



# The Creative Learning Journey

## Out There!!! (Kingfisher)

Wow Starter: Space Crash... in school grounds. We will be Police who investigate the scene!!

Final Event: KS1 presents SPACE...



### UNDERSTANDING THE WORLD

#### Working scientifically KS1

- s2 asking simple questions and recognising that they can be answered in different ways
- s4 performing simple tests
- s6 using their observations and ideas to suggest answers to questions

#### Seasonal changes KS1

- s18 observe changes across the four seasons
- s19 observe and describe weather associated with the seasons and how day length varies.

#### Human and physical geography KS1

- g10 I know the names of the four seasons and the weather to expect in each one

#### Core Skills across the Key Stage KS1

- h1 I can use common words and phrases related to the passing of time
- h2 I can place objects, people and events into chronological order
- h5 I can ask and answer questions about the past
- h6 I can identify key features of stories and events to help me to understanding their importance

### 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

- e20 discussing the significance of the title and events
- e21 making inferences on the basis of what is being said and done

#### Writing - transcription - Spelling KS1

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

#### 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.

#### 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
- e47 discuss what they have written with the teacher or other pupils
- 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
- e51 joining words and joining clauses using and
- e52 beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- e53 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- e54 learning the grammar for year 1 in English Appendix 2

### PSED & RELIGIOUS EDUCATION

#### Q KS1

- I can say how people show what they believe in different religions (OS)
- AF1 I can find some things that are different and are the same about the religions and beliefs I have learnt about. (OS)
- AF2 I can name some other ways that people express their beliefs and feelings (OS)
- AF2 I know that some questions about life are difficult to answer (OS)

#### RE - Learning From Religion KS1

- r13 Identify what matters to them and others and link this to religion.
- r14 Reflect on ideas of right and wrong and how this relates to their own behaviour.
- r15 Recognise that religious teaching and ideas make a difference to individuals and families.

#### Learning About Religion KS1

- r8 Name and explore a range of celebrations.

Space crash, an UFO will land in the school grounds and the children will help the police with their investigations to work out what it could be. Who, what and why!!

We are going to study a significant person (Neil Armstrong) we will look at the events and order these correctly. We will ask questions based on these events and discover their importance.

We will be learning all about space, the planets, the sun, stars and the moon.

We will investigate and predict through a range of science experiments. We will talk about fair testing and how we can record our results.

At the beginning of our topic we will write reports based on what we find in the school grounds.

In English we will be reading Toys in Space, we will be looking at the characters within the book. How the author has written the book to create atmosphere and effect.

After reading and exploring the book, they children will retell the story through drama, hot seating and using puppets. The children will then write their own stories based on this theme.

Throughout English the children will be learning to extend their writing by using adjectives, conjunctions, different sentence starters. We will be looking at how the writing is set out using paragraphs.

In RE we will look at new beginnings. We will think about the following questions:  
Is it important to celebrate the New Year?  
Are religious celebrations important to people?  
Is God important to everyone?

We will discuss these in circle times and we will learn about different celebrations and what we can learn from them.

Through our Space topic we will be learning to programme a Bee-Bot and some apps on ipad using different directions and instructions.

We will have to use our mathematical knowledge when counting the correct spaces for the journey needed.

In maths the children will continue to use place value to describe and partition numbers. They will count forward and backwards in different steps.

We will be using counters, number lines and expanded column method when adding and subtraction numbers.

We will use mathematical language when describing turns, for example 1/2 turn, 1/4 turn, 3/4 turn.

We will present data from our topic in tables and graphs. We will then ask questions about the data.

We will continue to learn a range of different techniques, we will use black paper to create space and universe art.

We will make models of the planets and look at how we can make different textures.

We will design and make different covers for our Bee-Bots, ready for their space mission.

In Games we will be learning to control a ball, using different sizes of equipment. We will focus on:  
Moving to receive a ball  
Returning a ball  
Take part in team opposing games.

In dance we will use music to change our expressions, and how it can alter our feelings and emotions.

Out There!!!  
(Kingfisher)

### OUTDOOR LEARNING

Looking at seasonal change in the school environment.

### MATHEMATICS AND COMPUTING

#### Number - number and place value KS1

- n1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- n2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- n3 given a number, identify one more and one less
- n4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- n5 read and write numbers from 1 to 20 in numerals and words.

#### Number - addition and subtraction KS1

- m6 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- m7 represent and use number bonds and related subtraction facts within 20
- m8 add and subtract one-digit and two-digit numbers to 20, including zero
- m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 + ? = 9.

#### Measurement KS1

- m13 compare, describe and solve practical problems for:
- m17 Time [for example, quicker, slower, earlier, later]

#### Geometry - position and direction KS1

- m30 describe position, direction and movement, including whole, half, quarter and three-quarter turns.

#### KS1

- c01 I know that an algorithm is an instruction in a computer program
- c02 I know that programs control digital toys
- c03 I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- c04 I can write a simple computer program
- c05 I can find and correct a problem in my program
- c06 I can predict what will happen by 'reading' a program
- c07 I can use a variety of technologies to create and save my work
- c011 I know how to use equipment safely and respectfully
- c012 I understand what 'personal information' is and why it must be kept private
- c013 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.
- ad4 I can use sculpture to share my ideas.
- ad5 I can use colour, texture and pattern in my 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

### PHYSICAL EDUCATION

#### KS1

- pe1 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings