



Dore Primary School

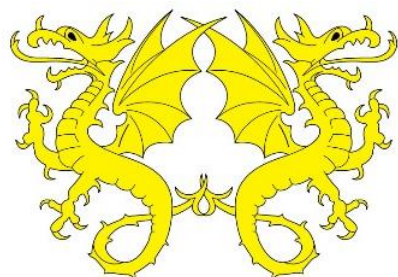
Pre-school Learning Journey 6

Summer 2 Busy Bees



[Purpose of Learning Journey 6:	<p>Understanding the world Understanding the key features of a life cycle of a plant and an animal Begin to understand the need to respect the environment and all living things ..bees To begin to understand the seasons and the differences between them</p> <p>Expressive Arts and Design Remember and sing entire songs (songs for the infant sing a long)</p> <p>Personal social and Emotional development (transition) Become more outgoing with unfamiliar people in the safe context of their setting Show more confidence in social situations</p>
Links to Prior Knowledge:	Knowledge of songs and seasons
Links for Relevance and Currency:	Their natural surroundings, taking care of the world around them: looking at how things develop and change
Immersion Event / Activity:	June story
Celebration of Learning:	End products
English Links:	Listens to stories with increasing attention and recall.
Maths Links:	Patterns, 3D shapes

Subject	Lesson	Age and Stage of Development (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Values	Outdoor Learning	P4C	Global/Rights	TASC
CL UW	1	<p>Communication and Language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understanding the world Talk about what they see, using a wide vocabulary.</p>	<p><u>Summer 1 day 1</u> Discuss holidays – what did they do? Did anyone go anywhere?</p> <p>Read ‘Mama is it Summer yet?’</p>	<p>To reflect on their holidays Think about the new season</p>	✓				



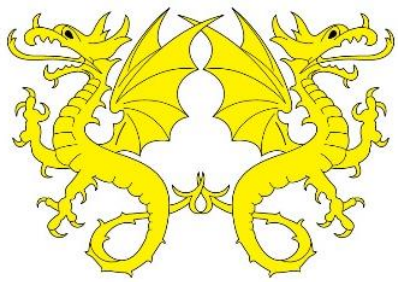
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		Understand the key features of the life cycle of a plant and an animal.							
CL UW M EA&D	1	<p>Communication and Language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understanding the World Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><u>Summer 1 day 2</u> Read 'Mama is it Summer yet? Think and talk about the new season and what makes this season different and also some similarities Make a weaving card in a suns-shape, children to weave wool and make different patterns</p>	To recognise similarities and difference between seasons		✓			✓
UW C & L	1	<p>Communication and Language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p><u>Understanding the world</u> Talk about what they see, using a wide vocabulary.</p>	<p><u>Summer 1 day 3</u> Read 'Mama is it Summer yet Look at the picture, compare it with other pictures of the seasons, which are the same which are different</p>	To recognise similarities and difference between seasons		✓			✓



