





## My Topic Learning Journey: Improve Our World

Step	Subject Area Focus	Learning Challenges (Subject Specific)	Post Assessment
1	<i>Questioning and Curiosity</i>	Can you show what you already know about improving our world? (Cover Page, Learning Journey, Pre Learning)	
2	PSHE and Art - Being Responsible and Improving our Garden Area     <i>Critical Thinking and Open-Mindedness Creativity Teamwork</i>	Can you explore ways to be responsible? <i>I can show care and concern for the environment. (UTW – The World)</i>	
		Can you plan how to improve our garden area? (use texts linked to improving an area: <i>The Secret Sky Garden, The Extraordinary Gardener, The Tin Forest. The Night Gardener</i> )	
		Can you ask for donations to improve our garden area (using mainly recycled and reused items)?	
		Take part in a range of garden improvements mainly using recycled and reused items, including children's ideas during the planning stage, such as: <ul style="list-style-type: none"> <li>• collecting rubbish</li> <li>• weeding (including raised beds and large construction area)</li> <li>• setting plants and bushes</li> <li>• setting flowers in old wellies and hanging on the fences</li> <li>• painting tyres</li> <li>• creating an instrument wall using old pots and pans</li> <li>• setting plants in tyres or creating small world areas</li> <li>• putting pebbles in the construction area and old diggers etc.</li> <li>• threading ribbons in the fences</li> <li>• painting rocks</li> <li>• creating wind chimes for trees including twigs, bottle tops, CDs etc.</li> <li>• creating bird feeders from cardboard rolls</li> </ul>	
		Can you take photos of improved areas of the garden and say thank you for the donations?	
3	English - Fiction writing  <i>We're Going on a Bear Hunt</i>     <i>Independence Communication Creativity</i>	Can you listen to the story of <i>We're Going on a Bear Hunt</i> ? Can you join in with repeated refrains in the story? (including the text itself and watch the video retelling - also look at the pictures and discuss the characters)	
		Can you watch Michael Rosen's retelling of the story and join in with the actions?	
		Can you follow the story map to retell the story using actions? <i>I can listen to and talk about stories to build familiarity and understanding. I can remember key points from a story told without props or pictures. (C&amp;L – Listening, Attention and Understanding)</i>	
		Can you create your own story map and use it to retell the story? (record on Seesaw)	
		Can you take part in role-playing the story in the garden area? (including grass, river, mud, forest, snowstorm, cave and bear!)	
		Who is the audience and purpose of the text? (to present to other classes/to entertain)	
		Can you read the focus section of the story and identify its features? (success criteria)	
		<i>Do you know what adjectives are? (Rainbow Grammar)</i>	
		<i>Can you identify adjectives in sentences from the story? (Rainbow Grammar)</i>	
		<i>Can you use adjectives before a noun to make a noun phrase? (Rainbow Grammar)</i>	
		<i>Can you use adjectives in sentences? (Rainbow Grammar)</i>	
		<i>Do you know what prepositions (when and where words) are? (Rainbow Grammar)</i>	
		<i>Can you identify prepositions (when and where words) in sentences from the story and the outside area? (Rainbow Grammar)</i>	
		<i>Can you use prepositions (when and where words) in sentences? (Rainbow Grammar)</i>	
		Can you use an exclamation mark to punctuate a sentence?	
		<i>Do you know what a conjunction is? (introduce the triangle card and 'and') (Rainbow Grammar)</i>	
		<i>Can you use the conjunction and in sentences? (Rainbow Grammar)</i>	
		Can you change the story using the garden areas? (different places and prepositions)	
		Can you write labels and captions for our outside areas? (using prepositions and phonics known)	
		<i>Can you use 'Book Creator' to type labels and captions for our outside areas? (Computing)</i>	
Can we change the beginning of the story together? (use a different noun to 'bear')			
Can we slow write a section of the story? (using Rainbow Grammar cards)			
Can you paired write a section of the story? (using Rainbow Grammar cards)			
Can you independently write a section of the story including adjectives, prepositions, exclamation marks and the conjunction 'and'? (Post Learning)			
Can we write the end of the story together? (use a different noun to 'bear')			
<i>Can you use 'Book Creator' to type up the story? (Computing)</i>			
Can you present your story to other classes (via Seesaw)? <i>I can retell a story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. (C&amp;L – Speaking)</i>			
4	<i>Questioning and Curiosity</i>	Can you explain something that you have learnt in this topic? (Post Learning Task)	

