



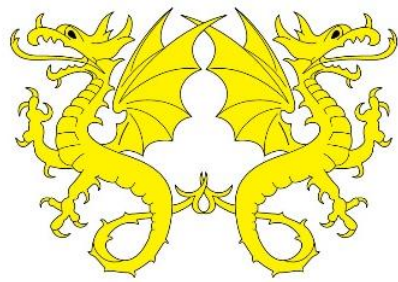
Dore Primary School

YF Learning Journey 2

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<p>ENDPOINTS Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> Children can use learnt vocabulary in everyday sentences and conversation Children can generate and act out a helicopter story Children have a back and forth conversation for 1 minute Children actively listen and speak during circle times Children use simple sentences to express their thoughts and ideas Children begin to ask questions which require a response <p>Literacy</p> <ul style="list-style-type: none"> Children can identify words from their sounds when listening to them being orally blended. Children will be reading phase ½ level books containing simple CVC words consistent with their phonic knowledge Children can recognise GPCs taught in the Autumn 1 term Children can generate and act out a helicopter story Children can retell their favourite stories Children use simple sentences to express their thoughts and ideas Children can use learnt vocabulary in everyday sentences and conversation Children can write CVC words Children can comfortably hold a pencil in tripod grip Children can plan and write a simple sentence, e.g I am sad, using a phoneme frame <p>Maths</p> <ul style="list-style-type: none"> Children can copy and begin to create their own patterns. Children can subitise small numbers. Children can represent numbers to ten in different ways. Children can identify one more and one less for numbers up to 10. Children can identify and name 2D shapes: square, circle, triangle, rectangle. Children can combine two or shapes to make another. Children can find these shapes around them in their environment. Children can identify what activities in their day happen in the day and at night. <p>Understanding of the World</p> <ul style="list-style-type: none"> Awareness and positive experiences of celebrations of different cultures.
<p>Links to Prior Knowledge:</p>	<p>Who the children live with, previous phonics and maths learning.</p>
<p>Links for Relevance and Currency:</p>	<p>Reference made to children’s own lives and feelings and family celebrations.</p>
<p>Immersion Event / Activity:</p>	<p>Diwali – Big Drama with props made in school.</p>
<p>Celebration of Learning:</p>	<p>Learning evidence in books, lanterns, father Christmas tree decorations</p>
<p>English Links:</p>	<p>Owl Babies, The Story of Rama and Sita, Non-fiction sources (Diwali) Christmas stories</p>
<p>Maths Links:</p>	<p>Stories told to support maths learning or provide context e.g. The Button Box.</p>



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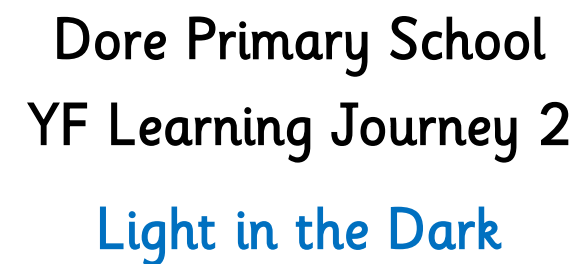
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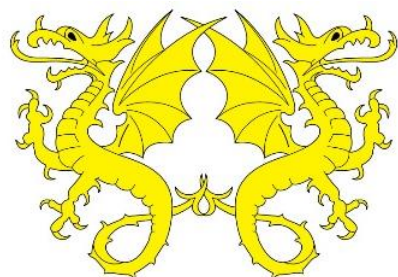
Quick Links in Document (click to visit)

