



**Geography
History
Art and Design
Design and Technology
Music**

Creative Learning at Springfield

Year 1

- ◆ We are concentrating on learning skills rather than content.
- ◆ We choose a context for learning that has meaning for the learners, the school...
- ◆ We map the skills that will be learned onto opportunities within the learning context.

Some things to note when creating contexts for learning

*The Key Skills for each subject ensure you are teaching all of the programmes of study, **except the breadth of study.***

Use the section at the beginning of each subject to check what the National Curriculum says you must cover. This ensures you cover the required breadth of study

Then 'Go Create' – making your curriculum, exciting, enjoyable, creative, and innovative, designed to meet the needs of YOUR PUPILS so that they ACHIEVE their very best in all areas of the curriculum.

REMEMBER: There is no such thing as a perfect published or downloaded lesson or unit of work. They are just starting points and can never be just right for YOUR pupils in YOUR context. The very best lessons and units of work use the distinctive features of the school and are designed to make pupils achieve their very best.

Creativity:

All creative activity begins with imagination but, in itself, imagination is not creative. What if you have some great ideas but then never do anything with them? Are you then creative? Creative people DO something with their thinking and their imaginative ideas.

Along the way, creative people have original thought. This is easy in the arts, dance or drama, but what about in maths or science? The key here is that we are talking about original thought for YOU. When we discover a way forward we feel good and have made a connection that we feel will help us. Therefore, creativity is possible in all subjects, not just the arts.

Assessing value is a very difficult thing. However, just because the product may not have any obvious value does not mean that it is useless. Creative people weigh up the value of their work and the process begins again with imaginative, purposeful and original ways to the next level.

Creativity:

Improves self-esteem, motivation and achievement;
Develops skills for adult life;
Develops the talents of the individual.

Check List for the Creative Lesson	
Children	Imagination is developed Are encouraged to come up with their own 'original' way of doing something Evaluate their work in relation to success criteria Think of 'next steps' to improve their work
Teachers and Support Staff	Fashion creativity in pupils by: Questioning Discussing Observing and intervening

There are 6 Key Skills that should be developed across the whole of the Curriculum:

Communication	The Application of Number	Information Technology
Working With Others	Improving Own Learning and Performance	Problem Solving

COMMUNICATION	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
APPLICATION OF NUMBER	Application of number includes developing a range of mental calculation strategies and associated mathematical language. Pupils need to develop the ability use and apply these skills across subject areas and to solve problems in real-life situations.
INFORMATION TECHNOLOGY	Information Technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.
WORKING WITH OTHERS	Working with others includes the ability to contribute to small-group and whole-class discussions and to work with others to meet a challenge. All subject areas provide opportunities for pupils to share experiences and benefit from what others think, say and do.
IMPROVING OWN LEARNING AND PERFORMANCE	Improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning.
PROBLEM SOLVING	Problem solving involves pupils developing the skills and strategies to solve the problems they will face in learning and in life. Pupils need to have opportunities to respond to the challenge of problems and to plan, test, modify and review progress needed to achieve particular outcomes

Geography

KS1 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

2 localities:

The locality of the School

A locality with contrasting physical and/or human features either in the UK or Overseas

In the study of localities, pupils should:

Study at a local scale

Carry out fieldwork investigations outside the classroom

KS1 Skills Development

Use this to track skills development in contexts for learning

Enquiry Skills

- ◆ Ask geographical questions [for example, 'What is it like to live in this place?']
- ◆ Observe and record
- ◆ Express own views about people, places and environments
- ◆ Communicate in different ways (pictures, speech and writing)

Geographical Skills

- ◆ Use geographical vocabulary
- ◆ Use fieldwork skills
- ◆ Use globes, maps and plans at a range of scales
- ◆ Use secondary sources of information
- ◆ Make maps and plans

Level 1

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can describe my classroom or my local area and talk about it, sometimes using maps and plans.</p> <p>I can tell someone about the features I like about my local area</p> <p>I use words like: hill, road, river, near, far, north and south to describe places</p> <p>I ask and answer questions about places I see in books, videos and the internet</p>	<p>I count the number of cars, houses or other things in the streets close to the school</p> <p>When I am looking at pictures of places, I can work out problems like 'How many more cars would make 10?'</p> <p>I can collect house numbers and put them in order</p>	<p>With help from a teacher, I can use the internet to find pictures of places</p> <p>I use the digital camera to take photographs of the area around the school.</p>	<p>I sometimes work in a group or with a partner when I am finding out about places</p> <p>In lessons, I have a talk partner whom I sometimes share ideas with.</p> <p>When I am using equipment, I sometimes share it with a partner</p>	<p>I always get a chance to talk about my ideas with a friend or a teacher</p> <p>I listen very carefully when the teacher tells me what I am learning about</p> <p>I can tell someone about the best bits of my work</p>	<p>I can draw pictures of how I would change the classroom or a room at home, and talk about them.</p>

