



# The Creative Learning Journey

# Keep Calm and Carry On

Teacher: missparkin  
School: Dunston Hill



Wow Starter: Set up classroom as a WW2 home - sound the air raid siren - What would you do?

Final Event: VE Day Celebration for parents to attend. Children to dress as WW2 children / Staff too - showcase work

## UNDERSTANDING THE WORLD

- Working scientifically UKS2**
- **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
- Light UKS2**
- **sc110** recognise that light appears to travel in straight lines
  - **sc111** use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
  - **sc112** explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
  - **sc113** use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Electricity UKS2**
- **sc114** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
  - **sc115** compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
  - **sc116** use recognised symbols when representing a simple circuit in a diagram.
- 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
- **hi66** I can recognise similarities and differences between periods of time
- **hi67** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi68** I can ask and answer questions about change and cause and effect
- **hi69** can ask and answer questions about similarities and differences and their significance
- **hi70** I can draw informed conclusions by using a range of research skills
- **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
- **hi73** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi74** I can describe reasons for the different interpretations of historical events, significant individuals or changes in the periods and societies I have studied
- **hi97** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it
- **hi101** I have studied an historical theme beyond 1066 and show some understanding of the causes, change over time and the impact it had on the lives of people in Britain

## PHYSICAL EDUCATION

- UKS2**
- **pe13.1** I can perform fluent gymnastics sequences to demonstrate my control and balance
  - **pe14** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements
  - **pe16** I can show you my record of sporting performances
  - **pe16.1** I can show you how I have improved in different activities over time
- **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
  - **pe17.2** I can demonstrate self-rescue skills

## MATHEMATICS AND COMPUTING

- Measurement UKS2**
- **m245** convert between miles and kilometres
  - **m246** recognise that shapes with the same areas can have different perimeters and vice versa
  - **m247** recognise when it is possible to use formulae for area and volume of shapes
  - **m249** calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].
- Geometry - properties of shapes UKS2**
- **m250** draw 2-D shapes using given dimensions and angles
  - **m251** recognise, describe and build simple 3-D shapes, including making nets
- Geometry - position and direction UKS2**
- **m255** describe positions on the full coordinate grid (all four quadrants)
  - **m256** draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Statistics UKS2**
- **m258** calculate and interpret the mean as an average.
- UKS2**
- **co33** I am aware that programs follow a sequence from one instruction to the next
  - **co34** I can make a program select a particular set of instructions (using IF-ELSE-END)
  - **co35** I can make a program repeat a set of instructions ( using FOR-NEXT)
  - **co36** I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)

**Science**  
Children to learn how the eye works and present findings creatively in a group  
Children to draw diagrams to show that light travels in straight lines.  
\*Children to experiment with water to explain how the pencil looks like it bends under water\*  
Children to create circuits based on reading circuit symbols and amend them to fit design criteria for volume of buzzers and brightness of bulbs when they make an intruder alarm.

**History**  
Identify allies and axis  
Use artefacts from the homefront to explore life during WW2  
Battle of Britain - Box of Delight project to explore the 'fighting' side of WW2.  
Create a fact file on women's role in WW2  
Explore propaganda posters  
- create own - unpick the messages on them and why these were important, compare to Nazi propaganda.

**PE**  
Swimming  
6R continue swimming lessons until February half term  
6P swim Feb until July.

**Dance**  
Children to work I and in MA groups to create their own dances based on a given SC. Children to dance to iconic classical music - Chariots of Fire  
Interpretations of historical events, significant individuals or changes in the periods and societies I have studied

**Gymnastics**  
Topic to culminate in sequence display)

**Cross Country - More Miles**  
Children to work weekly to better their fitness taking part in the more miles challenge.  
Children to run as close to a mile as they can record times / laps weekly for comparison.  
HA children to move beyond 1 mile.

**Maths (not discrete lessons)**  
Nets - create a to scale gas mask box  
Area and Perimeter - create a scaled drawing of a war time garden  
Imperial and Metric - Converting pounds shillings and pence as part of CHWK  
Plotting marching routes using co-ordinates and translation  
Converting distances travelled by air/sea/land KM to miles and vice versa

**Computing**  
Heroes and villains: Create your own Heroes and Villains style game using the program Scratch. As the hero of the game, battle against the villain to collect diamonds and destroy each other's health. The aim of the game is to either be the first to collect 5 diamonds or destroy the villain's health to 0.

**Appy Times:** design a piece of wearable technology that links in with smart phone app. The app in some way must improve learning in schools.

**PSED**  
Make £5 - value of money  
NSPCC workshop - help lines  
Study Hitler and Chamberlin in line with democracy and dictatorship  
Continue to make decisions in the class using a democratic voting system.

**RE**  
Children to study through reading , videos and research the Sikh religion.  
Children to explore artefacts.

## OUTDOOR LEARNING

**Forest School**  
Children to research, design , make and sell their own wood craft in their forest school shop - 'Wood you buy it?'

