



# The Creative Learning Journey Raging Rivers (Y5T3)

Teacher: Edix  
School: Church Lane



Final Event: To visit the source of the River Lea.

## LITERACY

### Reading - word reading UKS2

• e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

### Reading - comprehension UKS2

• e201 maintain positive attitudes to reading and understanding of what they read by:  
• e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
• e203 reading books that are structured in different ways and reading for a range of purposes  
• e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
• e207 making comparisons within and across books  
• e211 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
• e212 asking questions to improve their understanding  
• e216 identifying how language, structure and presentation contribute to meaning  
• e220 participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

### Writing - composition UKS2

### Writing - composition UKS2

• e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  
• e235 noting and developing initial ideas, drawing on reading and research where necessary  
• e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  
• e238 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  
• e241 using a wide range of devices to build cohesion within and across paragraphs  
• e244 assessing the effectiveness of their own and others' writing  
• e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
• e248 proof-read for spelling and punctuation errors

### Writing - vocabulary, grammar and punctuation UKS2

• e250 develop their understanding of the concepts set out in English Appendix 2 by:  
• e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  
• e252 using passive verbs to affect the presentation of information in a sentence  
• e253 using the perfect form of verbs to mark relationships of time and cause  
• e254 using expanded noun phrases to convey complicated information concisely  
• e255 using modal verbs or adverbs to indicate degrees of possibility  
• e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  
• e257 learning the grammar for years 5 and 6 in English Appendix 2  
• e259 using commas to clarify meaning or avoid ambiguity in writing  
• e260 using hyphens to avoid ambiguity  
• e261 using brackets, dashes or commas to indicate parenthesis  
• e262 using semi-colons, colons or dashes to mark boundaries between independent clauses  
• e263 using a colon to introduce a list  
• e264 punctuating bullet points consistently

### Writing - transcription - Spelling UKS2

• e223 use further prefixes and suffixes and understand the guidance for adding them  
• e224 spell some words with 'silent' letters (for example, knight, psalm, solemn)  
• e225 continue to distinguish between homophones and other words which are often confused  
• e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  
• e229 use a thesaurus.

### Writing - handwriting and presentation UKS2

• e230 write legibly, fluently and with increasing speed by:  
• e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
• e232 choosing the writing implement that is best suited for a task.

## UNDERSTANDING THE WORLD

### Working scientifically UKS2

• sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
• sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  
• sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  
• sc83 using test results to make predictions to set up further comparative and fair tests  
• sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  
• sc85 identifying scientific evidence that has been used to support or refute ideas or arguments.

### Location knowledge UKS2

• ge51 I can identify the countries of Europe (including Russia) on a map or globe

• ge53 I know the major cities in the countries I can identify  
• ge54 I can talk about the environmental regions and key human and physical characteristics of the countries I can identify  
• ge56 I can talk about the human and physical characteristics of some of the geographical regions of the UK  
• ge57 I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)  
• ge58 I can identify patterns of land-use and describe how these shape the landscape  
• ge59 I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

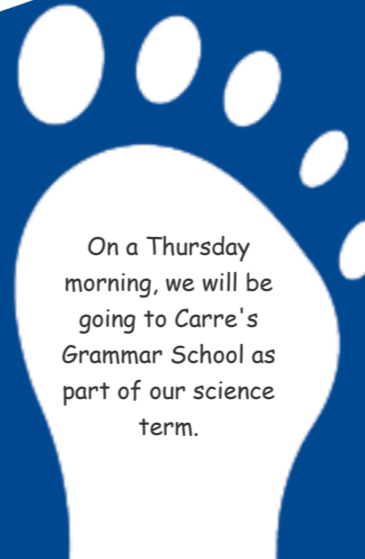
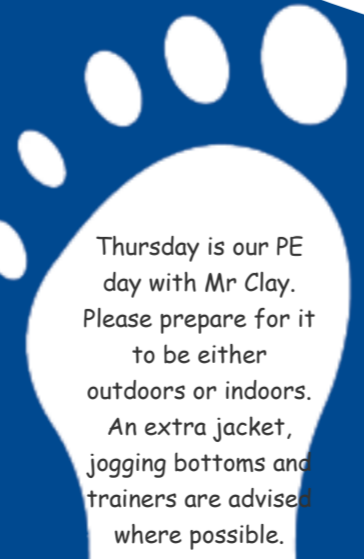
### Human and physical geography UKS2

• ge64 I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes  
• ge65 I understand the water cycle  
• ge67 I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.

## COMMUNICATION AND LANGUAGE

### UKS2

• e129 give well-structured descriptions



## MATHEMATICS AND COMPUTING

### Number - multiplication and division UKS2

• m168 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers  
• m169 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  
• m170 establish whether a number up to 100 is prime and recall prime numbers up to 19  
• m171 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  
• m172 multiply and divide numbers mentally drawing upon known facts  
• m173 divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

### Number - multiplication and division UKS2

• m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  
• m175 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)  
• m176 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes  
• m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  
• m178 solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

## EXPRESSIVE ARTS AND DESIGN

### UKS2

• ad16 I can show in my sketch book how I have developed techniques and ideas  
• ad17 I can describe the range of materials I have used since being in KS1  
• ad19 I can show examples of painting with different kinds of paint  
• ad20 I can show examples of my work in clay  
• ad21 I can talk about some famous artists, architects and designers from the past

### Design UKS2

• dt59 I can make a model of my design

### Evaluate UKS2

• dt68 I can talk about existing products similar to my own  
• dt69 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

## PSED & RELIGIOUS EDUCATION

### PSED Developing a healthy, safer lifestyle UKS2

• ph20 To recognise and judge what kind of physical contact is acceptable or unacceptable.  
• ph21 Begin to make choices and decisions about issues affecting their health and well being.

### Religious Education UKS2

• ph22 Decide how to behave responsibly.  
• ph23 Develop sensible rules for road use.

## PHYSICAL EDUCATION

### UKS2

• pe11.1 I can explain how developing my skills separately has improved my performance in team games  
• pe12 I can play competitive net, striking, fielding and invasion games  
• pe12.1 I can describe both attacking and defending tactics and strategies and begin to apply them  
• pe16 I can show you my record of sporting performances  
• pe16.1 I can show you how I have improved in different activities over time

• pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future

### Swimming and water safety UKS2

• pe17 I can swim unaided in a recognised style over a distance of 25m  
• pe17.1 I can swim at least two strokes in a recognised style  
• pe17.2 I can demonstrate self-rescue skills



# Raging Rivers (Y5T3) - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc83** using test results to make predictions to set up further comparative and fair tests
- **sc84** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- **sc85** identifying scientific evidence that has been used to support or refute ideas or arguments.

### Location knowledge UKS2

- **ge51** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge53** locate the world's countries, using maps to focus on major cities
- **ge54** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge56** name and locate geographical regions and their identifying human and physical characteristics
- **ge57** name and locate key topographical features (including hills, mountains, coasts and rivers)
- **ge58** name and locate land-use patterns
- **ge59** name human and physical characteristics and understand how some of these aspects have changed over time

### Human and physical geography UKS2

- **ge64** rivers, mountains, volcanoes and earthquakes
- **ge65** the water cycle
- **ge67** human geography, including economic activity including trade links

## MATHEMATICS AND COMPUTING

### Number - multiplication and division UKS2

- **m168** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- **m169** know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- **m170** establish whether a number up to 100 is prime and recall prime numbers up to 19
- **m171** multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- **m172** multiply and divide numbers mentally drawing upon known facts
- **m173** divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- **m174** multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- **m175** recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- **m176** solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- **m177** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- **m178** solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

## PHYSICAL EDUCATION

### UKS2

- **pe11.1** use running, jumping, throwing and catching in combination
- **pe12** play competitive games, modified where appropriate
- **pe12.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe16** compare their performances with previous ones.
- **pe16.1** demonstrate improvement
- **pe16.2** demonstrate their personal best.

### Swimming and water safety UKS2

- **pe17** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe17.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe17.2** perform safe self-rescue in different water-based situations.

## EXPRESSIVE ARTS AND DESIGN

### UKS2

- **ad16** to create sketch books to record their observations and use them to review and revisit ideas
- **ad17** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad20** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad21** about great artists, architects and designers in history.

### Design UKS2

- **dt59** generate, develop, model and communicate their ideas through prototypes

### Evaluate UKS2

- **dt68** investigate a range of existing products
- **dt69** analyse a range of existing products

## LITERACY

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- **e253** using the perfect form of verbs to mark relationships of time and cause
- **e254** using expanded noun phrases to convey complicated information concisely

## COMMUNICATION AND LANGUAGE

### UKS2

- **fl3.2** engage in conversations and seek clarification and help
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl6** present ideas and information orally to a range of audiences
- **fl9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl11** describe people, places, things and actions orally and in writing
- **sl28** articulate and justify answers, arguments and opinions
- **sl29** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl30** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl34** gain, maintain and monitor the interest of the listener(s)
- **sl35** consider and evaluate different viewpoints, attending to and building on the contributions of others

## PSED & RELIGIOUS EDUCATION

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