

# Parent's Forum

13/10/2009

Welcome

Agenda - Creative Learning Journey

- Future Meetings

Feel Amazing In Respectful  
Fairfield, Inspiring and  
Encouraging Learning and  
Development

Fairfield



Living, Working and  
Playing Together

# Creative Learning Journey - CLJ



The Creative Learning Journey

...every child matters

**A Skills based Creative Curriculum**  
Personal, Social & Emotional Development Communication, Language & Literacy

Problem Solving, Reasoning & Numeracy Knowledge & Understanding of the World Physical Development Creative Development

Progression of Skills - **Foundation to Year 6**  
Online Planning - **"Skills" based Creative Plans**  
Online Assessment - **Foundation to Year 6**

department for children, schools and families LEADING ASPECT AWARD

[www.thecreativelearningjourney.co.uk](http://www.thecreativelearningjourney.co.uk)

The poster features three circular images: two young boys in orange school uniforms holding a fan of colorful cards labeled 'Year 2', a teacher in a suit pointing at a whiteboard in a classroom, and a group of children working on a project with sticks and string. The background is a bright yellow-to-orange gradient.



Think  
creatively &  
independently

7 areas  
of  
learning

Cross -  
curricular  
learning

Develop  
fundamental  
skills

Skills led  
curriculum

Important  
curriculum  
content

Encouraging  
excellent  
skills for  
their future

enjoyable,  
educational  
experience

Enthusiasm  
and  
Ownership

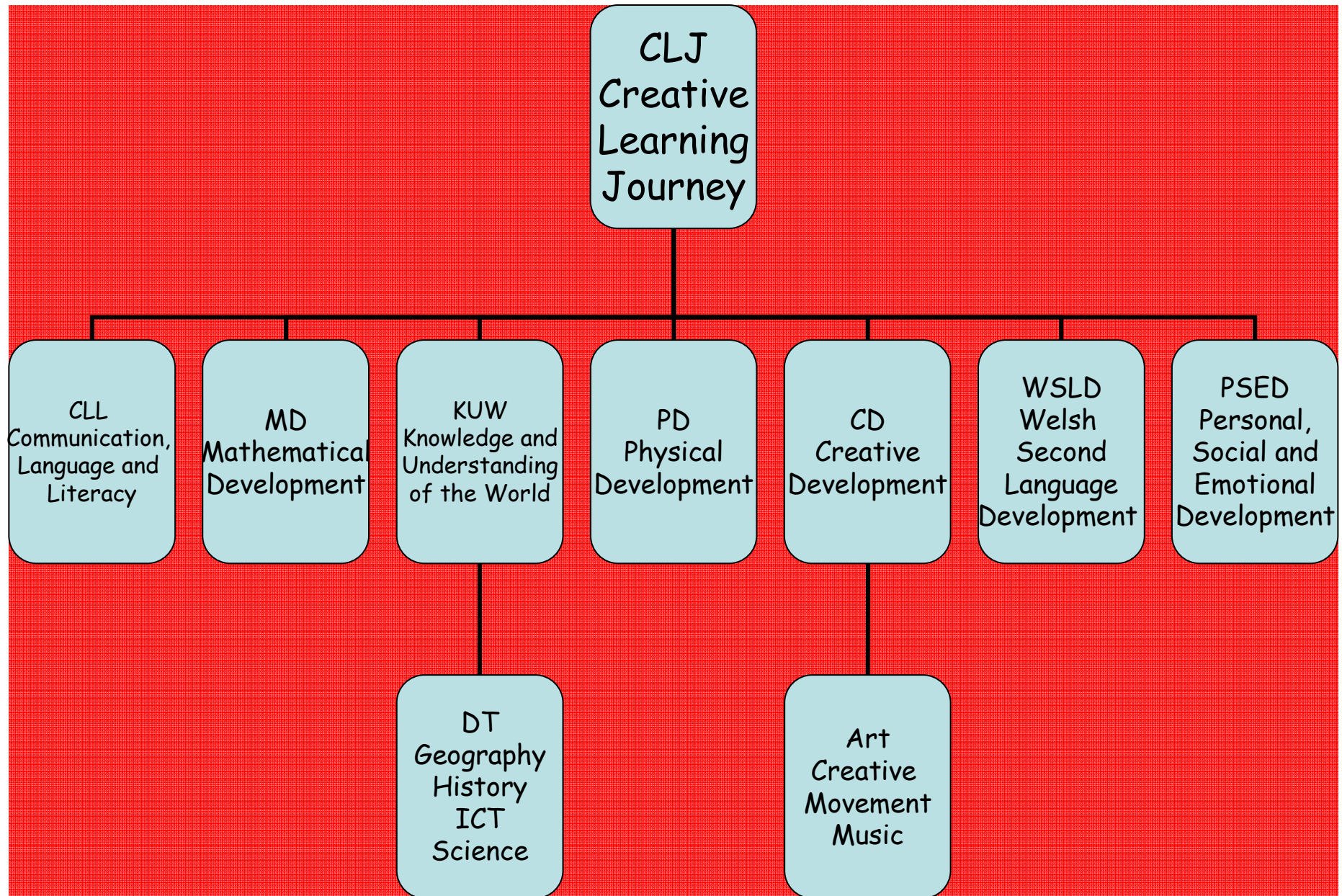
**Respect others  
and value their  
achievements**