Level 2

Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I know that people and weather can change an environment</p> <p>I can draw labelled diagrams about my area, using geographical language</p> <p>I can write or draw pictures about how people or the weather can affect places</p> <p>I talk about places far away from home that are different to my area.</p>	<p>I answer questions about the number of things I see in my local area.</p> <p>I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see</p> <p>I can work out the difference in length between two routes around the school</p> <p>I can read a thermometer</p>	<p>I use the computer to draw graphs of information I have collected, and I can use this to answer questions. (Eg weather information or studies from my local area)</p> <p>I use the Internet to help me find out more about my local area.</p> <p>I can use text and pictures to tell people about my school or local area</p>	<p>I can listen to someone else's views about a place</p> <p>I can work in a small group to find out more about part of my school or my local area</p> <p>I listen carefully and take part in class discussions.</p> <p>I can describe how places all over the world are linked (eg food from other countries)</p>	<p>I check my own work using a list given to me by my teacher</p> <p>I can tell someone about what I am learning in a lesson.</p> <p>I use mind maps to record what I have learned</p> <p>I know what I need to do to make my work better because I always read what my teacher has written.</p>	<p>I can think of ways to improve my local area or my school.</p> <p>I can take two points of view about a local issue and look for a solution.</p> <p>I can count traffic and suggest reasons why the flow changes at different times</p> <p>I can find routes using maps and can find the longest and shortest routes</p>

History

KS1 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

- ◆ Changes in pupils' own lives and the way of life of their family or others around them
- ◆ The way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- ◆ The lives of significant men, women and children drawn from the history of Britain and the wider world
- ◆ Past events from the history of Britain and the wider world

KS1 Skills Development

Use this to track skills development in contexts for learning

Historical Enquiry

How to find out about the past from a range of sources of information

Stories
Eye witness accounts
Pictures
Photographs
Artefacts
Historic buildings
Visits to museums
Visits to Galleries
Visits to Sites
ICT

Ask and answer questions about the past

Level 1

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I use a range of words to talk about the passing of time</p> <p>I can describe things that are from the past (eg toys)</p> <p>I can say how things from the past were used</p> <p>I can talk or write about the differences between things from the past and how they look now</p> <p>I can tell stories about the past, sometimes using role-play</p>	<p>I use time lines to order things that happened in the past</p> <p>I can write my date of birth Eg: 4/5/1998 (98) 4th May (1998)</p> <p>I can estimate how old someone is from their appearance</p> <p>I use words like 'before', 'after', and 'between' to describe when things happened</p>	<p>I sometimes use the Internet to find out about the past</p> <p>I can describe things from the past using a word processor</p> <p>I use databases to organize objects from the past</p> <p>I use clip art to tell stories about the past</p> <p>I can save my work in my work folder</p>	<p>I can ask questions of people older than me to find out about the past</p> <p>I discuss my ideas with my 'talk partner' in lessons</p> <p>I can act out a part of a story with someone else.</p>	<p>I know that there are several to about find out about the past:</p> <p>Pictures</p> <p>Questions</p> <p>Objects</p> <p>The Internet</p> <p>Television</p> <p>Videos</p> <p>Books and stories</p> <p>I know the difference between the past and now (the present)</p>	<p>I can put objects in order of how old they are</p> <p>I can find out about how things in the past were similar to or different from the way they are now</p> <p>I can work out things about the past by looking at pictures</p>

Level 2

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can tell or write stories about events in a famous person's life</p> <p>I can recount the story of the life of a famous person (or event) with some interesting details</p> <p>I use:</p> <ul style="list-style-type: none"> Labelled diagrams Recount Stories Diaries Pictures (art) <p>to tell people what I know about the past</p>	<p>I use a time line to sequence things correctly, using dates</p> <p>I can work out how many decades have passed since a recent event</p> <p>I can work out how many centuries have passed since a major event in British History</p>	<p>I use the computer to find out about famous figures (or events) from the past (Internet, CD ROMs)</p> <p>I use the computer to give my views about historical figures (or events) and to describe their lives (effects on people's lives)</p>	<p>I know that some events from the past still affect people's lives today (Eg: remembrance day, The Black civil rights movement, Apartheid, the Holocaust). I talk to people about these matters sensitively and respectfully.</p>	<p>I know that events from the past are told in many different ways</p> <p>I add to my list of ways I find out about the past</p> <p>I am beginning to know that these different types of evidence tell us different things about the past</p> <p>I know that some things happened before living memory and can talk about some of them</p>	<p>I can sequence some events from a famous person's life</p> <p>I can sequence the main episodes from a famous event</p> <p>I can give reasons for some of the actions of a famous person (or the reasons for a famous event)</p> <p>I can find out about the past by looking carefully at evidence and I answer questions</p>

