



# The Creative Learning Journey

## Shelter (Robins Class)

Wow Starter: Outdoor learning opportunities to make dens and shelters.

Final Event: Sharing our own stories linked to the 3 little wolves.



### UNDERSTANDING THE WORLD

#### Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### 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

#### Geographical skills and fieldwork KS1

- **ge18** I can describe the location of places near my home
- **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
- **ge21** I can identify features in my classroom and on the playground from a plan view
- **ge22** I can recognise some human and physical features from an aerial photograph
- **ge23** I can create my own map showing imaginary human and physical features
- **ge24** I can create symbols for the features on my map and create a key to explain what they represent
- **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

### MATHEMATICS AND COMPUTING

#### Number - number and place value KS1

- **m32** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- **m33** recognise the place value of each digit in a two-digit number (tens, ones)
- **m34** identify, represent and estimate numbers using different representations, including the number line
- **m35** compare and order numbers from 0 up to 100: use <, > and = signs
- **m36** read and write numbers to at least 100 in numerals and in words
- **m37** use place value and number facts to solve problems.

#### Number - addition and subtraction KS1

- **m38** solve problems with addition and subtraction:
- **m39** using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- **m40** applying their increasing knowledge of mental and written methods
- **m41** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- **m42** add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- **m43** a two-digit number and ones

- **m44** a two-digit number and tens
- **m45** two two-digit numbers
- **m46** adding three one-digit numbers
- **m47** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- **m48** recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

#### Number - multiplication and division KS1

- **m49** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- **m50** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- **m51** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- **m52** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### LITERACY

#### Reading - word reading KS1

- **e61** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- **e62** read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- **e63** read accurately words of two or more syllables that contain the same graphemes as above
- **e64** read words containing common suffixes
- **e65** read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

#### Writing - transcription - Spelling KS1

- **e86** segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- **e87** learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- **e89** learning to spell more words with contracted forms

- **e100** writing narratives about personal experiences and those of others (real and fictional)
- **e101** writing about real events
- **e103** writing for different purposes
- **e104** consider what they are going to write before beginning by:
- **e105** 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
- **e108** make simple additions, revisions and corrections to their own writing by:
- **e109** evaluating their writing with the teacher and other pupils
- **e110** re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- **e111** proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- **e112** read aloud what they have written with appropriate intonation to make the meaning clear.

Through our shelter topic we will be looking at a range of everyday materials and the properties these have. We will use materials to create different homes for the three little wolves and test which materials are the best giving reasons for our predictions.

We will spend a lot of time outside around school, looking at different types of flowers and plants. We will label and explain how different parts of a plant work.

We will look at how the environment around school has changed linked to the seasons. Through this we will measure and record observations of the weather over a set period time.

We will use team work skills to build large dens and shelters outside and will draw and sketch these.

Week 1 and week 2 Multiplication and division  
Using arrays and equipment to group objects together.

Week 3 Place value  
Ordering numbers, hundreds, tens and ones,

Week 4 and Week 5 Addition and subtraction  
Using equipment: number lines, hundred squares, base ten equipment, to answer and work out a range of calculations.

Our topic will be based around the book The 3 Little Wolves and the Big Bad Pig.

Year 1 will first recap the traditional version of The Three Little Pigs. Lots of opportunities for talking and acting out the story. We will use hot seating to find out more about the characters in the story.

We will sequence the story and look at how the story has a pattern. Once familiar with the different take on the story about the 3 little wolves, cm will begin to think about their version of the story, changing characters and small events put still following the same story pattern.

We will share these stories with each other and this will help improve our confidence when reading aloud in front of others.

### Shelter (Robins Class)

Art linked to the seasons of the year, using a range of different techniques.

Looking at the different types of materials and how best to join them using different skills.

Drawing and sketching things they find outside. Focusing on shading and different marks you can make with a pencil.

RE - Stories told by Jesus - Can stories change people?

Discussion/ recap of the stories told in book week. What did we learn from them?

Why did Jesus tell stories?

### EXPRESSIVE ARTS AND DESIGN

#### Make KS1

- **dt7** I can join materials in a variety of ways
- **dt13** I can explain why I have chosen particular materials, components or ingredients

#### Technical knowledge KS1

- **dt18** I have made models and can explain how to make them stronger

- **dt19** I can tell you some ways to make structures stiffer or more stable

#### 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

### PSED & RELIGIOUS EDUCATION

#### 0 KS1

- **AF1** I can retell important parts of stories from different religions (OS)

#### AF1 I can retell stories that teach us something (OS)

- **AF1** I can retell stories from different religions (OS)

### OUTDOOR LEARNING

Making shelters outside, journey sticks, mapping a walk outside. Making maps and using keys linked to our local environment.