French, we will be recapping on numbers and everyday greetings. We will be learning new vocabulary for items of food. We will learn some of our new vocabulary through songs and we will practise pronouncing our French words clearly so that others can understand us. We will be constructing basic sentences to ask for items of food and learning to understand what is being said to us. We will then try out our new conversation skills at our pop-up shop.

As Scientists we will learn why various metals are used to make coins and explore the properties of alloy metals. We will conduct experiments and draw conclusions from them. We will present our findings using a range of methods such as graphs and tables.

As Geographers we will understand that different countries use different coins and be able to suggest why this is. We will learn how to look at coins closely to find clues to identify their country of origin. We will be able to find and label different countries on a map of the world. We will use research skills to investigate a chosen country and produce a project based on this information.

In P.E. this term we will be focusing upon net and wall games and street dance. We will be welcoming a dance teacher to school who will lead the children in street dance lessons.

In net and wall games lessons we will be learning to send and receive a ball with increasing accuracy. We will be using a racket to control a ball and once we have mastered this skill, we will be using a racket to place a shot and to return a ball during small sided team games.

### 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
- Design LKS2**
- dt25 I can talk about my product and explain my design ideas and where they came from
  - dt26 I can tell you for whom I have designed my product and why I think my product would be useful to them
  - dt27 I can communicate my ideas through annotated sketches
- dt29 I can make a model of my design
- Make LKS2**
- dt33 I can measure, mark, cut and shape a range of materials accurately
- Evaluate LKS2**
- dt38 I can talk about existing products similar to my own
  - dt39 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
  - dt42 I can talk about some significant designers through history

### MATHEMATICS AND COMPUTING

- Measurement LKS2**
- m103 measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml)
  - m105 add and subtract amounts of money to give change, using both £ and p in practical contexts
- LKS2**
- co24 I can use search technologies effectively
  - co28 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- Measurement LKS2**
- m146 estimate, compare and calculate different measures, including money in pounds and pence

### COMMUNICATION AND LANGUAGE

- LKS2**
- fl1 I can understand what is being said to me and respond correctly
  - 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
  - fl9 I can pronounce words correctly so that I am understood
  - fl12 I know that some words are governed by gender

### LITERACY

- Reading - word reading LKS2**
- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
  - e136 read further: exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Reading - comprehension LKS2**
- e146 understand what they read, in books they can read independently, by:
    - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
    - e148 asking questions to improve their understanding of a text
    - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from
- Writing - composition LKS2**
- e163 plan their writing by:
    - e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
    - e165 discussing and recording ideas
    - e166 draft and write by:
      - e167 composing and rehearsing sentences orally (including dialogue), progressively building a vivid and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
      - e169 in narratives, creating settings, characters and plot
      - e170 in non-narrative material, using simple organisational devices (for example, headings and sub-headings)
      - e171 evaluate and edit by:
        - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
        - e174 proof-read for spelling and punctuation

### OUTDOOR LEARNING

- WOW starter**  
Team building activities designed to develop co-operation and perseverance.
- Mathematics / MFL**  
Pop up shop - taking a shop out of doors as if in the market place.
- Art & Design**  
Creating a class collage outdoors from natural objects found in the environment.

#### BRITISH VALUES

learn about inspirational people who have influenced changes to value systems around the world and how they compare to today's British Values.