Art and Design

KS1 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Explore a range of starting points for practical work (Eg themselves, experiences, stories, natural and man-made objects and the local environment)

Working independently and collaborating with others on projects in 2d and 3d and on different scales

Using a range of materials and processes (Eg painting, collage, print making, digital media, textiles, sculpture)

Investigating different kinds of art, craft and design (Eg in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet)

KS1 Skills Development

Use this to track skills development in contexts for learning

Exploring and Developing Ideas

Record from first-hand evidence, experience and imagination

Ask and answer questions about starting points for work

Investigating and Making

Investigate the possibilities of a range of materials and processes

Try out tools and techniques, including drawing

Represent observations, ideas and feelings

Design and make images and artefacts

Evaluating

Review what they and others have done and say what they think and feel about it

Say what they may change or improve in the future

Level 1

Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can make models to show my ideas and then talk about the models</p> <p>I draw my ideas and can tell someone what they are about</p> <p>I can talk about how I feel about my own or somebody else's work</p> <p>I can use drawing, collage and textiles to show my ideas about line, shape and colour</p>	<p>I describe and draw the shapes that I see, using words like:</p> <p>Straight Curved Zigzag Corners Round Circle Oblong Rectangle Triangle Square</p> <p>I describe shapes in my art work by labelling them in my Art Sketch Book</p>	<p>I use the computer to draw pictures with lines and shapes</p> <p>I can change the pen colour</p> <p>I use stamps make patterns</p> <p>I can rub out if I need to change my work</p> <p>I print out my best work and keep it in my Art Sketch Book</p>	<p>I can tell someone what I like about their Art & Design work</p> <p>I can work in a group to make a large picture or model</p>	<p>I can think of ways to improve my own work</p> <p>I can see the differences between my work and someone else's</p>	<p>I can think of ideas for Art from:</p> <p>Stories Rhymes Looking at things made by people Looking at the natural world</p>

Level 2

Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>My ideas are shown in my:</p> <p>Drawings, Paintings, Collage work, Textile Work, Printing, Sculpture, and Photographs</p> <p><i>(I am always looking at lines, patterns, textures, shapes and colours)</i></p> <p>I can recount my work in my Art Sketch Book</p> <p>I write about my ideas, using 'annotation' in my Art Sketch Book</p>	<p>I make 2d and 3d shapes</p> <p>I can describe properties of shapes using mathematical vocabulary</p> <p>I recognise and use reflective symmetry in shapes and patterns that I create</p>	<p>I use a digital camera to take images of things people have made and the natural world. I look at:</p> <p>Lines Patterns Textures Shapes Colours</p> <p>I change my digital images using the computer</p>	<p>I work as part of a group when I am observing, investigating or making.</p> <p>I know about art from other cultures</p> <p>I know about artists and craftspeople from other times</p>	<p>I can talk about the similarities and differences between my own and other's work</p> <p>I adapt and improve my own work</p> <p>I keep notes in my Art Sketch Book of how I would change my work.</p> <p>I compare my work to that of famous artists or craftspeople</p>	<p>I investigate:</p> <p>Drawing Collage Textiles Printing Sculpture, and Photos</p> <p>to see how I can best use them to get across my ideas</p> <p>I experiment with ways of framing images</p> <p>I investigate shapes, patterns and textures</p>

Design and Technology

KS1 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

Investigating and evaluating a range of familiar products (Eg talking about how they work, and whether they do what they are supposed to do)

Focused Practical Tasks that develop a range of techniques, skills, processes and knowledge

Designing and making assignments using a range of materials, including food, items that can be put together to make products, and textiles.

