



# The Creative Learning Journey

# Life on the Tyne LKS2 Aut 1 2016/2017 Tulips



Wow Starter: Matching/ordering activity with bridge facts.

Final Event: Trip to discovery museum.

## UNDERSTANDING THE WORLD

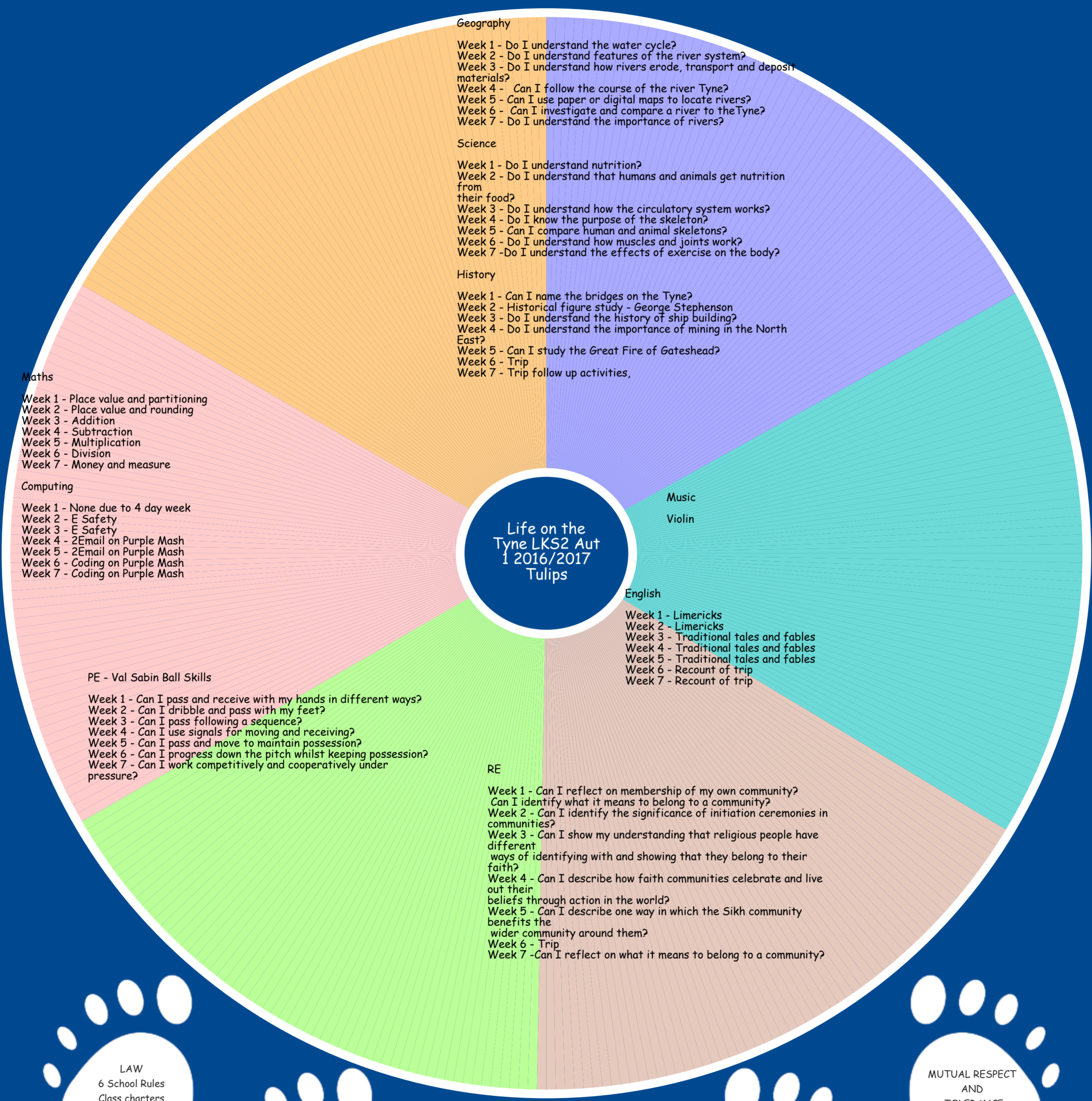
- Animals, including humans LKS2**
- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
  - **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Living things and their habitats LKS2**
- **sc61** recognise that living things can be grouped in a variety of ways
- Animals, including humans LKS2**
- **sc64** describe the simple functions of the basic parts of the digestive system in humans
- Location knowledge LKS2**
- **ge31** I can name and locate the counties and major cities in the UK
  - **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK
  - **ge33** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)
  - **ge34** I can identify patterns of land-use and describe how these shape the landscape
  - **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)
- Place knowledge LKS2**
- **ge38** I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America
- Human and physical geography LKS2**
- **ge40** I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes
  - **ge41** I understand the water cycle
  - **ge42** I understand human geography in relation to types of settlement and land-use
- **ge43** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.
- **ge44** I can talk about natural resources including energy, food, minerals and water and their importance nationally and globally
- **ge45** I can explain why the distribution of natural resources is important both within the UK and worldwide
- Geographical skills and fieldwork LKS2**
- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world
  - **ge47** I can read and understand eight points of a compass
  - **ge48** I can use four and six figure grid references
  - **ge49** I understand keys and the symbols on an O.S. map
  - **ge50** I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations
- Core Skills across the Key Stage LKS2**
- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
  - **hi19** I can describe key features and events in the periods and societies I have studied
  - **hi20** I can recognise similarities and differences between periods of time
  - **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
  - **hi24** I can draw informed conclusions by using a range of research skills
  - **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
  - **hi26** I can use sources of information, including ICT, to find out about events, people and changes in the past