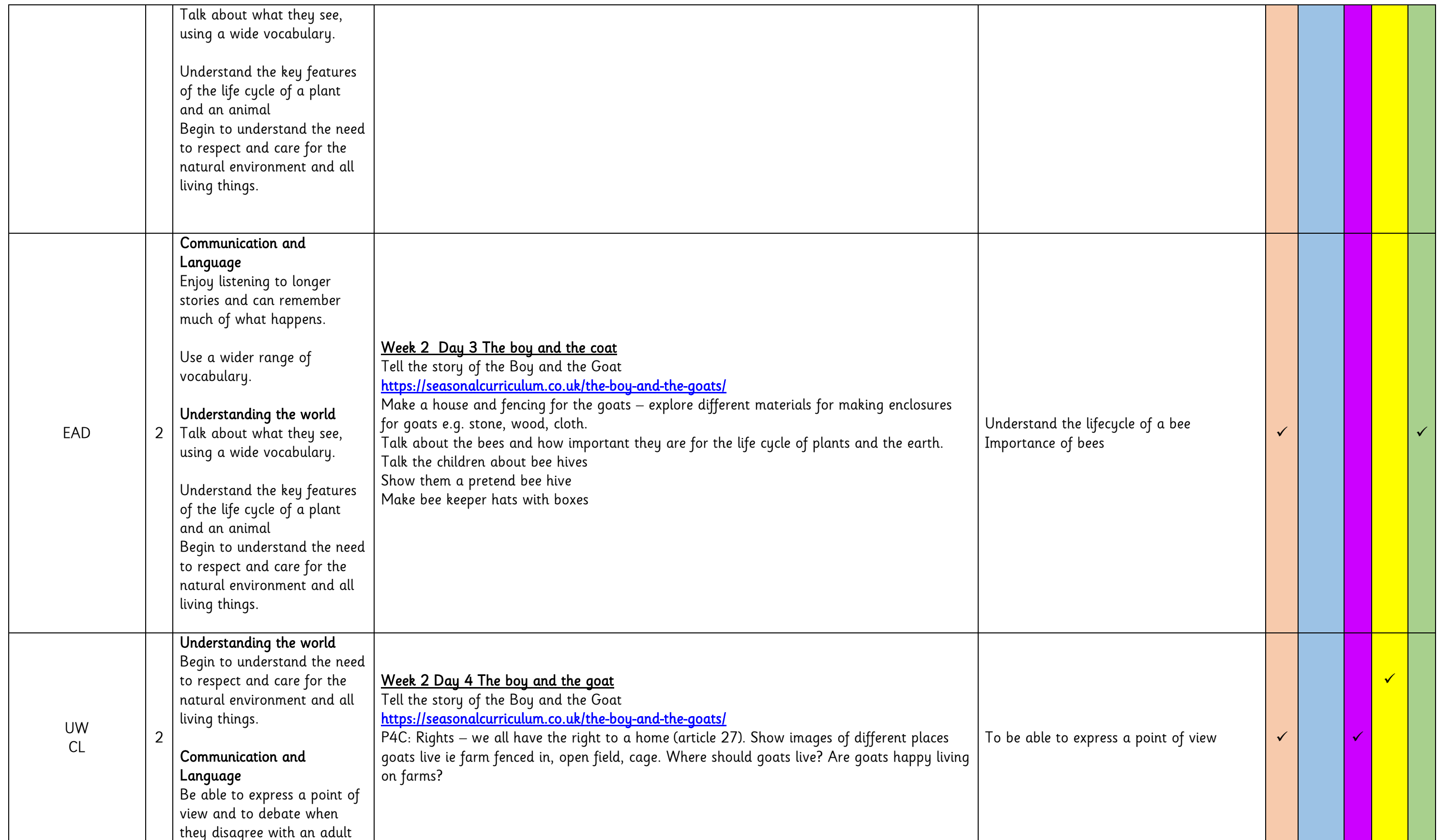
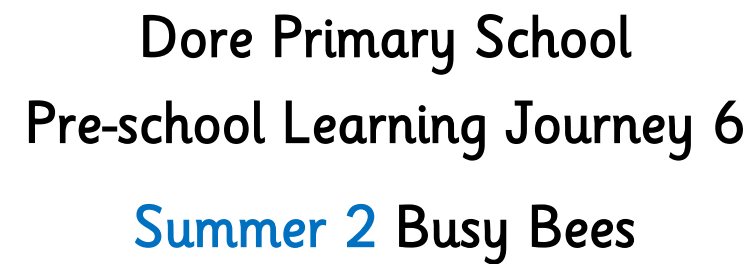
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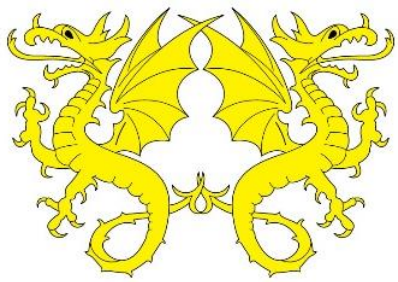
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U W C & L		Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understanding the world Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.	Summer 1 day 4 Read 'Mama is it Summer yet Use papier mâché to make different things/ animals linked to summer and the beach	To recognise similarities and difference between seasons					
			Expressive arts and Design over the week Paper mâché Cardboard sun weaving Coloured card booklets						
CI UW	2	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understanding the world	Week 2 Day 2 The Boy and The Goat Read the story of the Boy and the Goat https://seasonalcurriculum.co.uk/the-boy-and-the-goats/ Make the characters in the story – horse, goats, bee, dog Make bees using cones and paint, thinking about the different bees they had learnt about last term. Make hobby horses using cardboard and sticks	To understand the lifecycle of bees Listen to an oral story	✓				✓