**Recognise why it  
is important to  
collect data**

**Recognise that  
the past is  
represented in  
different ways**

**Evaluate their own  
and others  
performance,  
explaining how the  
sequence is formed  
using appropriate  
terminology**

**Develop and use  
their  
understanding of  
colour, line, tone,  
texture, pattern,  
shape and form**





# The Creative Learning Journey

## Reception / Year 1

## Foundation Phase: Happy and Healthy Week



### Knowledge and Understanding of the World

#### Design Technology

- Comment and talk about their work and its purpose.
- Construct with a purpose in mind.
- Select tools and techniques needed to shape, assemble and join materials.
- Self-evaluate during activity.

#### Geography

- Begin independently to offer ideas about where to find information.
- Communicate using symbols/pictures/simple songs or phrases.
- Identify and comment on features in the place they live and the natural world.

#### History

- Begin to match specific activities to certain times of day/week.
- Begin to offer ideas about where to find information independently.

#### ICT

- Perform simple functions on ICT apparatus.

#### Science

- Ask and respond to open questions

- Ask questions about why things happen and how things work.
- Investigate objects and materials by using all of their senses as appropriate.
- Look closely at similarities, differences, patterns and change.

#### Design Technology

- Explore the sensory qualities of materials.
- Talk about their ideas, saying what they like and dislike.

#### Geography

- Ask geographical questions.
- Use simple globes, maps and plans.

#### History

- Use sources of information to find out about the past.

#### Science

- Look for similarities and differences.
- Make observations of first hand experience and offer simple explanations
- Predict what might happen.
- Recognise and group items of information.

### Personal, Social and Emotional Development

#### Moral and spiritual development

- Express ideas and feelings.
- Talk about how to make choices.

#### Personal development

- Be sensitive to the needs, ideas and feelings of others.
- Display high levels of involvement for increasing lengths of time.
- Manage their own personal hygiene.

#### RE - Learning from Religion - Exploring religious beliefs, teachings and practices

- Visit places of worship and read stories and learn related vocabulary.

#### RE - Learning from Religion - Expressing personal responses

- Use artefacts, stories and music to learn about important religious celebrations.

#### Social development

- Consider the consequences for their words and actions for themselves and others.
- Show respect to others.
- Take turns and share fairly.

#### Well being

- Ask for assistance when needed.
- Begin to recognise changes in their body when they exercise.

#### Social development

- Continue to develop empathy towards others.
- Develop a caring attitude towards family, friends and each other.
- Know how to apologise and make amends.
- Listen to other people, and play and work cooperatively.

#### Well being

- Begin to maintain personal hygiene.
- Begin to make simple choices and improve their health and well being.
- Demonstrate care, respect and affection for other children, adults and their environment.

### Creative Development

#### Art

- Develop their use of colour, line and patterns.
- Explore and experiment with materials creatively.
- Use simple tools and techniques competently and appropriately.

#### Creative Movement

- Begin to move rhythmically.
- Show varied body shapes and changes in level and direction.

#### Music - Appraising

- Begin to move rhythmically.

#### Music - Performing

- Sing variety of songs with others broadly matching dynamics or other musical elements.

#### Art

- Use their knowledge and understanding of materials and techniques to communicate ideas and meanings.

#### Creative Movement

- Develop the use of rhythm in their movements.
- Use different body parts to make movements and to travel.

#### Music - Performing

- Communicate with others when performing.
- Maintain a part as a member of a group in a part in a song.
- Practise and evaluate their performing in order to improve.

What is harvest? Focus on food - make fruit salad, sandwiches, bread, Breads/fruit/veg from around the world and locally. Healthy foods and the effect of exercise on the body. Basic and exotic foods, testing, alternatives.

Church visit to see harvest foods, importance of saying thankyou, feelings and emotions, what makes you happy? healthy? a good friend? Assembly on Jump rope for heart, global dimension linked to climate change. All kinds of people/family, 5 loaves and fishes story from the Bible and other moral food stories.

Danceathon - fruit and veg art - texture, pattern, printing, collage, Corn dollies.  
Songs - music aspect - conkers, cauliflowers fluffy, apples, What shall I bring for the harvest table?

