



# The Creative Learning Journey

## T'RIFIC THAMESMEAD

A PARTNERSHIP BETWEEN TRUST THAMESMEAD AND THAMESMEAD SCHOOLS



### Knowledge and Understanding of the World

#### Design Technology

- Generate ideas by collecting and using information, from a number of sources, including

#### ICT-based sources

- Work from detailed plans.
- Communicate design ideas in different ways as these develop, considering use and purpose.

#### Geography

- Ask suitable geographical questions.
- Collect and record evidence.
- Recognise and describe physical and human processes
- Communicate in appropriate ways.
- To use appropriate field work techniques and instruments.
- To use atlases and globes and maps and plans at a range of scales.
- To use ICT to help in geographical investigations.
- Decision making skills.
- Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes.
- Collect and record evidence.
- To use appropriate geographical vocabulary.
- To use appropriate field work techniques and instruments.
- To use atlases and globes and maps and plans at a range of scales.
- To use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways.
- To use and select ICT to help in geographical investigations.

#### History

- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- Describe characteristic features of past societies and periods, including: ideas, beliefs, attitudes and experiences of men, women and children: social, cultural, religious and ethnic diversity.

- Identify changes within and across different periods.
- Give reasons for and results of the main events and changes.
- Begin to select and combine information from different sources
- Communicate their knowledge & understanding of history in a variety of ways.
- Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied.
- Recognise that the past is represented and interpreted in different ways, and give reasons for this.
- Use and evaluate a range of sources.
- Ask and answer questions.
- Record information relevant to the focus of the enquiry.
- Recall, select and organise and communicate historical information in a variety of ways.

#### ICT

- Prepare, interpret and classify appropriate information.
- Share and exchange information in a variety of forms including E-mail.

#### Science

- Suggest how to collect evidence.
- Select suitable equipment
- Select information from provided sources.
- Identify trends and patterns.
- To draw conclusions and communicate them in appropriate scientific language.
- Recognise that scientific ideas are based on evidence and creative thinking.
- Suggest how to collect evidence.
- Select suitable equipment.
- Select information from a range of sources
- Identify trends and patterns.

### Personal, Social and Emotional Development

#### PSHE Citizenship

- Be able to lead discussions and debates about wider issues (Aware of different roles, rights and responsibilities)

#### PSHE Confidence

- Talk, write and explain their views on issues that affect wider environment
- Identify needs of the wider community and their roles and responsibilities as members