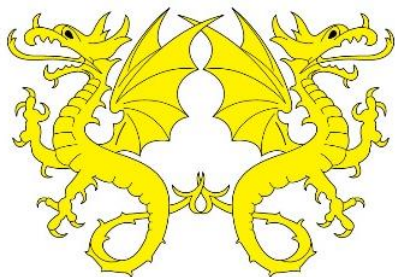
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		or a friend, using words as well as actions.							
		Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understanding the world Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things.	Week 2 Day 5 The boy and the goat Tell the story of the Boy and the Goat https://seasonalcurriculum.co.uk/the-boy-and-the-goats/ Make honey biscuits	To understand the life cycle of a bee.					
		Expressive arts and Design Explore colour and curing mixing Explore different materials freely Take part in simple pretend play	Expressive Arts and design over the week 2 Make bees with fir cones Make hobby horses Make fences Make bee hives and bee keeper hats Make biscuits	To explore colour and curing mixing To explore different materials freely To Take part in simple pretend play To understand the need to respect and care for bees and other things in the natural environment					
CL	3	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.	Week 3 Day 1 The Billy Goats gruff https://seasonalcurriculum.co.uk/the-billy-goats-gruff/ Read the story of the Billy Goats Gruff using the story apron. Colouring of characters. Go in KS1 hall and use the mats to make a river and apparatus to make bridges in small groups. Act out the story. Make some mid-summer wands, peel the sticks and make wands	To enjoy listening to longer stories and can remember much of what happens					✓
						✓			✓



