The Creative Learning Journey
Year 5 / 6

Knowledge and Understanding of the World

Design Technology - Making
• Pupils will explore the qualities and how to use the materials and processes.

Design Technology - Rigid and flexible materials
• Pupils will independently learn about the efficient use of materials.

Geography - Understanding places, environments and processes
• To develop an understanding of causes and consequences of how places and environments change.
• To identify and describe in detail natural and human features.
• To identify similarities and differences to describe, compare and contrast places and environments.

ICT
• Check for errors, plausibility and relevance.
• Choose and integrate elements into a presentation.

ICT - Create and communicate information
• Cut and paste between applications.

ICT - Find and analyse information
• Prepare, interpret and classify appropriate information.

Science - Communication
• Communicate findings in appropriate scientific language.
• Measure using a range of suitable equipment.
• Select information from provided sources.
• With support communicate findings in tables bar charts and line graphs.

Science - Developing
• Identify trends and patterns.
• They recognise between facts and opinions and begin to recognise bias.
• Use apparatus and equiptment correctly and safely.

Science - Enquiry
• Give reasons for success criteria.

• Make predictions based on scientific knowledge.
• Recognise that scientific ideas are based on evidence.
• select suitable equipment and techniques.
• Suggest methods of testing including a fair test with support control variables.

Geography - Understanding places, environments and processes
• Describe and offer explanations for the characteristic natural and human features of different localities.
• Develop an understanding of cause and effect of how places and environment can change.

ICT
• Be aware of intended audience.
• Compare their use of ICT with other methods.
• Prepare, interpret and classify appropriate information.
• Review and develop their ideas, and those of others.

Science - Communication
• Communicate findings in tables, bar charts and line graphs, videos ICT packages using scientific vocabulary independently choose most appropriate form.
• Communicate them in appropriate scientifc language.
• Select appropate equipment.
• Select information from a range of sources.

Science - Developing
• Distinguish between fact and opinion and recognise bias.
• Identify trends and patterns.
• Provide simple explanations for differences in observations and measurement.
• Repeat observations and measurements.
• Use prior knowledge to explian links between cause and effects when concluding.

Personal, Social and Emotional Development

Health and emotional well being
• Decide how to behave responsibly.

Sustainable development and global citizenship
• Talk, write and explain their views on issues that affect wider environment.
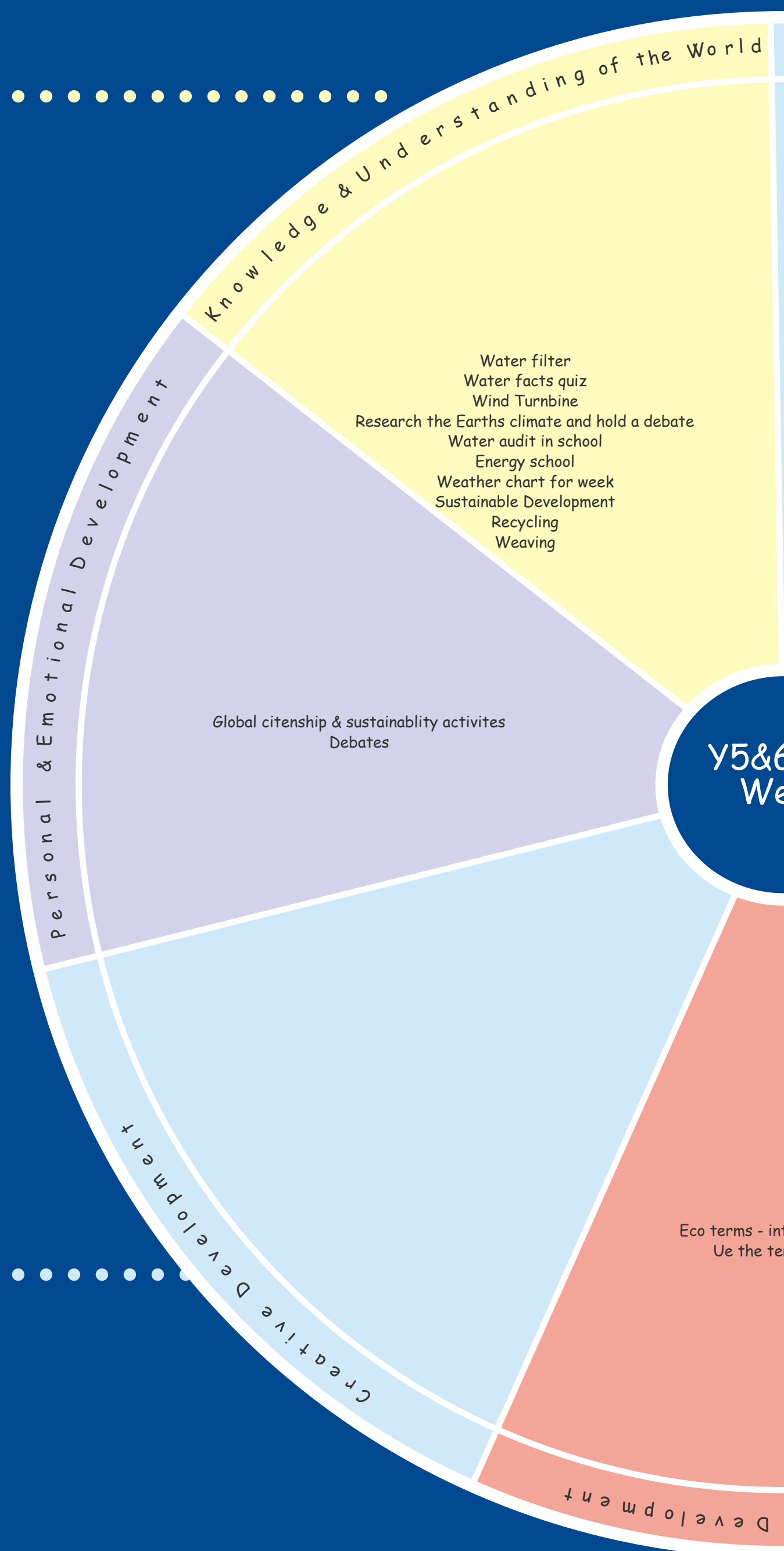• Understand that local actions can have wider effects.