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)	Substantive and Disciplinary Knowledge and Skills embedded through:			Outcomes	Links to Curriculum Drivers				
							Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning	1	C&L Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them.	<u>Apple Stew (collect, peel, cut, boil)</u> Set out expectations. 1. Ready 2. Safe 3. Respectful • Take children to the apple tree. Children to collect – counting into the box. • Peel and chop • Fire safety talk • Cook apples and tell stories. • Children try the apples.	Apples, cinnamon, sugar Basket Tarp Bowls and cutlery Pan Spoon Peelers Knives Gloves Fire lighting equipment	Peel Chop Pip Core Handle Blade Stew Crackle	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. Physical – movement, gross motor skills, fine motor skills, using different muscle groups. Intellectual – story telling vocabulary, design and building of structures, imagination, decision making, thinking skills, problem solving, independence. Communication – creative expression, decision making, eye contact, listening skills, storytelling, vocabulary, non-verbal communication. Emotional – individual points of view respected, sense of achievement raises self-esteem, empathy and respect of others stories, creative expression, excitement, perseverance, imagination, dealing with emotions through play.	✓	✓	✓	✓	✓
	2	PSED Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene	<u>The Leaf Man</u> Set out expectations. 1. Ready 2. Safe 3. Respectful • Share the story of the leaf man with the children. Discuss the different leaves they can see and what the pictures make. Tell them about the author and how she collects leaves wherever she goes! • How many different kinds of leaves can you find? • Give children leaf identification sheet and hunt for them around the school grounds. Children to have paper bags to collect them. • Return to outdoor area where children can choose to create their own leaf pictures/characters. • Children to describe them and talk about their choices.	The Leaf Man Owl Bird Whistle Leaf identification sheet Clipboards Ipad Tarp	Beech Horse chestnut Sweet chestnut Ivy Birch Ash Oak Sycamore Identify Create Imagine Body parts						
	3	PD Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested	<u>Design the outdoor space/den building/hot choc</u> Set out expectations. 1. Ready 2. Safe 3. Respectful • Owl has noticed how wet/cold it is outside and is pleased you can play under the shelter. But he was looking at it and thinks it's a bit messy – can you help him tidy it up? He has a treat of hot chocolate for all your hard work! • (Children can sweep and brush leaves away and clean with hot soapy water). • What would you like the outdoor area to look like? Can you draw some pictures of what you would like outside? • Owl has left us a challenge – can we build some dens to shelter from the rain? • Some children to be cleaning, some children to be building dens. • Show groups of children how to use the fabrics and pegs to make dens. • Serve hot chocolate inside the dens	Prepare the outdoor area on Monday evening – clear all furniture etc. and prepare clipboards. Brushes Bowls Soapy water Clothes/sponges Clipboards with paper and pencils Tarps and fabrics Pegs Big sticks from juniors Hot chocolate Cups	Design Build Construct Join Attach Evaluate						

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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. 	<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. 	Children will be able to demonstrate these milestones by:				
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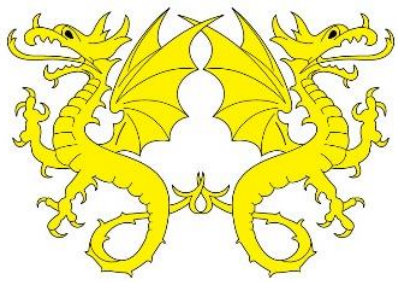


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		<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• 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">• 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.	<ul style="list-style-type: none">• Using new vocabulary associated with our themes/stories.• Describe what they have been doing/learnt in detail when asked. Sit and enjoy story times for longer.					
PSED	1	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.	Taught through outdoor learning, apple stew: resilience and perseverance in using tools to peel and chop Personal hygiene – food prep.						
	2	<ul style="list-style-type: none">• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.	Sharing resources in outdoor learning – working in pairs to identify leaves and discuss what they have found. Working together to create leaf pictures – building constructive relationships and listening to each other’s ideas. Being a safe pedestrian – road crossing to get to the wildlife garden						
	3	<ul style="list-style-type: none">• Identify and moderate their own feelings socially and emotionally.	Outdoor learning input: Designing outdoor space – thinking about importance of physical activity						
	4	<ul style="list-style-type: none">• Think about the perspectives of others.• Manage their own needs.• Personal hygiene	Outdoor learning and literacy : making owl babies – perspective of the owls. Identifying the and consider the feelings of Bill, Sarah and Percy in the story.						
	5	<ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing:• regular physical activity• healthy eating• toothbrushing	Stick Man – working together to build shelters – have to consider ideas from one another.						
	6	<ul style="list-style-type: none">• sensible amounts of ‘screen time’• having a good sleep routine• being a safe pedestrian	Letters to Santa: reflecting on their own behaviours and attitudes – expressing their feelings and seeing themselves as valued individuals.						
	7		Christmas craft morning with parents: moderating their behaviour, socially and emotionally.						
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• 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	<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. Some opportunities are:<ul style="list-style-type: none">- Malleable area (playdough)- Craft area – cutting, sticking, joining, fastening, drawing, painting, printing.- Computers – mouse skills		Children will be able to: Cut, draw, paint, and use a pencil effectively. Use outdoor learning tools safely and with control.	✓	✓	✓	✓