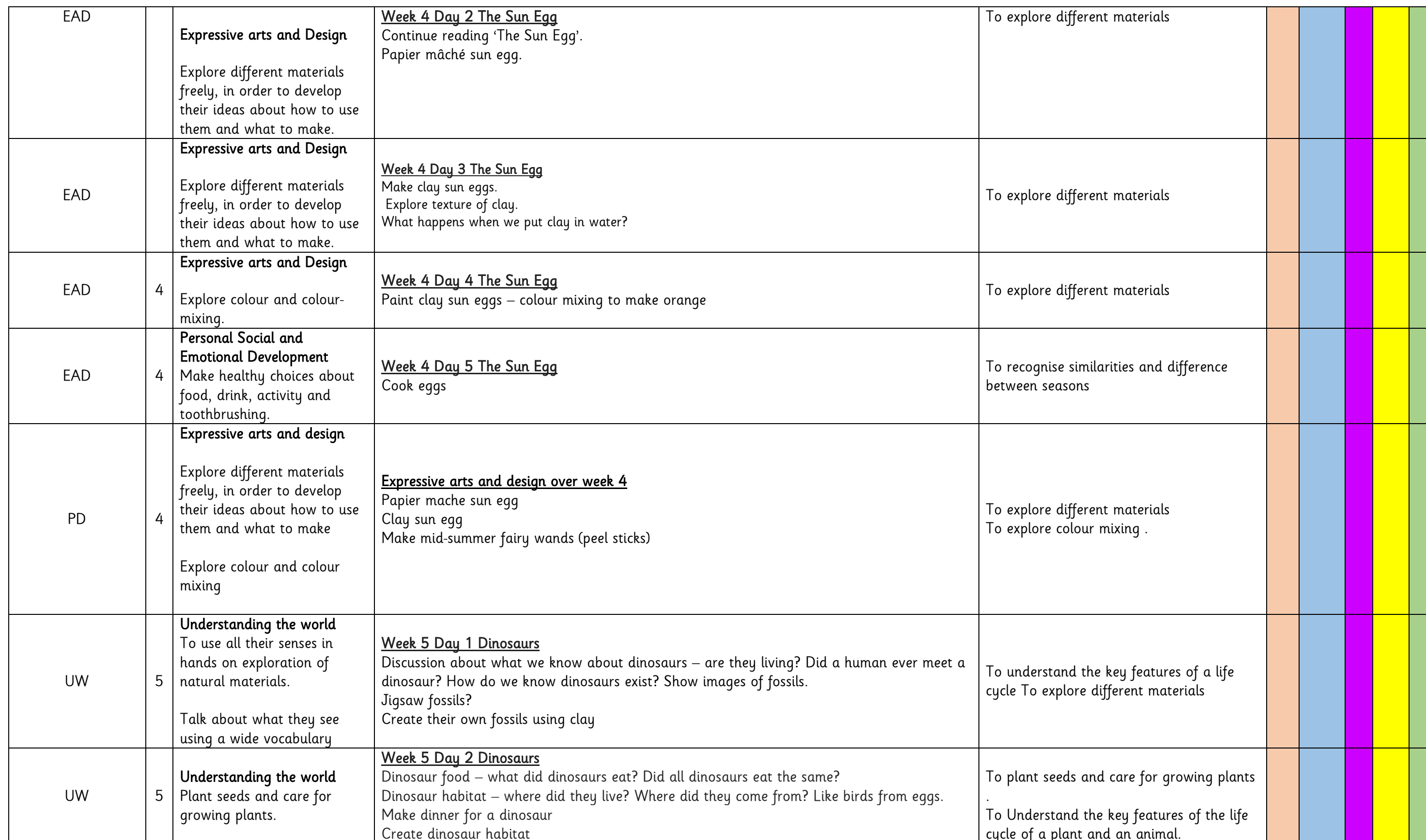
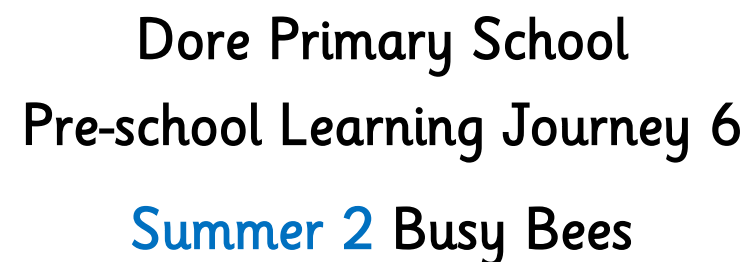
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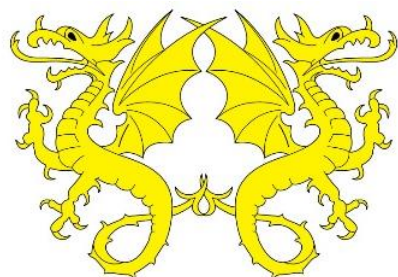
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CL PD	3	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Physical Development Use one-handed tools and equipment, for example, making snips in paper with scissors.	Week 3 Day 2 The Billy Goats gruff https://seasonalcurriculum.co.uk/the-billy-goats-gruff/ Read the story of the Billy Goats Gruff. Make bridges using pieces of wood and nails. Paint them.	To use one-handed tools and equipment, for example, making snips in paper with scissors.					
CL M	3	Communication and language Enjoy listening to longer stories and can remember much of what happens. Maths Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	Week 3 Day 3 The Billy Goats gruff https://seasonalcurriculum.co.uk/the-billy-goats-gruff/ Read the story of the Billy Goats Gruff. Go on a trail, take a map to find the characters, look for the characters and then make a story map. Re-enact the story	To describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.					
EAD PD	3	Expressive arts and design Develop their own ideas and then decide which materials to use to express them. Physical development Use one-handed tools and equipment, for example, making snips in paper with scissors	Week 3 Day 4 The Billy Goats gruff https://seasonalcurriculum.co.uk/the-billy-goats-gruff/ Read the story of the Billy Goats Gruff. Make their own goats using pipe cleaners Make the trolls Look at the different sizes, talk about small medium large, make comparisons	To develop their own ideas and then decide which materials to use to express them. To use one-handed tools and equipment, for example, making snips in paper with scissors					
		Expressive arts and design over week 3 Develop their own ideas and then decide which materials to use to express them	Expressive arts and design over week 3 Make goats Make bridges Make goats Make trolls	To develop their own ideas and then decide which materials to use to express them. To use one-handed tools and equipment, for example, making snips in paper with scissors					
EAD	4	Expressive arts and Design Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	Week 4 Day 1 The Sun Egg Read 'The Sun Egg' to when owl, squirrel and crooked-root see the sun egg. Dance in hall – moving like an Elf, gnome, bird, frog, snail, lizard, squirrel, owl. Copy a dance for the sun (spring), leaves (autumn) and snow (winter).	To move as different animals to music To recognise similarities and difference between seasons					





