



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

# Creative Learning at Springfield

## Year 2

- ◆ 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

<b>COMMUNICATION</b>	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
<b>APPLICATION OF NUMBER</b>	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.
<b>INFORMATION TECHNOLOGY</b>	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.
<b>WORKING WITH OTHERS</b>	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.
<b>IMPROVING OWN LEARNING AND PERFORMANCE</b>	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.
<b>PROBLEM SOLVING</b>	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 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>

# Level 3

# Geography

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can write a newspaper article/ record a radio news report about a local issue</p> <p>I use the right geographical words to describe features (Eg: temperature, transport, industry)</p> <p>I draw maps, sketches and plans of local places (Eg shops)</p> <p>I write about how people improve their environment</p>	<p>I use atlases to locate page numbers for information.</p> <p>I can represent a 3d shape as a 2d image – Eg the globe as a flat map</p> <p>I measure wind speed, rainfall and noise levels around the school.</p> <p>I record my information on charts, graphs and tables.</p>	<p>I can make a simple database to record information I have found out.</p> <p>I use my database to answer questions about my observations</p> <p>I use e mail to discuss my school with another in a different area</p> <p>I use the internet to find out about a contrasting locality</p>	<p>I speak to visitors or to those my teacher suggests (under supervision) to find out about places or environments</p> <p>I prepare questionnaires to investigate people's views about an environmental issue eg. Litter or vandalism in the local park.</p>	<p>I have a list of key places in the British Isles that I know about. I add to this list regularly.</p> <p>I can tell someone about aspects of the British Isles</p> <p>I know about at least one theme in geography (<i>water and its effect on people or places; how settlements change, or an environmental issue</i>)</p>	<p>I can use four-figure grid references to locate points on a map.</p> <p>I can read symbols on an Ordnance Survey map</p> <p>I can plan a route and work out the distance using the map scale</p> <p>I can plan a journey on public transport from timetables</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 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"> <li>Labelled diagrams</li> <li>Recount Stories</li> <li>Diaries</li> <li>Pictures (art)</li> </ul> <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>

# Level 3

# 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) 4<sup>th</sup> 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 ways to 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>

# 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 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>

# Level 3

# Art and Design

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can show relationships between people in my drawings</p> <p>I can say what I think and feel about the work of others and my own</p> <p>My skills in: Drawing, Painting, Collage, Textiles, Sculpture, and Photography</p> <p>help me to communicate my ideas, using: Colour, Pattern, Texture, Line &amp; tone, Shape &amp; form.</p>	<p>I recognise right angles in shapes or objects</p> <p>I recognise and draw parallel and perpendicular lines</p> <p>I can use the properties of shapes to explore patterns (eg tessellation, Islamic Art etc)</p> <p>I can visualise and make 3d shapes from 2d drawings</p> <p>I use the Internet to research artists</p>	<p>I use the printed images I take with a digital camera and combine them with other media</p> <p>I use the computer to alter images and to combine them with other images</p> <p>I use a paint package to alter scanned images</p> <p>I present a collection of my ICT work on a slide show presentation</p>	<p>I am beginning to understand the viewpoints of others by looking at images, people, places and so on from a different angle</p> <p>I can make useful comments on the ideas of others</p> <p>I can describe and explain art from other cultures, and know how artefacts came to be in museums</p>	<p>I adapt and improve my work, thinking about the purpose of the work</p> <p>I suggest improvements to my work and keep notes in my Art Sketch Book</p> <p>I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs.</p>	<p>I can select visual information about people to show in my portraits</p> <p>I experiment with different materials and techniques to find the best ones for the purpose of my work</p> <p>I know that art can be both visual and tactile. I choose the best combination for my work</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 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>

# Level 3

# Design and Technology

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I clarify ideas when asked</p> <p>I use words, labelled sketches and models to communicate the details of my designs</p> <p>I describe how my product will be of use to the user</p> <p>I create adverts for my products, focusing on quality, design and benefits</p>	<p>I measure accurately</p> <p>I use scales to accurately measure ingredients for recipes</p> <p>I time my cooking or preparation time accurately so that my product turns out just right</p> <p>I use my knowledge of shape to help me design lively products</p>	<p>I research products and designs by using the Internet</p> <p>I present my designs and ideas, using ICT</p> <p>I create animated slide shows to 'advertise' the benefits of my products or design ideas.</p>	<p>I seek the views of others about my designs and products</p> <p>I interview the intended users of my product to see what they need</p>	<p>I constantly evaluate my work</p> <p>I can say where evaluation of my design has led to improvements</p> <p>I talk and write about the skills that I have developed</p> <p>I carry out tests before I make improvements to my work</p>	<p>I know that my designs have to meet a range of different needs</p> <p>I make realistic plans</p> <p>I think ahead and plan the order of my work</p> <p>I choose the appropriate tools, equipment, materials, components and techniques for my design</p> <p>I can use electrical circuits and switches to good effect</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 2

# Music

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<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>

# Level 3

# Music

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p>I can sing songs from memory with accurate pitch, either in a group or alone</p> <p>I sing in tune</p> <p>I sing and play a range of singing games</p> <p>I can maintain a simple part within an ensemble</p> <p>I understand the importance of articulating the words to communicate the song to the audience</p> <p>I show that I have a good memory for sounds and songs, and show control in my voice</p> <p>I perform with control, and an awareness of what others are playing</p> <p>I combine sounds with movement and narrative</p>	<p>I compose and perform simple melodies and songs independently</p> <p>I use sound to create more abstract images</p> <p>I recognise and create repeated patterns</p> <p>I make up singing games with words, actions and a sense of pulse, and teach them to other children</p> <p>I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</p> <p>I recognise how musical elements can be used together to compose descriptive music</p> <p>I carefully choose, order, combine and control sounds with awareness of their combined effect</p>	<p>I describe music using appropriate vocabulary</p> <p>I listen carefully with attention to detail</p> <p>I listen to several layers of sound and talk about the combined effect</p>

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

