



The Creative Learning Journey

Perfect Pop Art! Summer 1 2016/17 Snowdrops



Wow Starter: Video of Andy Warhol's art and introduction to his career.

Final Event: Display of artwork

UNDERSTANDING THE WORLD

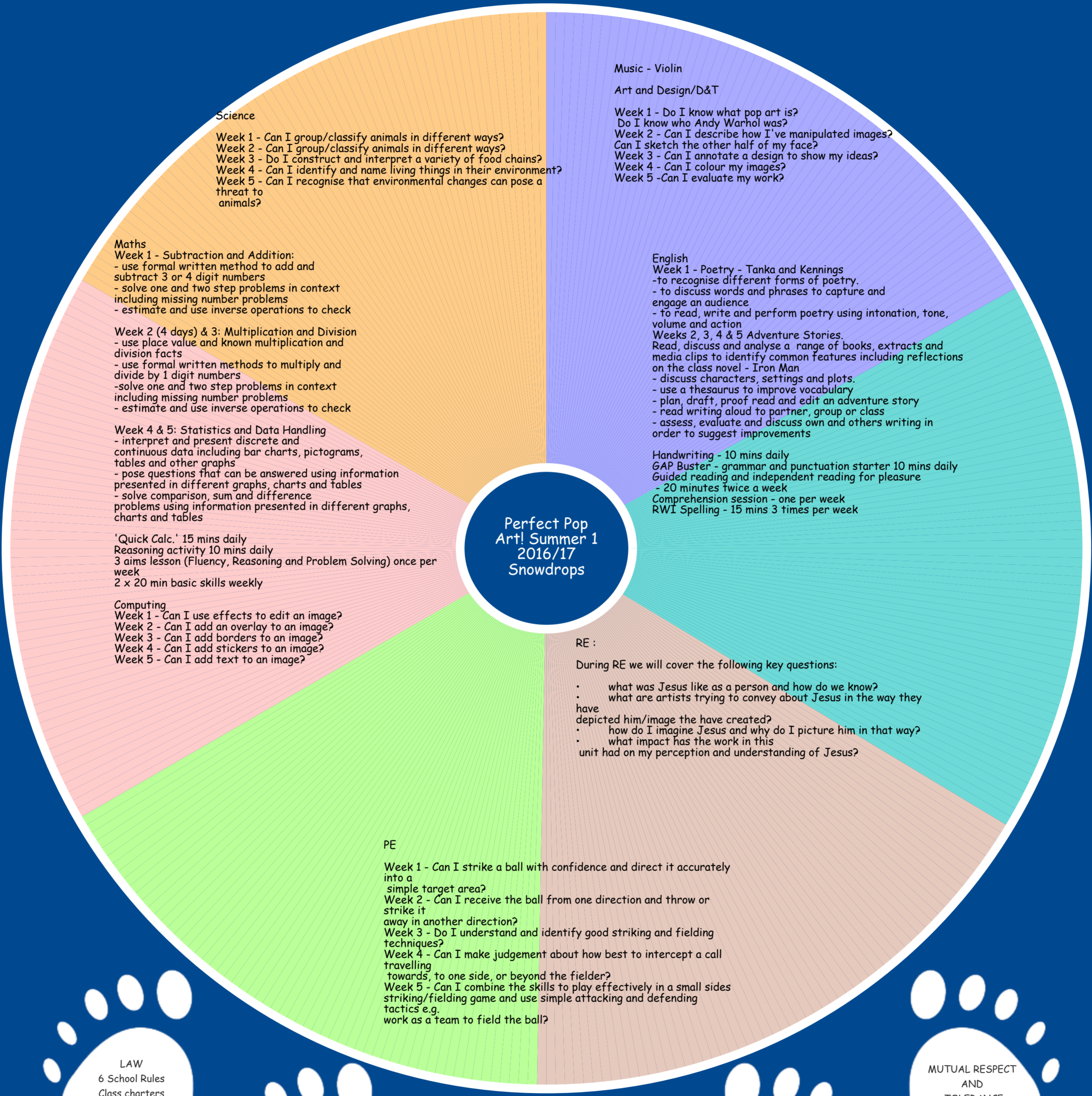
- Animals, including humans LKS2**
- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
 - **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Living things and their habitats LKS2**
- **sc61** recognise that living things can be grouped in a variety of ways
 - **sc62** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 - **sc63** recognise that environments can change and that this can sometimes pose dangers to living things.
- Animals, including humans LKS2**
- **sc66** construct and interpret a variety of food chains, identifying producers, predators and prey.