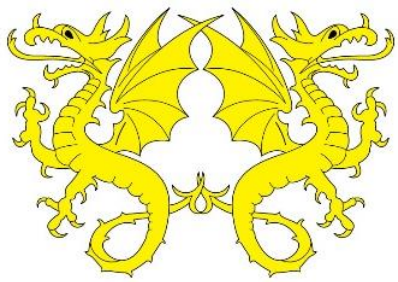
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		Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.		To begin to understand the need to respect and care for the natural environment and all living things.					
M	5	Mathematics Make comparisons between objects relating to size, length, weight and capacity	Week 5 Day 3 Dinosaurs Size of dinosaurs – compared to us. Make dinosaur footprints to walk on Make a dinosaur nest and an egg	To make comparisons between objects relating to size, length, weight and capacity					
PSED	5	Personal Social and emotional development Choose the right resources to carry out their own plan. Talk about the differences between materials and changes they notice.	Week 5 Day 4 Dinosaurs What happened to the dinosaurs? Can we still see them today? Hide dinosaurs in ice cubes. How can we free the dinosaurs? Make a life size dinosaur	To choose the right resources to carry out their own plan. To talk about the differences between materials and changes they notice					
	6	Expressive arts and design Remember and sing entire songs	Week 6 Day 1 Pirates and the high seas. Introduce the theme In a bag have Pirate hat Treasure Treasure box Play some pirate songs and children to do the actions A sailor went to sea sea sea https://www.youtube.com/watch?v=eTIKRaiYVxM The big ship sails on the alley alley o (do the actions) https://www.youtube.com/watch?v=kJG42gCbXk Play the ships game https://www.ssgreatbritain.org/wp-content/uploads/2021/05/port_starboard_game.pdf Go noodle pirate song https://www.youtube.com/watch?v=lWrCSHif9R8	To remember and sing entire songs				✓	
	6	Expressive arts and design Remember and sing entire songs	Week 6 Day 2 Pirates and the high seas. Remind the children of the songs Show them how to make pirate hats.	To remember and sing entire songs					



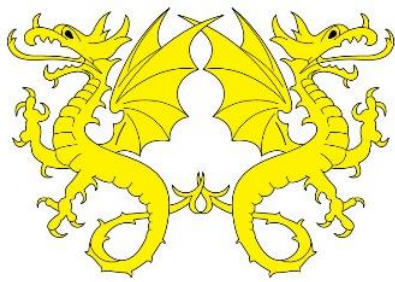
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	6	<u>Expressive arts and design</u> Remember and sing entire songs	<u>Week 6 Day 3 Pirates and the high seas.</u> Remind the children of the songs Show the children how to make jolly roger flags	To remember and sing entire songs					
	6	<u>Expressive arts and design</u> Remember and sing entire songs	<u>Week 6 Day 4 Pirates and the high seas.</u> Remind the children of the songs Show the children how to make treasure Go on a treasure hunt with a map	To remember and sing entire songs					
		<u>Week 6 Expressive arts and design</u> To take part in pretend play Explore different material Develop their own ideas and decide which materials to use	<u>Expressive arts and design over week 6</u> Pirate hat Pirate boat Pirate sword Sing sea shanties Make parrots Treasure maps Make treasure	To take part in pretend play To explore different material To develop their own ideas and decide which materials to use					
PSSED	7	<u>Personal social emotional development</u> Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.	<u>Week 7 Day 1 Transition</u> Transition – read stories Talk to the children about their new schools Explain if that some of the children will be going to preschool Some of the children will be going to new schools. Ask them what question would they like to ask their new teacher or current adults In the big book children to draw pictures of the new / current adult and annotate their questions	To become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.					
UW	7	<u>Understanding the world</u> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Week 7 Day 2 Seaside and holidays</u> Transition – read stories Talk about their favourite holidays, where in the world have they been. Show a world map and photos of different landscapes.	To continue to develop positive attitudes about the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				✓	
EAD UW	7	<u>Expressive arts and design</u> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	<u>Week 7 Day 3 Seaside and holidays</u> Transition – read stories Paddling pool for beach play. Tuff tray with sand, pebbles and shells.						



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		Understanding the world Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.								
			<u>Week 7 Expressive arts and design over the week.</u> Make elder friendship bracelets Make cake to cook on the fire Make cards Draw their new/ current adults							