Active citizenship
• Adapt different roles, rights and responsibilities during discussions and debates about wider issues.
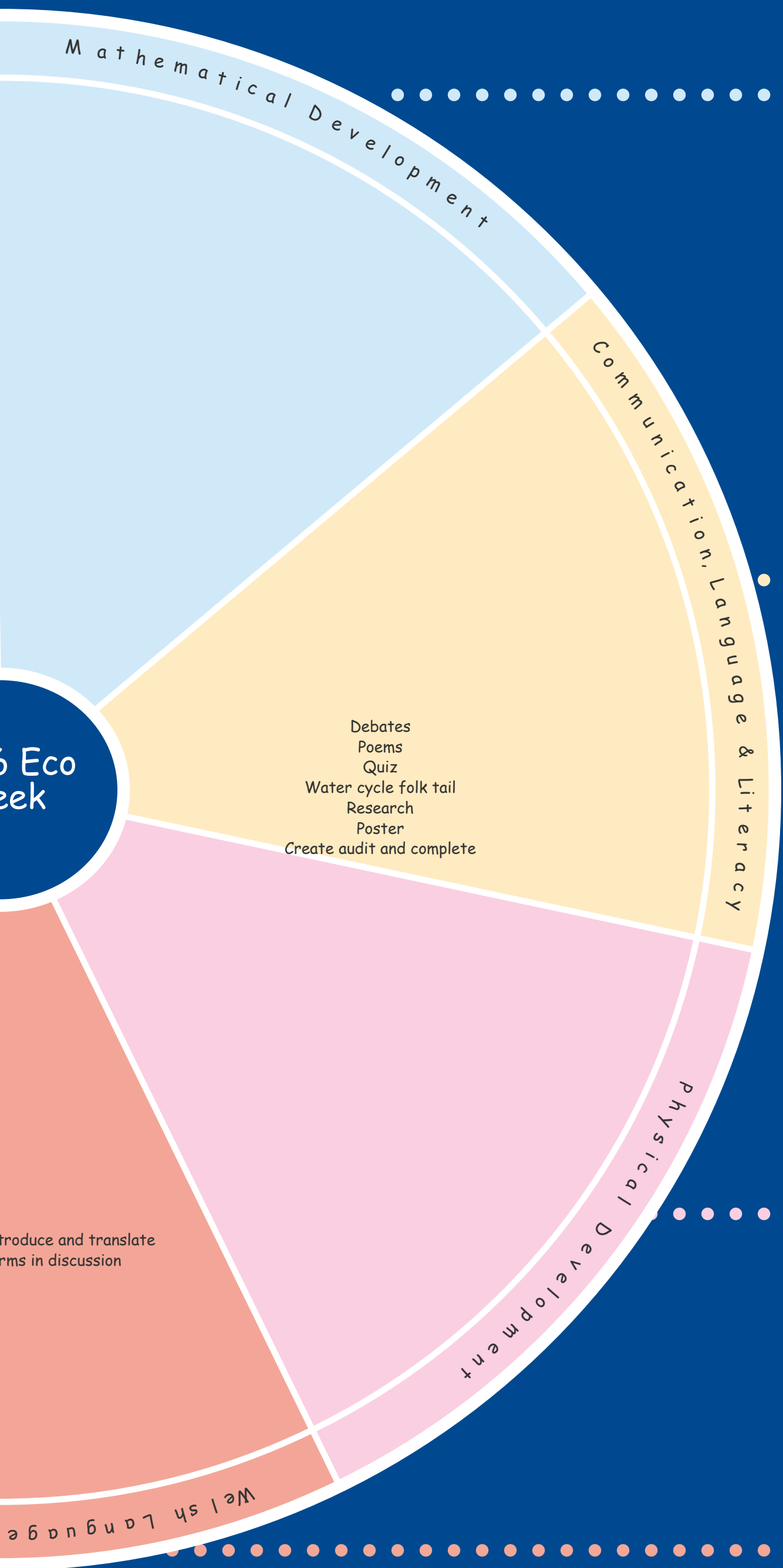
Sustainable development and global citizenship
• Identify needs of the wider community and develop their roles and responsiblities as members.
• Continue to develop their skills they need to make their contributions in the future.
• Talk, write and explain their views on issues that affect global environment.
• Understand how poverty and inequality can cause problems.

