



# The Creative Learning Journey

# Reflections! (Kingfishers)

Wow Starter: Outdoor Learning Day - Bonfire

Final Event: Visiting Church looking at stain glass windows.  
Reading event.



## UNDERSTANDING THE WORLD

- Seasonal changes KS1**
- sc18 observe changes across the four seasons
  - sc19 observe and describe weather associated with the seasons and how day length varies.
- Location knowledge KS1**
- ge1 I can find and name the world's seven continents on a map and globe
  - ge2 I can find and name the world's five oceans on a map and globe
- Place knowledge KS1**
- ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there
- Human and physical geography KS1**
- ge10 I know the names of the four seasons and the weather to expect in each one
- Geographical skills and fieldwork KS1**
- ge16 I can use maps and globes to identify places I am learning about
- Core Skills across the Key Stage KS1**
- hi1 I can use common words and phrases related to the passing of time
  - hi2 I can place objects, people and events into chronological order
  - hi7 I can use sources of information to find out about the past

## EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials 0-5**
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- 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
  - mu6 I can sit and listen attentively to live music
  - mu7 I can sit and listen attentively to recorded music
  - mu10 I understand loud/quiet, fast/slow and high/low
- 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**
- ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best**

## PHYSICAL EDUCATION

- Moving and Handling 0-5**
- Handles tools, objects, construction and malleable materials safely and with increasing control.
  - Shows a preference for a dominant hand.
  - Begins to use anticlockwise movement and retrace vertical lines.
  - Begins to form recognisable letters.
  - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- 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.**
- KS1**
- pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely

Through our Reflections topic we will:

- notice how our local environment has changed due to the difference in season.
- explore our outdoor area, particularly when we have a bonfire to help us increase our vocabulary which we will use in our writing.
- think about Remembrance and talk about the symbol of the poppies. We will write prayers linked to this.
- find out about Steven Irwin and why he was famous, this linked back to our previous topic where the children thoroughly enjoyed learning about Crocodiles.
- find out about Guy Fawkes and the reasons why he is famous. We will order events and create a timeline.

Through our Reflections topic we will:

- create a range of art work to reflect light and dark such as bonfire night and fireworks night
- create a poppy textile display for the classes worship area.
- plan and create our own stain glass windows after visiting the church.
- make Christmas cards, calendars and gifts using a range of different techniques.
- continue to have specialist music teaching focusing on singing.

We will learn a routine which will include different gymnastic movements. The movements will link to the music. We will evaluate each other's movements and give ideas to make it even better.

We will continue to develop our team skills. We will move with a ball dribbling with feet, hands and stick/bat send/receive a ball when moving.

Through our Reflections topic we will:

- learn about different celebrations and key events such as Divine Remembrance, Advent and Christmas.
- find out how stain glass windows tell stories and why they were made. We will visit St Mary's CE to see the different Religious stories that are represented in the stain glass windows.
- learn about Advent and what it means to Christians along with the Christmas story and the importance of this in the Christian Calendar.

Through our Reflections topic we will:

- say and write poetry linked to Bonfire and Firework night.
- write a report/ factfile on Guy Fawkes and Steve Irwin.
- continue to write in more detail using a range of punctuation.
- learn the stories "Owl is Afraid of the Dark" (Yr 2/ more able) "Owl Babies" (Yr 1). We will create story mas, look at the characters and the pattern in the story structure. We will then write the story or change the story with different characters.

**Main focus:**

- problem solving and missing box questions
- telling the time
- using money, recognising coin values
- multiplication and division using arrays
- 2D shape looking at pattern, symmetry of fractions of a shape.
- fractions of an amount
- addition and subtraction facts



## OUTDOOR LEARNING

Bonfire Outdoor-learning day

## PSED & RELIGIOUS EDUCATION

- O KS1**
- AF1 I can retell important parts of stories from different religions. (OS)
  - AF11 cantalk about hymns, symbols, art, dance and music in RE (OS)
  - AF1 I can use the correct names and words when I talk about my learning in RE (OS)
  - AF1 I can retell stories that teach us something (OS)
  - AF1 I can retell stories from different religions (OS)
  - AF3 I can give a reason why something is important to me (OS)
  - I can give a reason why something is important to someone else. (OS)
- 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.**
- pr17 Be able to ask for help from an 'appropriate' adult.**
- RE - Learning From Religion KS1**
- rf11 Reflect on and consider religious experiences such as thanks and joy.
- Learning About Religion KS1**
- ra6 Explore a range of religious stories.
  - ra8 Name and explore a range of celebrations.
  - ra11 Identify religious symbols.
  - ra12 Begin to use a range of religious words.
- Learning About Religion KS1**
- ra16 Explore how religious ideas and beliefs can be expressed through the arts.

## LITERACY

- Writing 0-5**
- Sometimes gives meaning to marks as they draw a path.
  - Ascribes meanings to marks that they see in different places.
- Reading - word reading KS1**
- 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
  - e13 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - e14 recognising and joining in with predictable phrases
  - e15 learning to appreciate rhymes and poems, and to recite some by heart
- Writing - transcription - Spelling KS1**
- e25 words containing each of the 40+ phonemes already taught
  - e26 common exception words
  - e27 the days of the week
  - e30 using letter names to distinguish between alternative spellings of the same sound
- 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
  - e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- 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
  - e46 re-reading what they have written to check that it makes sense
  - e48 read aloud their writing clearly enough to be heard by their peers and the teacher.
- Writing - vocabulary, grammar and punctuation KS1**
- e50 leaving spaces between words
  - e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- pr17 develop pleasure in reading, motivation to read, vocabulary and understanding by:**
- e70 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
  - e84 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Writing - transcription - Spelling KS1**
- e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Writing - handwriting KS1**
- e95 form lower-case letters of the correct size relative to one another
  - e97 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
  - e98 use spacing between words that reflects the size of the letters.
- Writing - composition KS1**
- e99 develop positive attitudes towards and stamina for writing by:
  - e100 writing narratives about personal experiences and those of others (real and fictional)
  - e101 writing about real events
  - e102 writing poetry
  - e106 planning or saying out loud what they are going to write about
  - e106 writing down ideas and/or key words, including new vocabulary
  - e107 encapsulating what they want to say, sentence by sentence
  - e109 evaluating their writing with the teacher and other pupils
  - e112 read aloud what they have written with appropriate intonation to make the meaning clear.
- Writing - vocabulary, grammar and punctuation KS1**
- e116 sentences with different forms: statement, question, exclamation, command
  - e117 expanded noun phrases to describe and specify (for example, the blue butterfly)
  - e118 the present and past tenses correctly and consistently including the progressive form