KS1 Skills Development

Use this to track skills development in contexts for learning

Developing, Planning and Communicating Ideas:

Generate ideas from experience and by experimenting with materials
Talk about ideas
Plan by suggesting what to do next as ideas develop
Communicate ideas using a variety of methods, including drawing and models

Working with tools, equipment, materials and components to make quality products:

Select tools, techniques and materials from a range selected by the teacher
Explore the sensory qualities of materials
Assemble, join and combine materials
Use simple finishing techniques
Follow safe procedures for food safety and hygiene

Evaluating:

Talk about ideas, saying what they like and dislike
Identify what they could have done differently or how they could improve work in the future

Knowledge and understanding of materials and components:

Learn about the working characteristics of materials (eg folding paper, plaiting yarn to make it stronger)
How mechanisms can be used in different ways (eg wheels and axels that allow movement)

Level 1

Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can talk about how moving objects work (eg slides or levers)</p> <p>I draw pictures with labels to tell others about my designs</p> <p>I can make a model and talk about how it is useful for someone</p> <p>I can talk about my work, telling others why I did it the way I did</p> <p>I can tell someone what I am making and which tools I am using</p>	<p>I can compare objects using 'biggest' and 'smallest'</p> <p>I know what half is and use this as a measurement</p> <p>I know about turns and can see a full turn and half a turn</p> <p>I use a balance to weigh things</p>	<p>I use the computer to plan my ideas</p> <p>I use the computer to write about my design and how I can improve it.</p>	<p>I discuss with others how fruit and vegetables keep me healthy</p>	<p>I can practise skills the teacher has shown me, and use them to think of my own ideas</p> <p>I can use a construction kit and other materials to make models</p> <p>I know about food hygiene</p> <p>I can make models that look like real things I have studied</p> <p>I can talk about my ideas, saying what I like and dislike</p>	<p>I can work out how something works by looking at it (sometimes taking it apart)</p> <p>I can mix the right ingredients to make something that can be eaten</p> <p>I know how to use tools safely</p> <p>I can work out how to make models stronger</p>

Level 2

Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I write about my work using diagrams and labels</p> <p>I write about who my products are for and explain why they will be useful, giving clear examples</p> <p>I discuss the improvements needed for my work</p> <p>I describe the characteristics of the materials I have chosen</p> <p>I recount the design and make process with lively detail.</p>	<p>I can estimate the size of things by comparing, using language like: bigger, biggest, smaller, smallest, about the same as</p> <p>I know what half, quarter and three quarters are, and use each as a measurement</p> <p>I know about turns and can see a full turn, half a turn and a quarter turn</p> <p>I use scales to weigh objects and can read the scale.</p>	<p>I take digital photographs of my products and combine them with text to describe and evaluate my products.</p> <p>I can put together a set of digital photographs of my work into a slideshow with captions.</p>	<p>I sometimes work with a partner to design and make a product</p> <p>I sometimes ask others what they think of my design so as to get ideas from them before I begin to make it</p>	<p>I recognise what I have done well as my work progresses, and I suggest what I could do better in the future.</p> <p>I evaluate my work, saying if it does what I wanted it to do and whether it is a quality product.</p>	<p>I plan what to do next when working on my designs</p> <p>I select the right tools, techniques and materials and explain why I have chosen them</p> <p>I investigate a range of products and say how they are put together and whether they do what they are supposed to do</p>

KS1 Breadth of Study Checklist

Use this checklist when creating Contexts for Learning

A range of musical activities that integrate performing, composing and appraising

Responding to a range of musical and non-musical starting points

Working independently and in groups of different sizes and as a class

A range of live and recorded music from different times and cultures

Level 1

Music

Performing	Composing	Appraising
<p>I can use my voice in different ways</p> <p>I enjoy singing</p> <p>I follow instructions</p>	<p>can make sounds that are very different (loud and quiet, high and low etc)</p> <p>With help, I can make sounds with a small difference</p> <p>I can make and control long and short sounds, using voices and instruments</p> <p>I can make a sequence of long and short sounds with help</p> <p>I can clap short rhythms</p> <p>With help, I can clap longer rhythms</p>	<p>I recognise changes in tempo</p> <p>I can listen out for different types of sound</p> <p>I can imitate changes in pitch</p> <p>I know how some sounds are made and changed</p>

Level 2

Music

Performing	Composing	Appraising
<p>I enjoy singing songs from memory, following the tune (melody) well</p> <p>I use my voice well in lots of ways</p> <p>I perform with others</p> <p>I make and control long and short sounds, using voices and instruments</p>	<p>I carefully choose and order sounds to achieve an effect or image</p> <p>I identify and control a variety of sounds on musical instruments with confidence</p> <p>I can create short melodic patterns</p> <p>I work as a partner to create a sequence of long and short sounds</p> <p>I repeat and create short rhythmic phrases</p> <p>I show physical control when playing musical instruments</p> <p>I use changes in pitch to express an idea</p>	<p>I can identify pulse in music</p> <p>I recognise and use changes in timbre, pitch and dynamics</p> <p>I listen carefully and recall short rhythmic and melodic patterns</p> <p>I know how sounds can be made and changed</p>

Different people learn best in different ways -
are we providing opportunities for these ways of learning?