### Creative Development

#### Art

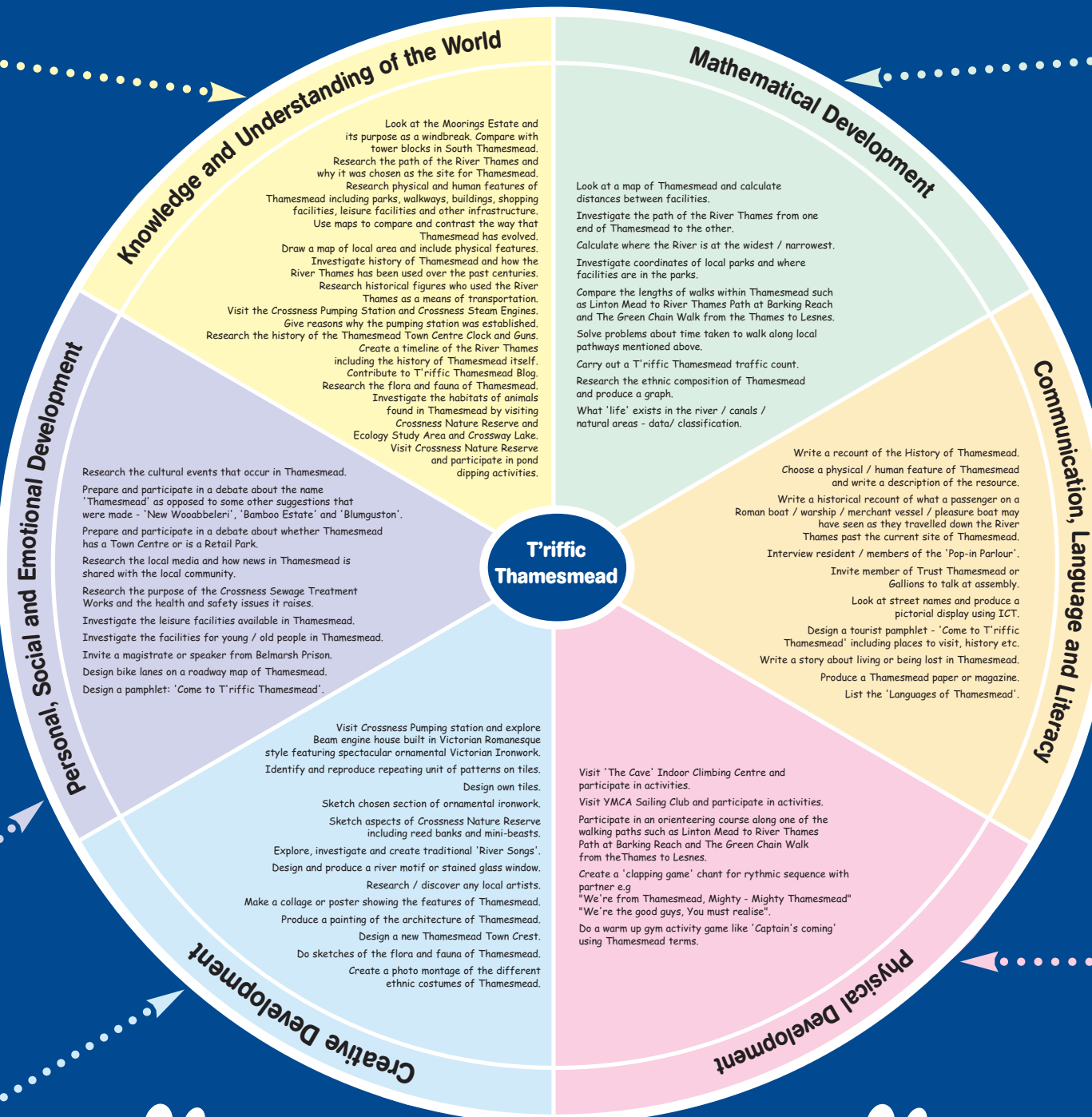
- Explore ideas and collect information to develop their work.
- Use their knowledge and understanding of materials and techniques to communicate ideas and meanings.
- Explore ideas and select visual and other information to develop

their work, taking account of the purpose

- Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques.

#### ICT

- Choose and integrate elements into a presentation.



### Mathematical Development

#### Data Handling

- Solve a problem by representing and interpreting data in tables, charts, and graphs including those generated by a computer
- Solve a problem by extracting and interpreting information presented in tables, graphs and charts.

#### Solving Problems

- Use all four operations to solve simple word problems involving numbers and quantities, including time, explaining methods and reasoning.
- Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.

#### Measures, Shape and Space

- Understand area measured in square centimetres (cm<sup>2</sup>); understand and use the formula in words 'length x breadth' for the area of a rectangle
- Use a protractor to measure acute and obtuse angles to the nearest degree.
- Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
- Read and plot co-ordinates in all four quadrants

### Communication, Language and Literacy

#### Reading

- Show understanding of a range of texts, selecting essential points & using inference & deduction where appropriate.
- Retrieve & collate information from a range of sources.
- Read & discuss a range of texts identifying different layers of meaning & comment on their significance & effect.
- Summarise a range of information from different sources.

#### Speaking and Listening

- Speak confidently in a wide range of contexts, including some of a formal nature varying expression & vocabulary.
- Listen attentively to what others say asking questions to develop ideas & make contributions that take account of others' views.
- Adapt talk to meet demands of different contexts, engaging interest of listener.
- Take an active part in discussion showing understanding of ideas & sensitivity to others.

#### Writing, Composition and Grammar

- Writing is varied & interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate
- Vocabulary is imaginative & words are used precisely.
- Writing often engages & sustains reader's interest, using an impersonal style where appropriate.
- A range of sentence structures are used with varied vocabulary to create effects.

### Physical Development

#### Outdoor and Adventurous Activities

- Solve some of the challenges and problems set in familiar environments with guidance and help.
- Work cooperatively to put strategies and solutions into action.
- Identify how their bodies work in the different challenges.
- Conserve their efforts and keep their concentration during tasks.
- Identify what they do well as individuals and as a group.
- Find solutions to problems and challenges.
- Prepare physically and organisationally for challenges they are set, taking into account group safety.
- Identify and respond to events as they happen.
- Evaluate effective responses and solutions.