MATHEMATICS AND COMPUTING

- Number - addition and subtraction LKS2**
- **m86** add and subtract numbers mentally, including:
 - **m87** a three-digit number and ones
 - **m88** a three-digit number and tens
 - **m89** a three-digit number and hundreds
 - **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 - **m91** estimate the answer to a calculation and use inverse operations to check answers
 - **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- 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
 - **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- 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
 - **m102** solve problems that involve all of the above.
- Statistics LKS2**
- **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.
- Number - addition and subtraction LKS2**
- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
 - **m126** estimate and use inverse operations to check answers to a calculation
 - **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Number - multiplication and division LKS2**
- **m129** use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
 - **m131** multiply two-digit and three-digit numbers by a one-digit number using formal written layout
 - **m132** solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- Statistics LKS2**
- **m156** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
 - **m157** solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- LKS2**
- **co24** I can use search technologies effectively
 - **co27** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data
 - **co28** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
 - **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
 - **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

PHYSICAL EDUCATION

- LKS2**
- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
 - **pe4.1** I can explain how developing my skills separately has improved my performance in team games
 - **pe5** I can play competitive net, striking, fielding and invasion games
 - **pe5.1** I can describe both attacking and defending
 - **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities
 - **pe8.1** I can tell you about outdoor and adventurous activities I have achieved in a team
 - **pe9.1** I can show you how I have improved in different activities over time
 - **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future



- LAW
- 6 School Rules
- Class charters
- RRSA
- Fire Service
- Police Talks
- Behaviour rewards, celebrated in Thursday and Friday assemblies
- Reading awards
- Easter Service and Mothering Sunday

- INDIVIDUAL LIBERTY
- Responses to pupil questionnaire
- Lunchtime book club
- Class Council
- Sports Council
- Mentorship and 'Revision Rally' Programme
- Extra Curricular clubs
- MUTUAL RESPECT AND TOLERANCE
- RE Curriculum
- RRSA - focus of Monday and Tuesday assemblies.
- ISA - links with a school in Kenya.
- Show Racism the Red Card
- Sign Squad
- Guide Dogs
- French

EXPRESSIVE ARTS AND DESIGN

- LKS2**
- **ad12** I can show examples of drawing using pencil and charcoal.
 - **ad15** I can talk about some famous artists, architects and designers from the past
- Design LKS2**
- **dt25** I can talk about my product and explain my design ideas and where they came from
 - **dt27** I can communicate my ideas through annotated sketches
- Make LKS2**
- **dt32** I can select and use appropriate tools and techniques for my product
 - **dt33** I can measure, mark, cut and shape a range of materials accurately
 - **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
 - **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use
- Evaluate LKS2**
- **dt38** I can talk about existing products similar to my own
 - **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- Technical knowledge LKS2**
- **dt48** I can use computing to programme, monitor and control my product
- LKS2**
- **mu12** I can play instruments with accuracy and control
 - **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
 - **mu14** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
 - **mu15** I can compose pieces of music using the dimensions and elements of music expressively
 - **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

LITERACY

- Reading - word reading LKS2**
- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- 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
 - **e140** using dictionaries to check the meaning of words that they have read
 - **e142** identifying themes and conventions in a wide range of books
 - **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
 - **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
 - **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
 - **e150** predicting what might happen from details stated and implied
 - **e151** identifying main ideas drawn from more than one paragraph and summarising these
 - **e152** identifying how language, structure, and presentation contribute to meaning
 - **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Reading - word reading 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)
 - **e168** organising paragraphs around a theme
 - **e169** in narratives, creating settings, characters and plot
 - **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 their own writing, to a group or the whole class, 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:
 - **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - **e178** using the present perfect form of verbs in contrast to the past tense
 - **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - **e180** using conjunctions, adverbs and prepositions to express time and cause
 - **e181** using fronted adverbials
 - **e184** using commas after fronted adverbials
 - **e185** indicating possession by using the possessive apostrophe with plural nouns
 - **e186** using and punctuating direct speech
- 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)
 - **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for

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LKS2

- **co24** use search technologies effectively
- **co27** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe8.1** take part in outdoor and adventurous activity challenges within a team
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad15** about great artists, architects and designers in history.

Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches

Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

Evaluate LKS2

- **dt38** investigate a range of existing products
- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **dt42** understand how key individuals in design and technology have helped shape the world

Technical knowledge LKS2

- **dt48** apply their understanding of computing to programme, monitor and control their products.

LKS2

- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu14** improvise and compose music for a range of purposes
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music

LITERACY

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Writing - transcription - Spelling LKS2

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- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- **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].

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- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

LKS2

- **pa21** Begin to develop negotiating strategies.

