



The Creative Learning Journey

Home and Away

Wow Starter: Scavenger hunt in Environmental Area - find items of clothing etc from around the world.

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

Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal changes KS1

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

Location knowledge KS1

- ge1 I can find and name the world's seven continents on a map and globe
- ge2 I can find and name the world's five oceans on a map and globe

Place knowledge KS1

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited
- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

- ge10 I know the names of the four seasons and the weather to expect in each one
- ge12 I can identify the Equator and North and South Poles on a map and globe
- ge13 I know that it is very hot I places around the Equator and very cold around the Poles

use basic geographical vocabulary to refer to: KS1

- ge14 I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- ge15 I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

- ge16 I can use maps and globes to identify places I am learning about
- ge17 I understand the four basic compass directions and know that on a British map North is always at the top
- 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
- 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
- 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

- m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- m3 given a number, identify one more and one less
- m4 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
- m5 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.

Number - multiplication and division KS1

- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - fractions KS1

- m11 recognise, find and name a half as one of two equal parts of an object, shape or quantity
- m12 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

- m13 compare, describe and solve practical problems for:
- m14 lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- m17 time [for example, quicker, slower, earlier, later]
- m19 lengths and heights
- m22 time (hours, minutes, seconds)
- m24 sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- m25 recognise and use language relating to dates, including days of the week, weeks, months and years
- m26 tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - position and direction KS1

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

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
- co5 I can find and correct a problem in my program
- co6 I can predict what will happen by 'reading' a program

PHYSICAL EDUCATION

KS1

- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings



OUTDOOR LEARNING

Walk to Whickham Thornes - human/physical features of our locality

Collecting items of interest from walk around local area, linked with science (deciduous trees) and geography to make a memory map.

EXPRESSIVE ARTS AND DESIGN

KS1

- ad4 I can use sculpture to share my ideas.
- 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
- dt2 I can explain how my design will meet the needs of the users
- dt3 I can draw and talk about what I am going to make

Make KS1

- dt9 I can select the appropriate materials and tools for my design
- dt12 I can create or follow simple recipes
- dt13 I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- dt14 I can look at things other people have made and tell you what I like or dislike

dt16 I can talk about how closely my finished product matches my design

Cooking and nutrition KS1

- dt22 I can describe the healthy food in the dishes I prepare
- dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- dt24 I can tell you where some of the food I eat comes from

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
- mu4 I can play an untuned instrument in a piece of music
- 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

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.
- pa8 Know how to apologise and make amends.
- pa9 Realise that people and other living things have needs.

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

- pc18 Take and share responsibility, for example, for their own behaviour.

KS1

- ph4 Begin to make simple choices that improve their health and well being.

PSED Developing a healthy, safer lifestyle KS1

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

PSED Developing good relationships and respecting the differences between people KS1

- pr15 Listen to other people, and play and work co-operatively.

RE - Learning From Religion KS1

- rf11 Reflect on and consider religious experiences such as thanks and joy.
- rf12 Ask puzzling questions and respond accordingly.
- rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

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.
- ra11 Identify religious symbols.
- ra12 Begin to use a range of religious words.

COMMUNICATION AND LANGUAGE

KS1

- sl2 ask relevant questions to extend their understanding and knowledge
- sl3 use relevant strategies to build their vocabulary
- sl4 articulate and justify answers, arguments and opinions
- sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl8 speak audibly and fluently with an increasing command of Standard English
- sl12 select and use appropriate registers for effective communication.

LITERACY

Reading - word reading KS1

- 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)

Reading - comprehension KS1

- e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- e12 being encouraged to link what they read or hear read to their own experiences
- 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
- e20 discussing the significance of the title and events
- e24 explain clearly their understanding of what is read to them.

Writing - transcription - Spelling KS1

- 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]

Writing - composition KS1

- e43 saying out loud what they are going to write about
- e44 composing a sentence orally before writing it
- 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.

Home and Away - Stage Coverage

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

Plants **KS1**

- **sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- **sc9** identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasonal changes **KS1**

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

Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans

Place knowledge **KS1**

- **ge7** understand the human and physical geography of a small area of the United Kingdom
- **ge8** understand the human and physical geography of a small area in a contrasting non-European country
- **ge9** understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

Human and physical geography **KS1**

- **ge10** identify seasonal weather patterns in the United Kingdom
- **ge12** identify the location of the Equator and the North and South Poles
- **ge13** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to: **KS1**

- **ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork

Geographical skills and fieldwork **KS1**

- **ge16** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- **ge17** use simple compass directions (North, South, East and West)
- **ge18** use locational language (e.g. near and far)
- **ge20** use simple directional language (left and right) to describe the location of features and routes on a map
- **ge23** devise a simple map
- **ge24** use and construct basic symbols in a key
- **ge26** use simple fieldwork and observational skills to study the geography of their school and its grounds

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
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **m3** given a number, identify one more and one less
- **m4** 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
- **m5** 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 $7 = ? - 9$.

Number - multiplication and division **KS1**

- **m10** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - fractions **KS1**

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity
- **m12** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement **KS1**

- **m13** compare, describe and solve practical problems for:
- **m14** lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- **m17** time [for example, quicker, slower, earlier, later]
- **m19** lengths and heights
- **m22** time (hours, minutes, seconds)
- **m24** sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- **m25** recognise and use language relating to dates, including days of the week, weeks, months and years
- **m26** tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - position and direction **KS1**

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

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
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs

PHYSICAL EDUCATION

KS1

- **pe3** perform dances using simple movement patterns.

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **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
- **dt2** design for themselves and other users based on design criteria
- **dt3** generate and communicate their ideas through talking and drawing templates

Make **KS1**

- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt12** select from and use a wide range of materials and components, including ingredients
- **dt13** select from and use a wide range of materials and components according to their characteristics

Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt16** evaluate their ideas

Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes
- **dt24** understand where food comes from.

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu4** play untuned instruments musically
- **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

LITERACY

Reading - word reading **KS1**

- **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)

Reading - comprehension **KS1**

- **e11** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- **e12** being encouraged to link what they read or hear read to their own experiences
- **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
- **e20** discussing the significance of the title and events
- **e24** explain clearly their understanding of what is read to them.

Writing - transcription - Spelling **KS1**

- **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]

Writing - composition **KS1**

- **e43** saying out loud what they are going to write about
- **e44** composing a sentence orally before writing it
- **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.

COMMUNICATION AND LANGUAGE

KS1

- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl12** select and use appropriate registers for effective communication.

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.
- **pa8** Know how to apologise and make amends.
- **pa9** Realise that people and other living things have needs.

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

- **pc18** Take and share responsibility, for example, for their own behaviour.

KS1

- **ph4** Begin to make simple choices that improve their health and well being.

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

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

PSED Developing good relationships and respecting the differences between people **KS1**

- **pr15** Listen to other people, and play and work co-operatively.

RE - Learning From Religion **KS1**

- **rf11** Reflect on and consider religious experiences such as thanks and joy.
- **rf12** Ask puzzling questions and respond accordingly.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

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.
- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.

