





My Topic Learning Journey: Danger!

Step	Subject Area Focus	Learning Challenges (Subject Specific)	Post Assessment
1	Questioning and Curiosity	Can you show what you already know about danger and staying safe? (Cover Page, Learning Journey, Pre Learning, Knowledge Organiser)	
2 	PSHE - Staying Safe	Do you know how to stay safe around strangers? (read the 'I won't go with strangers' book)	
		Can you explain some dangers in the home and how to keep safe? (read the 'Fire safety with Roy' book)	
	Questioning and Curiosity Critical Thinking and Open-Mindedness	Do you know how to stay safe in the sun? (read the 'Molly doesn't want to wear sun lotion', 'Safety first' and 'Beach safety' books)	
		Can you explain about road safety? (including in the village and outside school) (read the 'We learn about road safety' book)	
		Do you know how to stay safe online? (including not to share information, tell an adult if you see something upsetting, the importance of passwords, the importance of supervision) (read the 'Clicker the cat' book)	
		Can you explain about keeping yourself clean? <i>I can manage my own needs (PSED - Managing Self)</i> (read the 'Wash your hands' and 'Brush your teeth everyday' books)	
3 	English - Writing Poetry Independence Communication	Can you write rhyming words and sentences? (Pre Learning) (rhyming words have the same end sound)	
		Who is the audience and purpose of the text? (Poetry - rhyming safety signs linked to art) (Purpose - to persuade people to keep us all safe. Audience - people around school and in the village.)	
		Can you read rhyming sentences and identify rhyming words? (focus on safety rhyming couplets - WAGOLL) <i>I can identify rhymes (Literacy - Word Reading)</i>	
		Can you say rhyming couplets with rhythm and expression? (focus on structure e.g. , and ! and a line to inform then a line to persuade) <i>I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs. I can laugh at funny rhymes and jokes. (C&L - Listening, Attention & Understanding)</i>	
		Can you write rhyming strings? (focus on words linked to safety rhyming couplets) <i>I can find my own rhymes (Literacy - Word Reading)</i>	
		Can you finish rhyming couplets? (focus on safety rhyming couplets)	
		Can you write rhyming couplets? (safety rhyming couplets)	
		Can you write rhyming words and sentences? (Post Learning) (Rhyming couplets for art safety signs - writing onto artwork or typing and printing to stick on.) (Purpose - to persuade people to keep us all safe. Audience - people around school and in the village.) <i>I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop (Literacy - Writing)</i>	
4 	English - Writing Instructions Independence Communication	Can you write instructions for how to grow a plant? (Pre Learning) (link to science - plants) (Purpose - to inform. Audience - parents/grandparents.)	
		Who is the audience and purpose of the text? (Purpose - to inform. Audience - people around school and in the village.)	
		Can you read instructions and identify their features? (hand washing, toothbrushing) (WAGOLL and success criteria)	
		Can you write command sentences (no subject) including present tense imperative verbs?	
		Can you write sentences beginning with linking adverbs and followed by a comma?	
		Can you write a title for a set of instructions?	
		Can you write an introduction including a question and an exclamation?	
		Can you write a 'you will need' list including bullet points?	
Can you write numbered steps? (conjunctions, noun phrases, linking adverbs, imperative verbs)			
5 	Art - Painting Creativity Communication	Can you analyse existing safety signs including the work of the painter, Piet Mondrian? (read the 'Runaway Signs' story)	
		Can you recognise and name primary colours?	
		Can you experiment using a variety of different tools including different size brushes, twigs, pipettes, sponges and fingers?	
		Can you explore and mix colours? (to create secondary colours)	
		Can you explore working with paint (primary and secondary colours) on different surfaces and in different ways?	
Can you look and talk about what you have produced describing simple techniques and media used? What did you enjoy the most? What did you struggle with the most?			
6	Questioning and Curiosity	Can you explain something that you have learnt in this topic? (Post Learning Task)	

