

# Dore Primary School

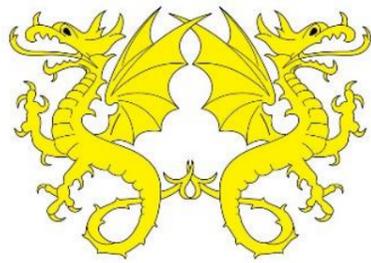
## FS2 Learning Journey 1

### All About Me!



<b>Purpose of Learning Journey:</b>	For children to settle into school happily, build relationships with staff and each other and to become accustomed to school routines and expectations.
<b>Links to Prior Knowledge:</b>	Preschool curriculum, knowledge of self and family.
<b>Links for Relevance and Currency:</b>	Reference made to children's own lives and feelings. Use of stories and songs.
<b>Immersion Event / Activity:</b>	Transition and part-time school, leading into full-time.
<b>Celebration of Learning:</b>	Conversations with Parents in Autumn 2 – sharing how children have started school.
<b>English Links:</b>	The Gingerbread Man, Stories about starting school.
<b>Maths Links:</b>	Stories told to support maths learning or provide context e.g. The Button Box.

Subject	Lesson	Age and Stage of Development Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning			1. Parachute games Jumping on the dot with the action on Scavenging and making something special to them with natural resources 2. Journey stick 3. Colour mixing 4. Animals and their habitats	Article 24: Every child has the right to the best possible health and a clean environment.		✓			
Personal, Social and Emotional Development	P4C	<b>Communication and Language - Speaking</b> <b>Early Learning Goal</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  <b>Communication and Language – Understanding</b> <b>Early Learning Goal</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.  <b>Communication and Language – Listening and Attention</b> <b>Early Learning Goal</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  <b>PSED – Managing feelings and behaviours</b> <b>Early Learning Goal</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Classroom charter: "How can we keep safe and happy in the classroom?" Name learning games. P4C: What is a person?  "Tummy Time" – EYFS Philosophy: Prompt: "Who do you live with?" (Once all children have started  P4C: Beegu – should our friends be the same as us?  Homes - Photos of their home. What do you like best about your home? What goes on in your home?  What are you good at? (Gingerbread man good at running). P4C: Who can attend the royal party?  TASC: "How can the Gingerbread Man get across?"	To recognise and celebrate diversity	✓	✓	✓		



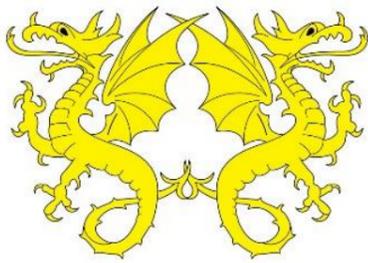
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		<p><b>PSED – Self-confidence and self-awareness</b>  <b>Early Learning Goal</b>          Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>PSED – Making Relationships</b>  <b>Early Learning Goal</b>          Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>							
Maths			<p>Week 1 – Settling in          Week 2 – Counting to 10.          Week 3 – To identify shape – triangle, square, circle and rectangle          Week 4 – To sort objects and identify the rule          Week 5 – To sort objects – Quantity - more or less?          Week 6 – Weighing – Making comparisons – Balancing scales.          Week 7 – Exploring Pattern. Making AB repeating patterns.          Week 8 – Exploring Pattern. Correcting incorrect patterns.</p>	<p>To begin to recognise shape and number.          To use correct 1-1 counting.          To understand differences, similarities and patterns.</p>	✓		✓		
Literacy			<p>Week 1 – Settling in          Week 2 – Recognise letters and sounds. Name writing          Week 3 – Recognise letters and sounds. Complete a sentence.          Week 4 – To sequence events          Week 5 – Using initial sounds to write descriptions for a character (Like/dislike characters)          Week 6 – Using initial sounds to write descriptions for a character (Wanted poster)          Week 7 – To use knowledge of familiar text to re-enact. To compose a list of ingredients.          Week 8 - To retell a familiar story. To write a method To describe the taste of the gingerbread man.</p>	<p>To retell familiar stories          To sequence events          Use fine motor skills          Using their imagination / recalling familiar parts of a story.          To use their creative imagination</p>	✓		✓		
			5.						
					✓		✓		
Understanding of the World -R.E. -		<p><b>Understanding of the World – People and Communities</b>  <b>Early Learning Goal</b>          Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Understanding of the World – The World</b></p>	<p>Week 1 and 2 - To learn &amp; follow simple routes around school. Playground? To find out about school environment – school staff.          Week 3 - To learn how to look after our bodies and keep them healthy – sorting foods on the carpet in small groups.</p>	<p>Awareness of body parts, aware of themselves          Awareness of others around them. Taking turns and sharing.          Using fine motor skills</p>	✓		✓		



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	<p><b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Understanding of the World – Technology</b> <b>Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Physical Development – Health and Self-care</b> <b>Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Physical Development – Moving and Handling</b> <b>Early Learning Goal</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Week 4 - To use a wide range of devices. To use a programmable toy. (Bee-bots) Week 5 - Link to PSED. What are your houses made of? Man-made and natural materials. Week 6 - TO use a wide range of devices. Use a camera to take a photo of their favourite area in the classroom. Explain why they like it. Week 7 - To recognise &amp; learn names and purpose of body parts. Week 8 - To introduce food technology, making gingerbread men. To learn about the different senses. (CP)</p> <p>Materials – Linked to three little pigs house materials. Looking at materials for different houses all over the world.</p>						
<p><b>Expressive Arts and Design (EAD)</b> -Art -Music</p>	<p>EAD – Being Imaginative <b>Early Learning Goal</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>EAD - Exploring and using media and materials <b>Early Learning Goal</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Week 1 and 2 - To begin to explore colour and texture in 2 and 3D. Free choice. Week 3 – Painting Self-Portraits Week 4 – Colour mixing – autumnal for fox/hedgehog. Week 5 – Fine motor skills - Hand puppets Week 6 – Music -Introduction to Charanga - My name song Week 7 and 8 - To use autumnal leaves to create a fox/hedgehog picture.</p> <p>Learning and repeating songs (phonics, counting songs)</p>	<p>Learn and repeat familiar songs. Explore art</p>	✓	✓	✓		