## MATHEMATICS AND COMPUTING

- Number - number and place value LKS2**
- **m117** find 1000 more or less than a given number
  - **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
  - **m120** order and compare numbers beyond 1000
  - **m121** identify, represent and estimate numbers using different representations
  - **m122** round any number to the nearest 10, 100 or 1000
  - **m123** solve number and practical problems that involve all of the above and with increasingly large positive numbers
- 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.
- Measurement LKS2**
- **m146** estimate, compare and calculate different measures, including money in pounds and pence
- LKS2**
- **co14** I can design, write and debug simple programs to control or simulate physical systems
  - **co15** I can solve problems by breaking them down into progressive steps
  - **co16** I am aware that programs follow a sequence from one instruction to the next
  - **co24** I can use search technologies effectively
  - **co25** I am aware that information from some sources may not be accurate
  - **co26** I understand that some sources are biased
  - **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**
- **pe4.1** I can explain how developing my skills separately has improved my performance in 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



## EXPRESSIVE ARTS AND DESIGN

- LKS2**
- **ad10** I can show in my sketch book how I have developed techniques and ideas
- LKS2**
- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
  - **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
  - **mu16** I can listen carefully and perform accurately from memory
  - **mu17** I can perform from simple, standard notation
  - **mu18** I can use standard notation in my compositions

## 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**
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
  - **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
- Writing - composition LKS2**
- **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.
  - **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
  - **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
  - **e174** proof-read for spelling and punctuation errors
- Writing - vocabulary, grammar and punctuation LKS2**
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - **e181** using fronted adverbials

## PSED & RELIGIOUS EDUCATION

- PSED Preparing to play an active role as citizens LKS2**
- **pa21** Begin to develop negotiating strategies.

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

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**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

**INDIVIDUAL LIBERTY**  
Responses to pupil questionnaire  
Lunchtime book club  
Class Council  
Sports Council  
Mentorship and 'Revision Rally' Programme  
Extra Curricular clubs

# Life on the Tyne LKS2 Aut 1 2016/2017 Tulips - Stage Coverage

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### Living things and their habitats LKS2

- **sc61** recognise that living things can be grouped in a variety of ways

### Animals, including humans LKS2

- **sc64** describe the simple functions of the basic parts of the digestive system in humans

### Location knowledge LKS2

- **ge31** name and locate counties and cities of the United Kingdom
- **ge32** name and locate geographical regions and their identifying human and physical characteristics
- **ge33** name and locate key topographical features (including hills, mountains, coasts and rivers)
- **ge34** name and locate land-use patterns
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

### Place knowledge LKS2

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography LKS2

- **ge40** rivers, mountains, volcanoes and earthquakes
- **ge41** the water cycle
- **ge42** human geography, including: types of settlement and land use
- **ge43** human geography, including economic activity including trade links
- **ge44** human geography, including natural resources including energy, food, minerals and water
- **ge45** human geography, including the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork LKS2

- **ge46** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- **ge47** use the eight points of a compass
- **ge48** use four and six-figure grid references
- **ge49** symbols and key (including the use of Ordnance Survey maps)
- **ge50** use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources

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### Measurement LKS2

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### LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co26** appreciate how results are selected and ranked
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## PHYSICAL EDUCATION

### LKS2

- **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
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **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
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
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