

## Creative Curriculum Theme Plan Year1 – Terms 3 and 4

### Power of Change

# Journeys



### Areas of Learning

We will be exploring incredible journeys and how transport has changed over time.

We will use our geographical skills to find out about maps and routes. As Historians, we will learn about what travel was like in the past. We will investigate significant journeys (even the journey to the moon) and key figures such as Brunel who changed the way we travel.

As Readers and Writers, we will use stories about journeys with repeating patterns to support our own story writing and language skills. We will use non-fiction texts to research the world and share facts by writing our own journey books. .

As Artists and Designers, we will model and construct our own vehicles using different ways of making them move and making them strong. We will use different art techniques to support our story telling and book making work.

### At Neston, learning will be driven by:

#### Ambition

#### As ambitious learners we will:

Persevere with new skills and class routines. We will try new things and have a go at our own ideas. We will persist with an activity when challenges occur and be proud of our accomplishments.

#### Respect

#### As respectful learners we will:

Explore the similarities and differences between ourselves and others. We will learn to share our classroom space and resources fairly.

#### Diversity

#### As learners we will:

Ask questions to help us understand the wider world in an open minded way. We will celebrate the range of culture, belief and experience that we explore.

#### As Scientists, we will...

...use our own model vehicles to explore forces and how they make objects move, or change direction. Investigate movements on water compared to 'land' using experiments.

We will also look at journeys in the natural world.

<b>Literacy</b>	<ul style="list-style-type: none"> <li>Use story-making to develop our story telling, speaking, reading and writing skills</li> <li>Further develop our understanding of Phonics through daily teaching sessions and home learning</li> <li>Exploring labels and captions to develop our non-fiction writing</li> <li>Through reading, identify vocabulary that enriches and enlivens stories.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding what, how and why I am learning</li> <li>Enjoy exploring, discovering and unlocking our hidden treasures</li> <li>Knowing that we shine and reach the stars</li> <li>Learning from our mistakes</li> <li>Knowing how to improve and being resilient</li> <li>Looking after each other</li> <li>Learning reciprocally</li> <li>Celebrating everyone's achievements</li> <li>Imagining, dreaming and believing for ourselves and others</li> </ul>	<b>History and geography</b>	To investigate and interpret the past	To investigate places
<b>Maths</b>	<ul style="list-style-type: none"> <li>Further develop our understanding of number and place value.</li> <li>Explore calculation strategies and apply these in a range of role play and problem solving contexts</li> <li>Use data handling skills to share information</li> <li>Use language to describe position, direction and movement.</li> <li>Continue to use measurement including time in practical contexts.</li> </ul>			To build an overview of world history	To investigate patterns
<b>RE, PSHE and PE</b>				To understand chronology	To communicate geographically
<b>ICT</b>	<ul style="list-style-type: none"> <li>Ongoing use of ICT to support learning across the curriculum</li> <li>Learn the principles of creating simple programs and program 'roamers' to create a route.</li> <li>Use Skype to speak to a friend in another country.</li> <li>Use of the school website and class web page to share our learning</li> </ul>	<p>Understand and value the differences and commonalities between people.</p> <p>Respecting the right of others to have beliefs and values different from their own.</p> <p>Learning to work co-operatively in a team</p> <p>PE with Mrs Fox - exploring simple team games and activities working together to achieve a goal.</p>	<b>Science and design technology</b>	<p>To understand movement and forces</p> <p>To work scientifically</p>	<p>To design, make and improve</p> <ul style="list-style-type: none"> <li>- Apply practical skills to design, make and improve products safely, taking account of users and purposes</li> </ul> <p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> <li>- Design products that have a clear purpose and an intended user</li> </ul>
			<b>Art, music, drama</b>	<p>To develop ideas</p> <p>To refine techniques</p> <p>To respond to ideas and starting points.</p> <p>To explore ideas and collect visual information.</p>	<p>To perform</p> <p>To compose</p> <p>To transcribe</p> <p>To describe music</p>
					<p>To listen carefully and understand</p> <p>To speak with clarity</p> <p>To tell and share stories with structure</p>