**Coasters**  
Candle Holders  
Pencil pots  
Boxes  
Etc.

**English Writing (not discrete lessons)**  
Letter from an evacuee  
Instructions to bake Carrot Cookies  
Non chronological report on an evacuation  
Film review on a WW2 film  
Literacy Shed - A Tale Unfolds - A War Story  
<https://ataleunfolds.co.uk/shop/war-story/>

**English Reading (not discrete lessons)**  
Recounts of life as an evacuee  
Non fiction research from books and internet  
Carrie's War excerpts  
Goodnight Mr Tom excerpts  
Boy in the striped pyjamas excerpts

**French**  
What is the date?  
Birthdays, seasons, days of the week, months of the year.  
Be able to write and say their birthday in French.  
Recite and order the days of the week and months of the year in order.  
On a seasons grid class to plot their birthdays and use as a display.

**Spoken Language**  
Children to take part in a range of presentations across all areas of the curriculum either I or as part of groups.  
Children to be encouraged to tailor their spoken language depending on their audience in line with PSED work on respect.  
Children to work with younger chn to share work in computing and as part of their forest school and make £5 grow work.

**Art and Design**  
Children to develop sketching and shading skills using grid drawing technique for drawing to scale  
Design and make a war time Anderson shelter  
WW2 battle scene sketch as part of CHWK  
Create a war time garden as part of CHWK

**Cookery**  
Children to bake from war time / rationed recipes - BE RO book  
Carrot Cookies  
Vegetable Soup  
Bread

**Music**  
Learning a variety of war time songs and the history behind them including composers and performers.

**Needle Work**  
Make do and Mend - knitting and sewing on a button using the correct stitch.

**Dig for Victory**  
Children to plant and grow a range of vegetables that would be found in a War Time Kitchen.

**link to 'Grow your own potatoes' program'**

## LITERACY

- Reading - comprehension UKS2**
- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - **e203** reading books that are structured in different ways and reading for a range of purposes
  - **e208** learning a wider range of poetry by heart
  - **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
  - **e218** distinguish between statements of fact and opinion
  - **e219** retrieve, record and present information from non-fiction
  - **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
  - **e222** provide reasoned justifications for their views.
- Writing - composition UKS2**
- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - **e235** noting and developing initial ideas, drawing on reading and research where necessary
  - **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - **e241** using a wide range of devices to build cohesion within and across paragraphs
  - **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
  - **e244** assessing the effectiveness of their own and others' writing
  - **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - **e246** ensuring the consistent and correct use of tense throughout a piece of writing
  - **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - **e248** proof-read for spelling and punctuation errors
  - **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## COMMUNICATION AND LANGUAGE

- UKS2**
- **fl1** I can understand what is being said to me and respond correctly
  - **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
  - **fl3** I can have a conversation including asking and answering questions
  - **fl3.1** I can express my own and understand others' opinions
  - **fl5** I can pronounce words correctly so that I am understood
  - **fl7** I can read simple passages with understanding
  - **fl10** I can write phrases from memory
  - **fl12** I know that some words are governed by gender
  - **fl12.2** I know the correct order of words in a sentence and that the order may differ from English
  - **sl25** listen and respond appropriately to adults and their peers
  - **sl26** ask relevant questions to extend their understanding and knowledge
  - **sl27** use relevant strategies to build their vocabulary
  - **sl28** articulate and justify answers, arguments and opinions
  - **sl29** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
  - **sl30** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
  - **sl31** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
  - **sl32** speak audibly and fluently with an increasing command of Standard English
  - **sl33** participate in discussions, presentations, performances, role play, improvisations and debates
  - **sl34** gain, maintain and monitor the interest of the listener(s)
  - **sl35** consider and evaluate different viewpoints, attending to and building on the contributions of others
  - **sl36** select and use appropriate registers for effective communication.

## EXPRESSIVE ARTS AND DESIGN

- UKS2**
- **ad18** I can show examples of drawing using pencil and charcoal.
  - **ad19** I can show examples of painting with different kinds of paint
- Design UKS2**
- **dt55** I can talk about my product and explain my design ideas and where they came from
  - **dt56** I can tell you for whom I have designed my product and why I think my product would be useful to them
  - **dt59** I can make a model of my design
  - **dt60** I can make pattern pieces for my design
- Evaluate UKS2**
- **dt70** I have asked for the views of others, especially the intended users, to help to improve my design
  - **dt71** I know about some significant developments in technology that have helped to shape the world
- Technical knowledge UKS2**
- **dt77** I can use series circuits incorporating switches, bulbs, buzzers and motors
- Cooking and nutrition UKS2**
- **dt80** I can prepare a variety of savoury meals
  - **dt82** I can that foods are seasonal and can give examples

- Make UKS2**
- **dt62** I can select and use appropriate tools and techniques for my product
  - **dt63** I can measure, mark, cut and shape a range of materials accurately
  - **dt64** I can join, assemble and combine components with precision
  - **dt65** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- UKS2**
- **mu23** I can sing in a group, or on my own, with expression, awareness of others and in tune
  - **mu33** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary
  - **mu34** I can talk about the music in the periods of history I have studied, what part it played in

# Keep Calm and Carry On - Stage Coverage

## UNDERSTANDING THE WORLD

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### Light UKS2

- **sc110** recognise that light appears to travel in straight lines
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- **sc112** explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- **sc113** use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity UKS2

- **sc114** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- **sc115** compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- **sc116** use recognised symbols when representing a simple circuit in a diagram.

### UKS2

- **hi64** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi65** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi66** They should note connections, contrasts and trends over time
- **hi67** They should develop the appropriate use of historical terms.
- **hi68** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi69** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi70** They should construct informed responses that involve thoughtful selection
- **hi71** They should construct informed responses that involve organisation of relevant historical information.
- **hi72** They should understand how our knowledge of the past is constructed from a range of sources
- **hi73** They should understand that different versions of past events may exist
- **hi74** They should understand that different versions of past events may exist, giving some reasons for this.
- **hi97** a local history study For example:
- **hi101** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

## MATHEMATICS AND COMPUTING

### Measurement UKS2

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### Geometry - properties of shapes UKS2

- **m250** draw 2-D shapes using given dimensions and angles
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### Geometry - position and direction UKS2

- **m255** describe positions on the full coordinate grid (all four quadrants)
- **m256** draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

### Statistics UKS2

- **m258** calculate and interpret the mean as an average.

### UKS2

- **co33** use sequence in programs
- **co34** use selection in programs
- **co35** use repetition in programs
- **co36** use programs with variables

## PHYSICAL EDUCATION

### UKS2

- **pe13.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe14** perform dances using a range of movement patterns
- **pe16** compare their performances with previous ones.
- **pe16.1** demonstrate improvement
- **pe16.2** demonstrate their personal best.

### Swimming and water safety UKS2

- **pe17** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe17.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe17.2** perform safe self-rescue in different water-based situations.

## EXPRESSIVE ARTS AND DESIGN

### UKS2

- **ad18** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials

### Design UKS2

- **dt55** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt56** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt59** generate, develop, model and communicate their ideas through prototypes
- **dt60** generate, develop, model and communicate their ideas through pattern pieces

### Make UKS2

- **dt62** select from and use a wider range of tools and equipment to perform practical tasks
- **dt63** use a wider range of tools and equipment to perform practical tasks accurately
- **dt64** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt65** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately
- **dt66** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties
- **dt67** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

### Evaluate UKS2

- **dt70** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **dt71** understand how key events in design and technology have helped shape the world

### Technical knowledge UKS2

- **dt77** understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

### Cooking and nutrition UKS2

- **dt80** prepare and cook a variety of predominantly savoury dishes
- **dt82** understand seasonality

### UKS2

- **mu23** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu33** appreciate some great composers and musicians
- **mu34** develop an understanding of the history of music.

## LITERACY

### Reading - comprehension UKS2

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### Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e241** using a wide range of devices to build cohesion within and across paragraphs
- **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
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- **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **e248** proof-read for spelling and punctuation errors
- **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## COMMUNICATION AND LANGUAGE

### UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl3.1** engage in conversations and express opinions and respond to those of others
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge
- **sl27** use relevant strategies to build their vocabulary
- **sl28** articulate and justify answers, arguments and opinions
- **sl29** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens UKS2

- **pa40** Adapt different roles, rights and responsibilities during discussions and debates about wider issues.
- **pa41** Realise the consequence of anti-social and aggressive behaviour.
- **pa42** Understand what democracy is, and about the basic institutions that support it locally and nationally.
- **pa44** To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.

### 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.
- **pc45** Recognise as they approach puberty how people's emotions change.
- **pc46** Develop strategies to deal with their feelings in a positive way.
- **pc47** Continue to develop the skills they need to make their contribution in the future.
- **pc49** Look after their money and realise that future wants and needs may be met through saving.

### 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.
- **ph27** Judge what kind of physical contact is acceptable or unacceptable.

### PSED Developing good relationships and respecting the differences between people UKS2

- **pr33** Continue to greet and talk with a wider range of adults.
- **pr34** Continue to develop relationships through appropriate interaction in a range of situations.
- **pr35** Consider social and moral dilemmas that they come cross in life.
- **pr36** Identify how to find information and advice through helplines.

### Learning About Religion UKS2

- **ra45** Describe religions in detail, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra46** Describe the practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- **ra47** Identify and describe similarities and differences within and between religions.
- **ra48** Investigate and evaluate the significance of religion in the local, national and global communities.
- **ra49** Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- **ra51** Use specialist vocabulary with confidence to communicate their knowledge and understanding.