Creative Development

Knowledge & Understanding of the World

Personal & Emotional Development

Creative Development

Water filter
Water facts quiz
Wind Turnbine
Research the Earths climate and hold a debate
Water audit in school
Energy school
Weather chart for week
Sustainable Development
Recycling
Weaving

Global citenship & sustainablity activites
Debates

Y5&6
We

Eco terms - int
Ue the te

Development

Y5&6 Eco Week

Mathematical Development

Communication, Language & Literacy

Debates
Poems
Quiz
Water cycle folk tail
Research
Poster
Create audit and complete

troduce and translate
rms in discussion

Communication, Language and Literacy

Oracy (speaking and listening)
· Identify different question types and evaluate their impact on the audience.
· Identify some aspects of talk the vary between formal and informal occasions.
· Plan and manage a group task overtime using different levels of planning.
· Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
· Understand different ways to take the lead and support others in groups.
· Understand the process of decision making.

Reading
· Distinguish between everyday use of words and their subject specific use.
· Make notes on and use evidence from across a text to explain events and ideas.

Writing
· Adapt sentence construction to different text types, purpose and readers.
· Use a range of ICT programmes to present texts, making informed choices about which electronic tools to use for different purposes.

Oracy (speaking and listening)
· In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

· Make notes when when listening for sustained periods, discussing note taking techniques.
· Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
· They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
· Use a range of oral techniques to present persuasive arguments and engaging narratives.

Reading
· Read extensively and discuss personal reading with others, including pace.
· Recognise rhetorical devices used to argue, persuade, mislead and and sway the reader.

Writing
· In non narrative, establish, balance and maintain viewpoints.
· Select from a wide range of ICT programmes to present text effectively and communicate information and ideas.
· They express opinions, supported by reasons.

Physical Development

Welsh Language Development

Oracy
· Show understanding of short items using a variety of familiar voices.

Written Communication
· Spell more complex vocabulary with some accuracy . showing awareness of punctuation, including capital letters, full stops, question marks and exclamation marks, commas and apostrophes.

Oracy
· Can adjust to a variety of familiar situations and adjust to them.

Reading
· They select relevant information from texts.

Written Communication
· They select words and phrases suitable for the purpose, varyingtheir sentences to some extent and producing constructions andsentences that are fairly accurate.