



# The Creative Learning Journey

# Superheroes!

Wow Starter: Class Bear to be ready to share his holiday news but when children come in from lunch HE HAS BEEN

Teacher: MrsMcLean  
School: Dunston Hill



## UNDERSTANDING THE WORLD

### Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

### Plants KS1

- **sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

### Animals, including humans KS1

- **sc10** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- **sc11** identify and name a variety of common animals that are carnivores, herbivores and omnivores
- **sc13** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Seasonal changes KS1

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

### Core Skills across the Key Stage KS1

- **hi2** I can place objects, people and events into chronological order
- **hi3** I can talk about different ways of life at different times
- **hi5** I can ask and answer questions about the past
- **hi6** 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

- **e15** learning to appreciate rhymes and poems, and to recite some by heart
- **e16** discussing word meanings, linking new meanings to those already known
- **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e21** making inferences on the basis of what is being said and done
- **e22** predicting what might happen on the basis of what has been read so far
- **e23** participate in discussion about what is read to them, taking turns and listening to what others say

### Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught
- **e26** common exception words
- **e27** the days of the week
- **e28** name the letters of the alphabet:
- **e29** naming the letters of the alphabet in order
- **e30** using letter names to distinguish between alternative spellings of the same sound
- **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-
- **e34** using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- **e35** apply simple spelling rules and guidance, as listed in English Appendix 1

### Writing - handwriting KS1

- **e37** sit correctly at a table, holding a pencil comfortably and correctly

### 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

### Writing - vocabulary, grammar and punctuation KS1

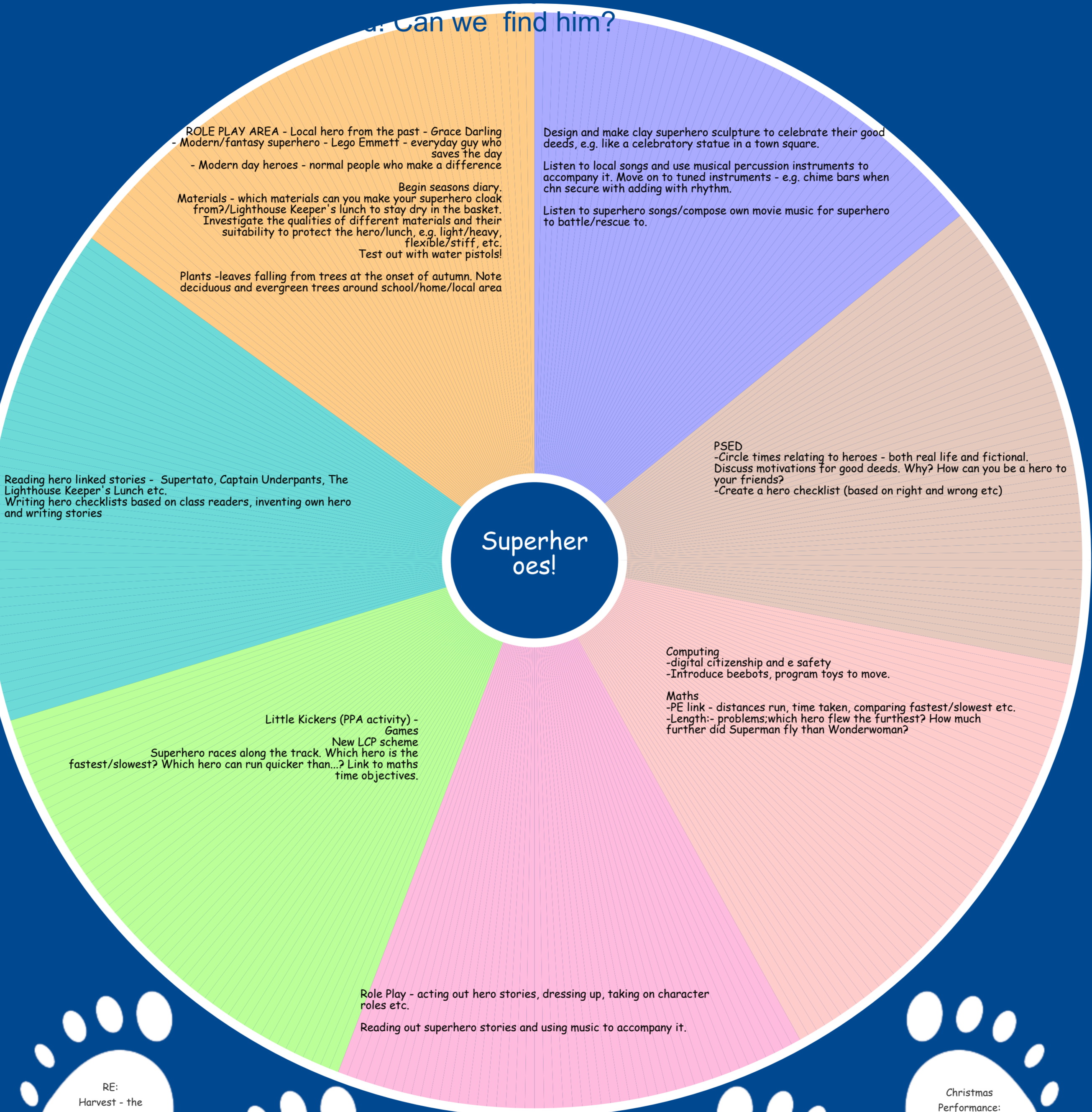
- **e51** joining words and joining clauses using and
- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- **e53** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

