



The Creative Learning Journey

Animal Magic - Kingfisher Class

Wow Starter: Explore an undiscovered part of the school... (pond picnic party)

Final Event: Open afternoon to share our learning experiences

Teacher: hreeves
School: St Mary's



UNDERSTANDING THE WORLD

People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world 0-5

- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Working scientifically KS1

- sc3 observing closely, using simple equipment
- sc5 identifying and classifying
- sc7 gathering and recording data to help in answering questions.

Animals, including humans KS1

- sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores
- sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

- sc13 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Location Knowledge KS1

- ge1 I can find and name the world's seven continents on a map and globe

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
- ge12 I can identify the Equator and North and South Poles on a map and globe
- ge13 I know that it is very hot in places around the Equator and very cold around the Poles

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
- ge25 I have annotated my sketches to identify some of the human and physical features I saw
- ge26 I have recorded the weather over a period of time and taken photographs of the human and physical features around my school

PHYSICAL EDUCATION

Moving and Handling 0-5

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

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)

- pe1.3 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

PSED & RELIGIOUS EDUCATION

Managing feelings and behaviour 0-5

- Children talk about how they and others show feelings.
- They talk about their own and others' behaviour, and its consequences.
- They know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

PSED Preparing to play an active role as citizens KS1

- pa5 Continue to develop empathy for others.
- pa6 Recognise what is right and wrong.
- pa7 Agree and follow rules for their group and classroom.
- pa8 Know how to apologise and make amends.
- pa9 Realise that people and other living things have needs.

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

PSED Developing good relationships and respecting the differences between people KS1

- pr15 Listen to other people, and play and work co-operatively.
- pr16 Develop a caring attitude towards family, friends and each other.
- pr17 Greet and talk with adults.
- pr18 Develop positive relationships through work and play.
- pr19 Be able to ask for help from an 'appropriate' adult.

PSED Developing good relationships and respecting the differences between people KS1

- pr20 Recognise how their behaviour affects other people.
- pr23 Consider social and moral dilemmas that they come across every day.

We will build upon and develop our basic movements such as running, jumping, throwing and catching. We will apply these skills to participate in team games to link with worship theme of friendship and develop PSED skills such as following rules, working cooperatively with others and making positive relationships that are maintained by the choices we make in relation to our own behaviour.

In dance we create simple sequences with increasing control linked to the animals we have learnt about. We will move our bodies to different types of music and develop movements that reflect how the animals move. We will consider how tone and pitch are used to define various animal movements.

Through circle time and class worship we will be learning about the different qualities a friend needs and how we can show this with our peers. We will consider the friends Jesus had in the bible and how we can learn from these stories.

We will create a friend deed box to share our thanks to what our friends do for us. This will form a friendship display between Robins and Kingfisher Classrooms.

Through this topic we will be classify and identify animals and find out where they live and the reasons for this. We will sort and group animals looking at their key characteristics. We will be able to explain how and why animals are adapted to their environments.

The children will learn that they are also animals and will explore and ask questions how we live in our environment. We will discuss and reflect on the basic needs of animals including humans for survival and well being.

We will explore and discover how animals find their food from other animals and plants, looking at food chains and food webs.

Using our school grounds we will develop the pond area and look at the animals that live in that habitat. We use this outdoor opportunity to collect and record data and use this to pose question.

We will use atlases and maps to locate continents and countries and using this geographical knowledge why these animals inhabit these parts of the world.

We will explore pattern and texture found on animals and the purpose it serves. We will use our imagination and will attempt to recreate these using a range of textures and medium.

We will select and use a range of equipment to make model animals, we will develop our fine motor control and communication skills to design and make models using paper, card, clay.

Through music and song we will enhance our learning in other areas of the curriculum: number rhymes and song to help with our number knowledge, poems about the weather to support language development.

As part of our school community we will learn songs that will support our initial worship theme friendship which is linked to our Christian value Koinonia.

Animal Magic - Kingfisher Class

Continuous learning of reading and phonics - All children will continue to develop their reading and phonetic skills at a level appropriate to the individual child.

We will have daily phonic and SPAG lessons to move our learning forward so that we become confident and fluent readers. With this in mind we will read in small and large groups and where every possible on an individual basis with an adult. Our classroom environment will provide plenty of opportunities to try out our skills and consolidate our knowledge of reading words. We will be exposed to a range of text types both visually and aurally.

Writing - We consider and discuss what we want to write by orally rehearsing simple and more complex sentences. We will develop our stamina as we learn to write for sustained periods of time. We will identify and use some of the features of non-fiction texts linked to Animals in our own writing. We will continue to learn the mechanics of writing for example: punctuation, composition and grammar. Later on in the term we will develop our story writing using inspirational ideas from other animal stories.

So that we are able to write more fluently we will participate in daily differentiated handwriting lessons aimed at building on our existing skills to develop them to move our learning forward.

EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials 0-5

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KS1

- ad1 I can use different materials to design and make things
- ad4 I can use sculpture 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

Design KS1

- dt3 I can draw and talk about what I am going to make

Make KS1

- dt6 I can use scissors for cutting and shaping
- 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

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

LITERACY

Reading 0-5

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing 0-5

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelled correctly and others are phonetically plausible.

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

Reading - comprehension KS1

- e12 being encouraged to link what they read or hear read to their own experiences
- e16 discussing word meanings, linking new meanings to those already known

Writing - transcription - Spelling KS1

- e28 name the letters of the alphabet
- e29 naming the letters of the alphabet in order

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
- e40 form digits 0-9

Writing - composition KS1

- e43 saying out loud what they are going to write about
- e44 composing a sentence orally before writing it
- e45 sequencing sentences to form short narratives
- e47 discuss what they have written with the teacher or other pupils

Writing - vocabulary, grammar and punctuation KS1

- e50 leaving spaces between words
- e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark