



Dore Primary School

YF Learning Journey (No.1)

All About Me!

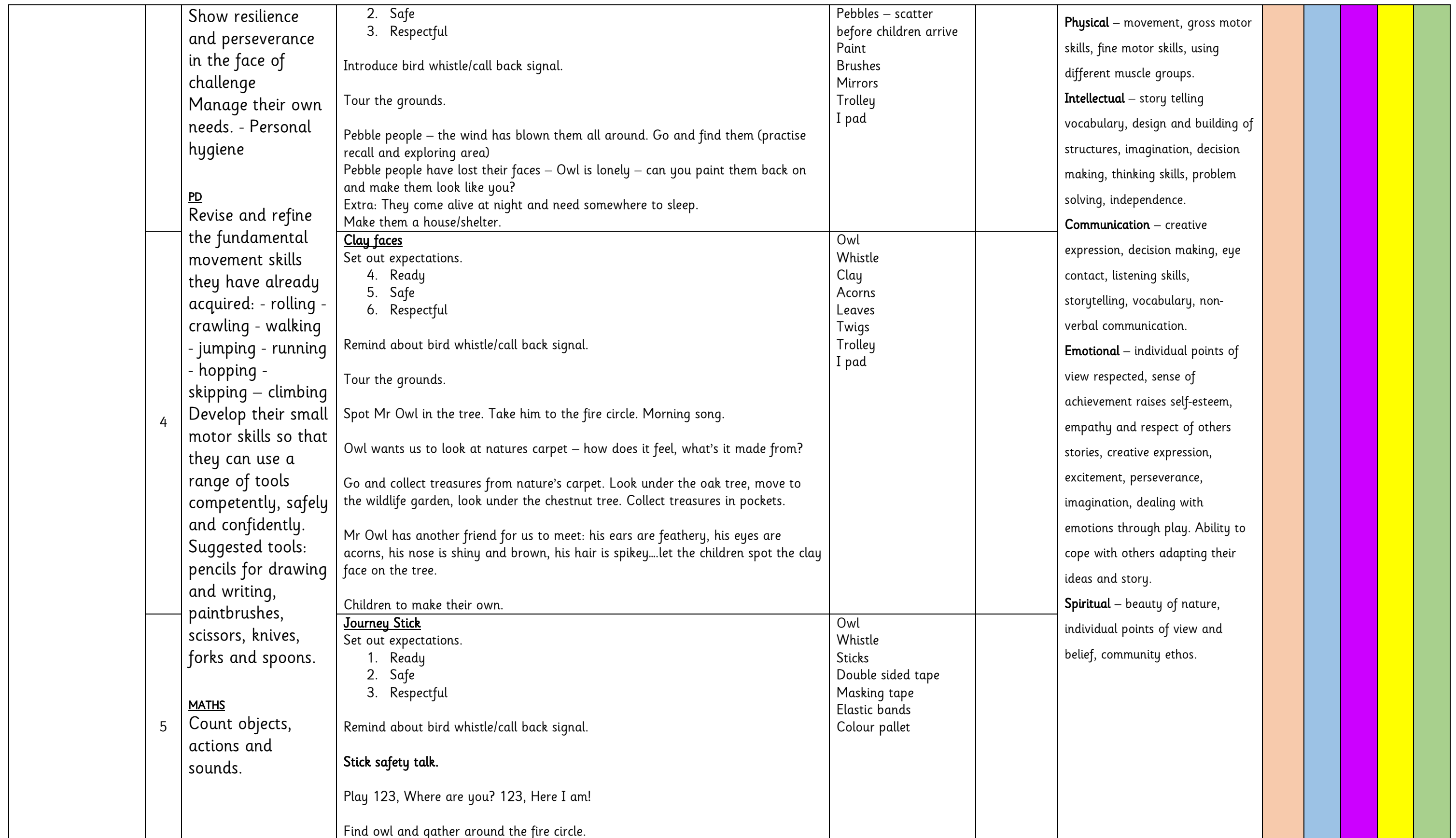


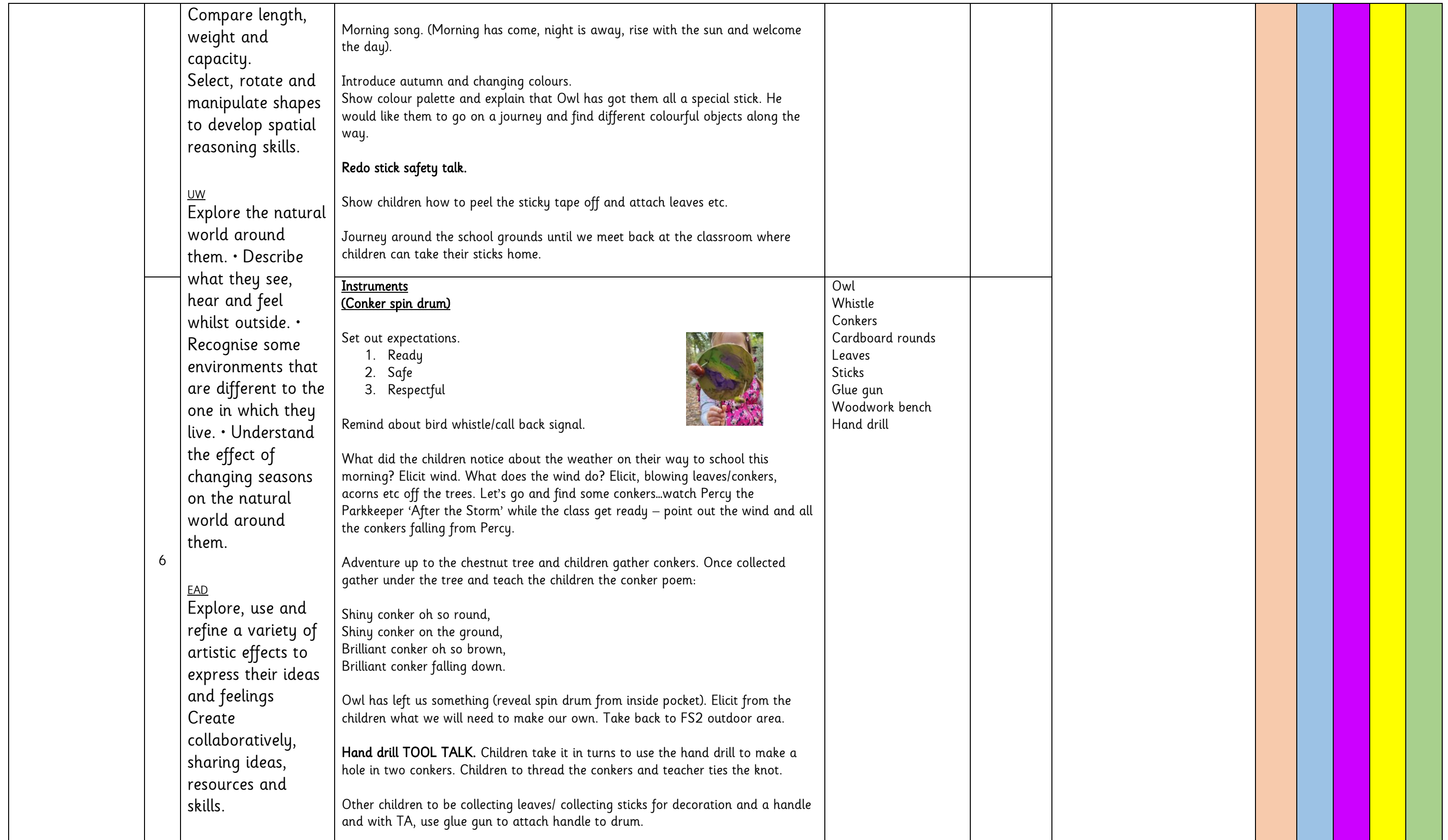
Purpose of Learning Journey:	To get to know the children, settle into school life, learn the expectations and boundaries, know the school values
Links to Prior Knowledge:	A new cohort of children, coming from different settings all with different prior knowledge
Links for Relevance and Currency:	The seasons – summer changing to autumn – watching our school grounds change
Immersion Event / Activity:	Exploring school
Celebration of Learning:	Spin drums, leaf crowns, self-portraits
English Links:	Starting school stories – what's the same, what's different?
Maths Links:	Number recognition games in the provision and nursery rhymes

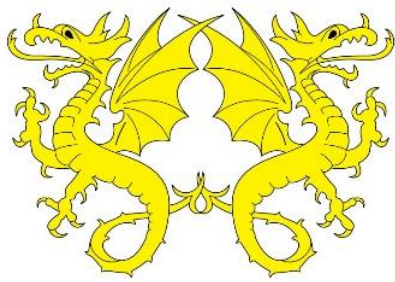
Quick Links in Document (click to visit)

Outdoor Learning	Communication and Language (CL)	Personal, Social, Emotional Development (PSED)	Physical Development (PD)
Literacy	Maths	Understanding of the World	Expressive Arts and Design (UW)
Indoor Provision		Outdoor Provision	

Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:			Outcomes	Links to Curriculum Drivers				
							Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning	1	<u>C&L</u> Understand how to listen carefully and why listening is important. Learn new vocabulary.	Getting to know the children in the provision: staggered starts	Resources	Vocabulary	Methodology: SPICES Social – supporting others, working collaboratively and in a team, self-esteem, sharing and turn taking, understanding the difference between reality and imaginary play (able to have fun), decision making, negotiation, ability to cope with others using and adapting their stories/ideas.	✓	✓	✓	✓	✓
	2	Ask questions to find out more and to check they understand what has been said to them.	Introduce myself and my friend: Meet Mr Owl. Set out my expectations of the children in my sessions (ready, safe, respectful – discuss meaning) Follow My leader Parachute Games	Owl Parachute	Ready Safe Respectful Leader Listen Look						
	3	<u>PSED</u>	<u>Pebble People</u> Set out expectations. 1. Ready	Owl Whistle	Ready Safe Respectful						

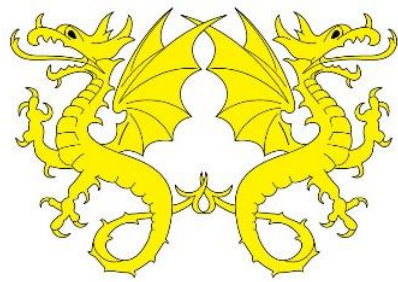






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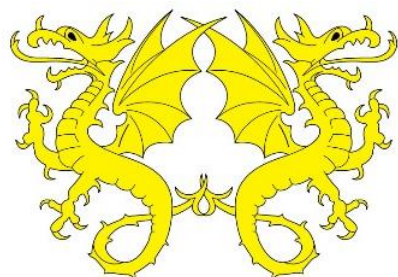
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Communication and Language		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. 	<ul style="list-style-type: none"> • Carpet sessions – use of “Think Pair Share”. • Conversations with adults in the provision and elsewhere throughout the day. • Model high quality language. • New vocabulary is recognised and taught explicitly with the children. • “Ready, Safe, Respectful” Carpet Rules • Refer to class charter. • Storytime every day. • Post Incident Learning opportunities. 					
PSED	1	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> • Staggered Starts 					
	2	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • Read the Colour Monster and talk about feelings 					
	3	<ul style="list-style-type: none"> • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<ul style="list-style-type: none"> • Re-read the colour monster and discuss colours and feelings. • Mindfulness and breathing exercises. 					
	4		<ul style="list-style-type: none"> • Watch video of story of Colour Monster and introduce Zones of Regulation and display on classroom wall. Show big colour monster Characters. • Mindfulness and breathing exercises. 					
	5							
	6							
	7							
Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<ul style="list-style-type: none"> • Get Set for P.E. scheme. • Continuous Provision planning provides opportunities to develop both gross and fine motor skills. Adults support this. • Routines are followed consistently. 					



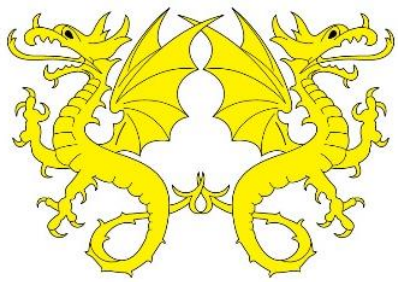
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		<ul style="list-style-type: none">Progress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	<p>Develop Fine motor skills to form letters and make the correct movements.</p> <p><u>PD (See literacy)</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
Literacy (Daily: Name writing Phonics Handwriting)	1	<p>LO: To start to use a comfortable and efficient pencil grip.</p> <p><u>PD</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Pencil grip and fine motor</p> <ul style="list-style-type: none">Provide learning opportunities within our learning areas develop their skills. Adults to look closely, and correct when needed, the correct tripod grip and ensure that children when drawing and writing in their first two weeks of school are doing this correctly.						
	2	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Fine Motor Skills (expectations):</p> <ul style="list-style-type: none">Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.						
	3	<p>LO: To start to write letters s,a,t,p using correct sequence of movements.</p> <p><u>PD</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Baseline Assessments</p>	<p>Check pencil grip and fine motor skills with adult as initial assessment and identification of support (AfL) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Big Dice Activity with an adult to follow a wiggly line. Ongoing all week.</p> <p>Letter Formation Activities: Sand trays, ipads, chalk boards, whiteboards to support fine motor skills for letter formation of s,a,t,p using the correct sequence of movements within the learning areas. Link to Little Wandle Letter formation instructions.</p>	✓	✓	✓			
	4	<p>LO: To start to write letters i,n,m,d using correct sequence of movements.</p> <p><u>PD</u></p>	<p>Letter Formation Activities:</p>						



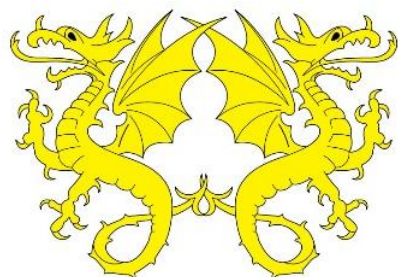
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		Develop the foundations of a handwriting style which is fast, accurate and efficient. Baseline Assessments	Sand trays, ipads, chalk boards, whiteboards to support fine motor skills for letter formation of s,a,t,p (recap) and i,n,m,d formation using the correct sequence of movements. Link to Little Wandle Letter formation instructions.						
	5	LO: Sequence the story using freeze frame pictures and write CVC words including all letters learned plus g,o,c,k.	The Three Little Pigs sequencing Introduce the story of The Three Little Pigs Talk about the characteristics of the characters						
	6	LO: Draw a picture from the story and write CVC words including all letters learned plus ck,e,u,r	The Gingerbread Man Story Sequencing						
	7	LO: To write all letters learned up to now using correct sequence of movements. Can the children link the letter shapes to the movements and put the letters into "teams" (See Handwriting policy)?	The Gingerbread Man Story Writing a refrain – segmenting for spelling.						
Maths	1	Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten.	WR Maths: "Getting to Know You" Maths meetings: counting principles practice with songs and activities on whiteboard.		✓				
	2	Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	WR Maths: "Getting to Know You" Maths meetings: counting principles practice with songs and activities on whiteboard.						
	3	Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	WR Maths "Match, Sort and Compare" Small Steps: Match Objects, Match pictures and objects	Children demonstrate they understand 1:1 correspondence. They understand that real objects can be represented by pictures.					
	4	Continue, copy and create repeating patterns Compare length, weight and capacity.	WR Maths "Match, Sort and Compare" Small steps: identifying sets	Children can identify what makes a set and also how to correct one so it matches.					
	5		WR Maths "Talk about measure and patterns" Small steps: Comparing objects by size, mass and capacity.	Children have opportunities to discuss size, weight and capacity conversations with adults during the week with focussed learning during carpet session.					