## PHYSICAL EDUCATION

### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

- **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



## EXPRESSIVE ARTS AND DESIGN

### KS1

- **ad1** I can use different materials to design and make things
- **ad2** I can use drawing 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

### Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

### Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways
- **dt8** I can use simple finishing techniques to improve my product
- **dt9** I can select the appropriate materials and tools for my design

- **dt10** I can create things using a variety of materials and components, including construction materials

### Evaluate KS1

- **dt16** I can talk about how closely my finished product matches my design
- **dt17** I can talk about what worked well with my product and how it could be improved

### 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
- **mu7** I can sit and listen attentively to recorded music
- **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel
- **mu9** I can explore sounds by changing and combining them to create the effect I want
- **mu10** I understand loud/quiet, fast/slow and high/low

## PSED & RELIGIOUS EDUCATION

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

- **pa5** Continue to develop empathy for others.
- **pa6** Recognise what is right and wrong.
- **pa7** Agree and follow rules for their group and classroom.
- **pa8** Know how to apologise and make amends.
- **pa9** Realise that people and other living things have needs.
- **pa10** Develop understanding of groups they belong to.
- **pa11** Contribute to the life of the class and school.

### PSED Developing confidence and responsibility

- **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.
- **pr18** Develop positive relationships through work and play.
- **pr19** Be able to ask for help from an 'appropriate' adult.

### PSED Developing a healthy, safer lifestyle KS1

- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.

### RE - Learning From Religion KS1

- **rf11** Reflect on and consider religious experiences such as thanks and joy.
- **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.

### Learning About Religion KS1

- **ra6** Explore a range of religious stories.
- **ra8** Name and explore a range of celebrations.
- **ra10** Identify the importance, for some people, of belonging to a religion.

## MATHEMATICS AND COMPUTING

### Number - number and place value KS1

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

### Number - addition and subtraction KS1

- **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

### Measurement KS1

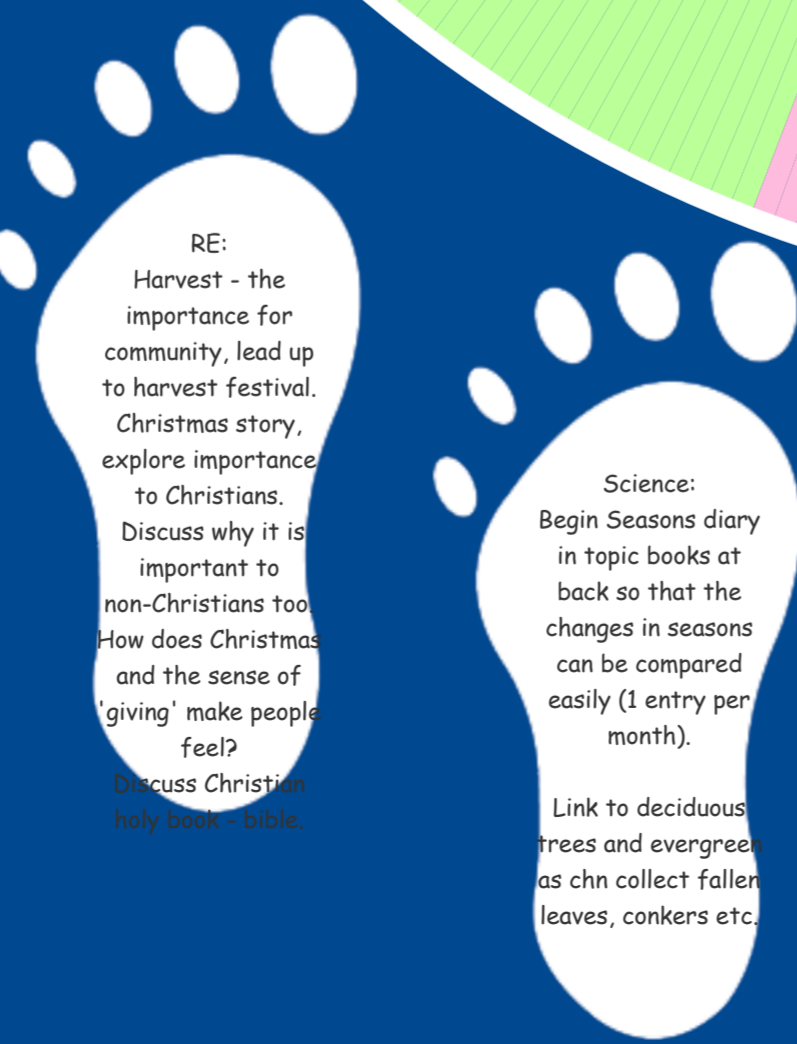
- **m13** compare, describe and solve practical problems for:
  - **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - **m15** mass/weight [for example, heavy/light, heavier than, lighter than]
  - **m16** capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- **m18** measure and begin to record the following:
  - **m19** lengths and heights
  - **m20** mass/weight
  - **m21** capacity and volume

