



The Creative Learning Journey

Is the world a treasure? LKS2

Wow Starter: Children will be creating some exciting posters to do with both the New Testament and Old Testament.

Final Event: The children will creating a product for a pop-up-shop and a display that encourages people to live a more



PSED & RELIGIOUS EDUCATION

- OLKS2**
- AF1 I know that what people do in their lives can be affected by what they believe (OS)
 - AF1 I can say what is the same and what is different between religions and beliefs. (OS)
 - AF2 I can find out different things about religions and beliefs and I can compare them (OS)
 - AF2 I can ask important questions about religions and what people believe (OS)
 - AF3 I can link what people think is important to what they believe and how they behave (OS)

- PSED Preparing to play an active role as citizens LKS2**
- pa23 Participate in making and changing rules.

- PSED Developing confidence and responsibility and making the most of their abilities LKS2**
- pc25 Be able to talk about their views on issues that affect themselves and their class.

RE - Learning From Religion LKS2

- rf23 Identify how commitment to a religion is shown.
- rf24 Discuss their own religious beliefs.

Learning About Religion LKS2

- ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- ra21 Identify and begin to describe the similarities in religions.

- PSED Preparing to play an active role as citizens LKS2**
- pa24 To continue to develop skills to take part in small discussions about community issues.
 - pa25 Continue to value contributions of others in discussion.

- PSED Developing confidence and responsibility and making the most of their abilities LKS2**
- pc29 Able to explain their views on issues that affect the school environment.

EXPRESSIVE ARTS AND DESIGN

- LKS2**
- d10 I can describe the range of materials I have used since being in KS1

- 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
 - dt30 I can make pattern pieces for my design

- Make LKS2**
- dm32 I can select and use appropriate tools and techniques for my product
 - dm33 I can measure, mark, cut and shape a range of materials accurately
 - dm34 I can join, assemble and combine components with precision

- dt35 I can use appropriate finishing techniques to strengthen and improve the appearance of my product

- Evaluate LKS2**
- dt38 I can talk about existing products similar to my own
 - dt40 I have asked for the views of others, especially the intended users, to help to improve my design

- LKS2**
- mu11 I can sing in a group, on my own, with expression, awareness of others and in tune
 - mu12 I can play instruments with accuracy and control
 - mu16 I can listen carefully and perform accurately from memory
 - mu17 I can perform from simple, standard notation
 - mu19 I can describe, compare and evaluate different kinds of music

UNDERSTANDING THE WORLD

- Working scientifically LKS2**
- sc32 asking relevant questions and using different types of scientific enquiries to answer them
 - sc33 setting up simple practical enquiries, comparative and fair tests
 - sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - 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

- Plants LKS2**
- sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 - sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 - sc43 investigate the way in which water is transported within plants
 - sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

During Art and Design, we will be creating a product from recyclable materials. This product will be created with the purpose of selling in a pop-up shop at the end of term.

As product designers, we will be considering the purpose and function of the product. We will start with preliminary sketches and market research, later developing our product making it both functional and aesthetically pleasing.

In Music, we will continue working alongside Mr. Probert learning to compare music in both pitch and volume. We will be learning to play instruments with accuracy and control.

As Actors and Singers, we will be presenting a LKS2 musical performance of 'The Fig Leaf Blues'. We will be learning a range of different songs as well as some speaking lines within the performance.

Reading
Through both our guided reading and English lessons, we will be looking in detail at the play script for 'The Fig Leaf Blues' by Sheila Wilson. We will be drawing inferences from the script such as how a character feels, why a character behaved as they did, what a character may think, justifying these inferences with evidence from the play. We will be preparing the play script to read aloud, suggesting appropriate intonation, tone, volume and action. We will be ensuring that we understand the meaning of what is being said by checking for unknown words in dictionaries and by asking questions. We will be discussing words and phrases that have been used which capture the interest of the audience and suggest our own, alternate phrases. We will study the layout of playscripts and how they are structured in a particular way. As part of our Science work about plants, we will be retrieving information from non-fiction books.

Writing
Through our work on the musical, 'The Fig Leaf Blues', we will be studying playscripts and how they are laid out. As rehearsal progress, we will be editing our playscript by adding our own 'setting the scene' information and stage directions for our actors. Through our work on plants in Science, we will be learning how to write an explanation text.