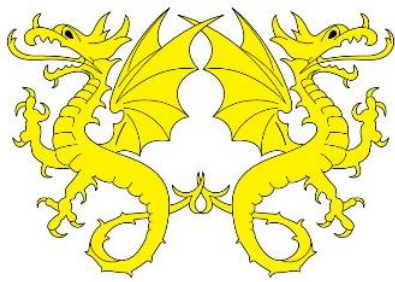
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	6		WR Maths "Talk about measure and patterns" Small steps: Explore, copy and create patterns						
	7		WR Maths "It's Me 1,2,3" (TBC Week 1 Autumn 2) Small steps: Find, subitise and represent 1,2,3.						
Understanding the World R.E.	1	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. •Name and describe people who are familiar to them. •Comment on images of familiar situations in the past. 	Staggered starts and welcoming to the base.						
	2	<ul style="list-style-type: none"> •Compare and contrast characters from stories, including figures from the past. •Draw information from a simple map. •Understand that some places are special to members of their community. 	(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 1: Families Introduce: Bertie Owl as our "wise friend". Share: Images of lots of different families doing things together. Recap and consider: What do you like doing as a family? Who in your home is special to you? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						
	3	<ul style="list-style-type: none"> •Recognise that people have different beliefs and celebrate special times in different ways. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. 	(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 2: Friends Introduce: Bertie Owl has a special friend. Share: What makes children in our class special? Recap and consider: We have different friends who we like to spend time with. What makes you a special friend? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						
	4	<ul style="list-style-type: none"> •Describe what they see, hear and feel whilst outside. •Recognise some environments that are different from the one in which they live. •Understand the effect of changing seasons on the natural world around them. 	(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 3: Role Models Introduce: What might role models be like? Share: Images of lots of different role models that we might see around us. Recap and consider: What makes a good role model? Who might your role models be? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						
	5		(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 4: Jesus (Christianity) Introduce: The character of Jesus Share: The story of Jesus healing the paralysed man. Introduce the idea of a miracle. Recap and consider: How might you have felt if you had been there in the story? Why do Christians think Jesus is special and a role model? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						
	6		(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 5: Jesus (Christianity) Introduce: The character of Bartimaeus Share: The story of Jesus performing another miracle and helping Bartimaeus to see. Recap and consider: How might you have felt if you had been there in the story? Why do Christians think Jesus is special and a role model? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						



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	7		(CL, PSED, UTW) RE: Special People: What makes people special? Lesson 6: Moses (Judaism & Christianity) Introduce: The character of Moses Share: The story of Moses receiving the Ten Commandments Recap and consider: Why might we have rules in our school and community to keep us safe? Revisit and embed learning: FS2 Floor Book in Learning Area and Weekly Homework						
Expressive Arts and Design (EAD) -Art -Music	1	•Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Staggered starts and getting to know you. Music playing in the base and in the outdoor area.						
	2	•Listen attentively, move to and talk about music, expressing their feelings and responses.	Charanga lesson 1: Listen and Appraise: <i>Celebration</i> by Cool and the Gang Listen and learn to sing: Pat-a-cake, The Name Song Perform and Share: Song we have learned together						
	3	•Watch and talk about dance and performance art, expressing their feelings and responses.	Charanga lesson 2: Listen and Appraise: <i>Happy</i> by Pharrell Williams Listen and learn to sing (new songs this week): 1,2,3,4,5 Perform and Share: Song we have already learned together						
	4	•Sing in a group or on their own, increasingly matching the pitch and following the melody	Charanga lesson 3: Listen and Appraise: <i>Sing</i> by The Carpenters Listen and learn to sing (new songs this week): Pat-a-cake, This Old Man Perform and Share: Song we have already learned together						
	5	•Develop storylines in their pretend play.	Charanga lesson 4: Listen and Appraise: <i>Sing a Rainbow</i> by Peggy Lee Listen and learn to sing (new songs this week): 5 Little Ducks, Things for Fingers Perform and Share: Song we have already learned together						
	6	•Explore and engage in music making and dance, performing solo or in groups.	Charanga lesson 5: Listen and Appraise: <i>Happy Birthday</i> by Stevie Wonder Listen and learn to sing (new songs this week): see weeks 1-4 Perform and Share: Song we have already learned together						
	7		Charanga lesson 6: Listen and Appraise: <i>Our House</i> by Madness Listen and learn to sing (new songs this week): See weeks 1-5 Perform and Share: Song we have already learned together						

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