Naming of the fruit/veg, colours, counting, Welsh harvest item.

Mathematical Development

5 A Day, combinations, investigations, Weighing, Measuring, Casting, Sorting, Sequencing, Timing exercises, Counting

Suggested stories include Hansel and Gretel, The Enormous Turnip, Little red hen, Gingerbread man, Pizza Princess, Wet and Windy harvest for Puddles. Writing to include instruction, recipes, auresies, posters, menus, sequencing, role-play, drama

Danceathon, skipping, Jump rope for heart, In the Zone

Communication, Language and Literacy

### Mathematical Development

#### Communicate mathematically

- Count reliably up to 10 everyday objects.
- Talk about, recognise and recreate simple patterns.
- Use everyday words to describe position.
- Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities.
- Use language, such as circle and bigger, to describe the shape and size of solids and flat shapes.

#### Reason mathematically

- Talk about or indicate, recognise and copy simple repeating patterns and sequences.

#### Solving problems

- Organise information in meaningful contexts.

#### Communicate mathematically

- Count on and back in ones from any given number and in tens to 100 and back to 0.
- Develop their mathematical language across the range of mathematics, and use it in their role play.
- Sort, classify and organise information in simple ways.

#### Reason mathematically

- Interpret information presented in simple graphs and diagrams.

### Communication, Language and Literacy

#### Oracy (speaking and listening)

- Adopt a role using language appropriate to a role or situation.
- Begin to ask questions.
- Engage in role play co-operatively.
- Listen and respond to stories.
- Listen to and carry out instructions.

#### Reading

- Read simple sentences.
- Show an interest in books and enjoy their content.

#### Writing

- Attempt writing for different purposes
- Begin to produce pieces of emergent writing.
- Experiment with mark-making, using a variety of media.

#### Oracy (speaking and listening)

- View and listen to a variety of visual and audio-visual stimuli.

#### Reading

- Begin to make predictions.
- Identify events and talk about characters in books.

#### Writing

- Begin to write in a conventional way, communicating by using words, phrases, and short sentences, linked to familiar patterns.
- Independently choose what to write about, plan and follow it through.
- Use capital letters and full stops when punctuating simple sentences.

### Physical Development

#### Adventurous, outdoor and physical play

- Be able to move safely with increasing control and co-ordination.
- Understand, appreciate and enjoy the differences between running, walking, skipping jumping.

#### Athletic Activities

- Begin to develop skipping.

#### Health, fitness and safety

- Become aware of dangers and safety issues in their environment.
- Recognize the effects exercise has on their bodies as they move.

#### Personal

- Control body movements.
- Develop co-ordination.
- Use a range of small and large equipment and stimuli.

#### Gross motor skills

- Jump a moving rope.

#### Health, fitness and safety

- Describe what happens to their breathing and how they look and feel after exercise.

### Welsh Language Development

#### Oracy

- Begin to make themselves understood using simple Welsh words within English sentences.
- View, listen and respond to a variety of stimuli.

- With support, they repeat/memorise songs and rhymes.

#### Oracy

- With support, they express simple information and ask and answer questions.



## CREATIVE LEARNING JOURNEY – CURRICULUM MAP

<b>Year Group</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
	Harvest Healthy Living Week Maths Day	Anti-Bullying Happy & Healthy Christmas		St. David's Day Easter Book Week (Lit.) Science/Green Week	International Week Walk to School Week	
<b>Reception</b>	Marvellous me		Where do we live?		Adventures !	
<b>Year 1</b>	Growing up healthily		What is all around us?		Fun and Games	
<b>Year 1 / 2</b>	Long, long ago ...		Who? What? Where?		Living and Learning	
<b>Year 2</b>	Day and night		Where in the world?		Dinosaurs and beyond !	
<b>Year 3</b>	Our Garden of Eden		Safe as houses		Moving and exploring	
<b>Year 3 / 4</b>	Our wonderful world		Living together		On the move	
<b>Year 4</b>	Food glorious food		Home sweet home		Travel in time	
<b>Year 5</b>	Houses and homes		Food and farming		Ready steady go	
<b>Year 5 / 6</b>	Important buildings		Living		Travel and transport	
<b>Year 6</b>	From caves to castles		Our land		Journeys	



- Questions
- Opportunity to look at skills flip charts and year group wheels for Happy & Healthy Week.
- Wheels for this term and subsequent terms will be placed on the website.

# Parents Forum Structure

- Regularity of meetings
- Parents to discuss in groups possible agenda items for future meetings
- Agenda items already set:  
Dec 2009 – Healthy Living Policy (Food / Playground)  
Jan 2010 – Internet Safety.