



# The Creative Learning Journey

# All the world's a stage - Swifts

Wow Starter: We will start the topic with a school trip to Stratford upon Avon to experience the rich man, poor man history

Final Event: There will be a learning expo to showcase a range of performances inspired by our learning.



## LITERACY

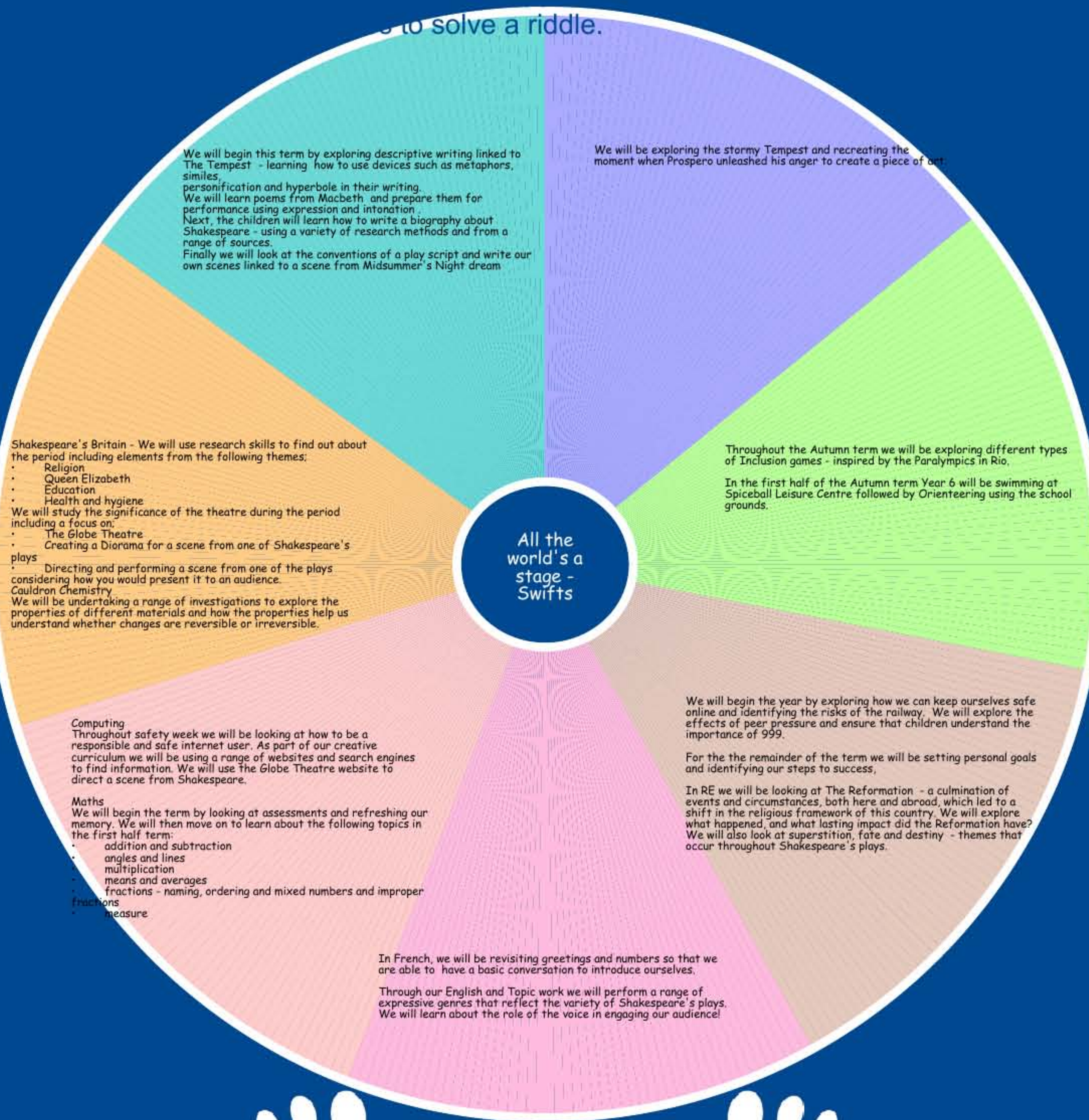
- Reading - word reading UKS2**
- e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Reading - comprehension UKS2**
- e201 maintain positive attitudes to reading and understanding of what they read by:
  - e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - e206 identifying and discussing themes and conventions in and across a wide range of writing
  - e208 learning a wider range of poetry by heart
  - e209 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
  - e212 asking questions to improve their understanding
  - e213 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - e216 identifying how language, structure and presentation contribute to meaning
  - e217 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - e219 retrieve, record and present information from non-fiction
  - e222 provide reasoned justifications for their views.
- Writing - transcription - Spelling UKS2**
- e223 use further prefixes and suffixes and understand the guidance for adding them
- e226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1**
- e227 use dictionaries to check the spelling and meaning of words
  - e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
  - e229 use a thesaurus.
- Writing - handwriting and presentation UKS2**
- e230 write legibly, fluently and with increasing speed by:
  - e232 choosing the writing implement that is best suited for a task.
- Writing - composition UKS2**
- e233 plan their writing by:
  - e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
  - e237 draft and write by:
  - e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - e243 evaluate and edit by:
  - e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - e248 proof-read for spelling and punctuation errors
  - e249 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Writing - vocabulary, grammar and punctuation UKS2**
- e250 develop their understanding of the concepts set out in English Appendix 2 by:
  - e254 using expanded noun phrases to convey complicated information concisely
  - e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - e261 using brackets, dashes or commas to indicate parenthesis

## UNDERSTANDING THE WORLD

- Working scientifically UKS2**
- sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
  - sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
  - sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
  - sc83 using test results to make predictions to set up further comparative and fair tests
  - sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Properties and changes of materials UKS2**
- sc90 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
  - sc91 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
  - sc93 demonstrate that dissolving, mixing and changes of state are reversible changes
- sc94 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.**
- Core Skills across the Key Stage UKS2**
- hi64 I can place events, people and changes into correct periods of time (British, local and world history)
  - hi65 I can describe key features and events in the periods and societies I have studied
  - hi67 I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
  - hi71 I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
  - hi72 can use sources of information, including ICT, to find out about events, people and changes in the past
  - hi74 I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
  - hi101 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

## MATHEMATICS AND COMPUTING

- Number - number and place value UKS2**
- Geometry - properties of shapes UKS2**



## EXPRESSIVE ARTS AND DESIGN

- UKS2
- ad19 I can show examples of painting with different kinds of paint

## PHYSICAL EDUCATION

- UKS2
- pe12 I can play competitive net, striking, fielding and invasion games
  - pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply them
  - pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future
- Swimming and water safety UKS2**
- pe17 I can swim unaided in a recognised style over a distance of 25m
  - pe17.1 I can swim at least two strokes in a recognised style

## PSED & RELIGIOUS EDUCATION

- PSED Developing confidence and responsibility and making the most of their abilities UKS2**
- pc43 Continue to reflect and evaluate their own experiences and set personal goals.
  - pc44 Take action based on responsible choices.
- PSED Developing a healthy, safer lifestyle UKS2**
- ph24 Use basic techniques to resist peer pressure to behave in an unacceptable or risky way.
  - ph26 Recognise the different risks in different situations.
- PSED Developing good relationships and respecting the differences between people UKS2**
- pr35 Consider social and moral dilemmas that they come across in life.
- Learning About Religion UKS2**
- ra46 Describe the practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.

## OUTDOOR LEARNING

We will be linking our outdoor learning to our maths areas of learning this term.