Punctuation, Spelling and Grammar
We will learn about:

- The spelling of common exception words
- The spelling of homophones
- adding prefixes and suffixes
- consonants and vowels and when to write 'a' or 'an' (according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box])
- standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- making an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

We will use the picture book 'Window' by Jeanine Baker to show the world being changed or damaged by man. How did the change in environment make the children feel?

We will be exploring the creation stories in the Quran and the Bible and identifying how they are similar and different. The children will be responding to the Christian biblical accounts of creation (Genesis 1-2) in a number of ways. Then we will go onto thinking about stewardship of the World and exploring the following questions:

- Does holding a belief affect the way people behave? If so how? Does a belief in 'creation' always result in the same response to an issue? Does belief in a creator God really make a difference to the way people treat the environment? Should it make a difference? What difference do the children think it should make? Do people have to believe that God made the world to care about it? What other motivation could there be?

OUTDOOR LEARNING

We will be continuing to investigate Maths in the outdoor environment on a weekly basis.

We will also be exploring our own garden within the school, looking at the different conditions that plants live in and how they are able to grow.

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In PE, we will continue to work with Club Energy. This term we will be focussing on the team sport of Rugby. We will be learning both attacking and defending strategies related to the game.

We will also be looking at gymnastics, creating a sequence that involves control, balance and rolls.

In Science, we will be looking at plants and what is needed to help them grow. We will be identifying and describing the different parts of flowering plants. We will be focussing mainly on the purpose of the roots for stability and to gather nutrients from the soil. We will also be focussing on how water is transported within plants and their importance in the life cycle. This will include work on pollination and seed dispersal.

Fractions & Decimals
Connect tenths to place value.
Add and subtract with the small denominator within one whole.

Place Value/Multiplication and Division
Representing and estimating number.
Recall and use multiplication and division facts for 3, 4, 8 multiplication tables.

Write and calculate mathematical statements for multiplication tables that they know, including for two-digit numbers times one-digit numbers using formal written methods.

Geometry - Properties of shape
Recap on naming, comparing and classifying 2D shapes
Identifying triangles (equilateral, scalene, isosceles, right angled)
Recognising horizontal, vertical, parallel and perpendicular lines.

Measurement
Recap on perimeter
Area by counting squares and by multiplication of sides.

Statistics
Solving one and two step questions using pictograms, bar charts and tables.
Using scaled charts E.g. one square = 5 people.

On the Spot / Number knowledge
Counting in multiples of 3, 4, 8, 25 and 100
Counting backwards through zero to include negative numbers
Recall multiplication and division facts up to 12 x 12
Factor pairs
Converting between different units of measure

LITERACY

Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes
- e140 using dictionaries to check the meaning of words they have read
- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- e144 discussing words and phrases that capture the reader's interest and imagination
- 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 their actions, and justifying inferences with evidence
- e153 retrieve and record information from non-fiction

Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)
- e156 spell further homophones
- e157 spell words that are often misspelt (English Appendix 1)
- e159 use the first two or three letters of a word to check its spelling in a dictionary
- e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- e161 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

- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

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 varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- e170 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
- e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- e174 proof-read for spelling and punctuation errors
- e175 read aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation LKS2

- e176 develop their understanding of the concepts set out in English Appendix 2 by:
- e179 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- e182 learning the grammar for years 3 and 4 in English Appendix 2
- e187 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

MATHEMATICS AND COMPUTING

- Number - number and place value LKS2**
- m80 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 - m83 identify, represent and estimate numbers using different representations
 - m85 solve number problems and practical problems involving these ideas.

- m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]
- m101 compare and order unit fractions, and fractions with the same denominators

Number - multiplication and division LKS2

- m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Measurement LKS2

- m104 measure the perimeter of simple 2-D shapes

Number - fractions LKS2

- m96 count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Geometry - properties of shapes LKS2

- m113 identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- m114 interpret and present data using bar charts, pictograms and tables
- m115 solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

COMMUNICATION AND LANGUAGE

- LKS2**
- sl20 speak audibly and fluently with an increasing command of Standard English
 - sl21 participate in discussions, presentations, performances, role play, improvisations and debates
 - sl22 gain, maintain and monitor the interest of the listener(s)
 - sl16 articulate and justify answers, arguments and opinions
 - sl17 give well-structured descriptions, explanations and narratives for different purposes

- sl20 speak audibly and fluently with an increasing command of Standard English
- sl21 participate in discussions, presentations, performances, role play, improvisations and debates
- sl22 gain, maintain and monitor the interest of the listener(s)