### Geometry - properties of shapes KS1

- **m29** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **co2** I know that programs control digital toys
- **co3** I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- **co4** I can write a simple computer program
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- **co11** I know how to use equipment safely and respectfully
- **co12** I understand what 'personal information' is and why it must be kept private
- **co13** I know what to do if I am worried about anything when I am using the internet



RE:  
Harvest - the importance for community, lead up to harvest festival.  
Christmas story, explore importance to Christians.  
Discuss why it is important to non-Christians too.  
How does Christmas and the sense of 'giving' make people feel?  
Discuss Christmas holy book - bible.

Science:  
Begin Seasons diary in topic books at back so that the changes in seasons can be compared easily (1 entry per month).  
Link to deciduous trees and evergreen trees as chn collect fallen leaves, conkers etc.



Christmas Performance:  
Christmas story, Music, Songs, Dances.

Science:  
Animals including humans.  
Matching animals to their babies.  
Identifying and sorting/classifying animals.  
Identify body parts - match to senses.



# Superheroes! - Stage Coverage

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### Seasonal changes **KS1**

- **sc18** observe changes across the four seasons
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### KS1

- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi9** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- **hi13** the lives of significant individuals in the past who have contributed to national and international achievements.
- **hi14** the lives of significant individuals in the past, some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- **hi16** significant historical people in their own locality.

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### Geometry - properties of shapes **KS1**

- **m29** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### KS1

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co10** recognise common uses of information technology beyond school.
- **co11** use technology safely and respectfully
- **co12** keep personal information private
- **co13** know where to go for help and support when they have concerns about material on the internet

## PHYSICAL EDUCATION

### KS1

- **pe1** master basic movements including running
- **pe1.1** master basic movements including jumping
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games

## EXPRESSIVE ARTS AND DESIGN

### KS1

- **ad1** to use a range of materials creatively to design and make products
- **ad2** to use drawing to develop and share their ideas, experiences and imagination
- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.

### Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

### Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt10** select from and use a wide range of materials and components including construction materials

### Evaluate **KS1**

- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu8** listen with concentration and understanding to a range of music
- **mu9** experiment with, create, select and combine sounds
- **mu10** experiment with the inter-related dimensions of music.

## LITERACY

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- **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
- **e55** use the grammatical terminology in English

## COMMUNICATION AND LANGUAGE

### KS1

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s16** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens **KS1**

- **pa5** Continue to develop empathy for others.
- **pa6** Recognise what is right and wrong.
- **pa7** Agree and follow rules for their group and classroom.
- **pa8** Know how to apologise and make amends.
- **pa9** Realise that people and other living things have needs.
- **pa10** Develop understanding of groups they belong to.
- **pa11** Contribute to the life of the class and school.

### PSED Developing confidence and responsibility and making the most of their abilities **KS1**

- **pc18** Take and share responsibility, for example, for their own behaviour.
- **pc19** Make classroom rules and follow them.
- **pc20** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

### PSED Developing a healthy, safer lifestyle **KS1**

- **ph5** Begin to maintain personal hygiene.
- **ph6** Begin to understand that certain actions spread disease.
- **ph7** Identify the main parts of the body.

### 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.
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- **ra8** Name and explore a range of celebrations.
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