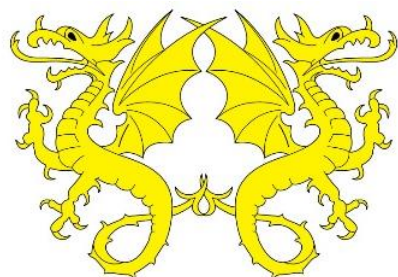
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		<p>and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: 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 	<ul style="list-style-type: none"> • Routines are followed consistently. • Daily writing in phonics sessions and handwriting practise. • Opportunities to use tools in outdoor learning which require skill and safety: <ul style="list-style-type: none"> - Bow saw - Palm drills - Hand drills - Flint and steel - Potato peelers 	Build up muscle strength through all these activities on offer.					
Literacy (Daily: Name writing Phonics Handwriting)	1	Read a few common exception words matched to the school's phonic programme.	(and PSED) To write a safety message.	Firework posters.					
	2	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	(and R.E.) To describe someone's character.	Annotated pictures of Rama and Sita characters.					
	3	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	(and Art) Craft props for Big Drama of R and S story. (and R.E.) Rama and Sita Big Drama -Children participate in acting out the story of Rama and Sita using props made earlier. (and R.E.) To write a caption Children choose a freeze frame and write a caption for it.	Cardboard swords, tree branches, masks, a chariot. (Freeze Frames taken for next lesson)					
	4	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	(and PSED) To write a thought bubble. Children put themselves in the shoes of a character in Owl Babies and write how they are feeling at a point in the story.	Annotated thought bubble.					
	5	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	(and PSED) To consider both sides of an argument. "Conscience Alley". Children decide which side of an argument they are on regarding the Stick Man story and why. Teacher then walks down an "alley" of children and considers what children say as they walk through. Teacher then makes a decision and provide reasons for this.		✓	✓	✓		
	6		To segment for spelling. Children write a letter to Santa explaining why they have been good.	Letter					
	7		To sequence events. Children sequence the Nativity story, orally recalling the order of the story.	Pictures ordered in books.					



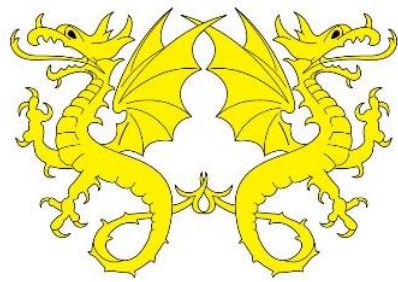
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		Re-read what they have written to check that it makes sense.							
Maths	1	Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value.	Talk about measure and Pattern: Continue to explore simple patterns in different contexts.	. Patterns in nature	✓				
	2	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	It's me 1,2,3 Small steps: Find 1,2,3, Subitise 1,23, Represent 1,2,3, One more, One less						
	3	Explore the composition of numbers to 10.	It's me 1,2,3 Small steps: Find 1,2,3, Subitise 1,23, Represent 1,2,3, One more, One less						
	4	Automatically recall number bonds for numbers 0–5 and some to 10.	Circles and Triangles Small steps: Identify and name circles and triangles; compare circles and triangles; shapes in the environment; describe position						
	5	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.	1,2,3,4,5 Small steps: Find 4 and 5, Subitise 4 and 5, Represent 4 and 5; 1 more; 1 less; Composition of 4 and 5; Composition of 1-5.						
	6		1,2,3,4,5 Small steps: Find 4 and 5, Subitise 4 and 5, Represent 4 and 5; 1 more; 1 less; Composition of 4 and 5; Composition of 1-5.						
	7	Continue, copy and create repeating patterns Compare length, weight and capacity.	Shapes with 4 sides Small steps: Identify and name shapes with four sides; Combine shapes with four sides; Shapes in the environment; My day and night						
Understanding the World R.E.	1	•Talk about members of their immediate family and community.	RE Unit 1 Special People Moses						



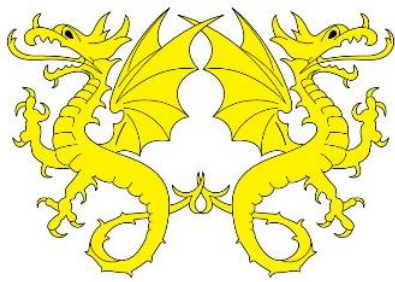
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	2	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Comment on images of familiar situations in the past. 	RE Unit 2 Christmas - Giving	Floor Book and homework					
	3	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. 	RE Unit 2 Christmas – Saying Thank You	Floor Book and homework					
	4	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	RE Unit 2 Christmas Story Sequencing	Interactive whiteboard activity and homework					
	5	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. 	RE Unit 2 Christmas Shepherds	Interactive whiteboard activity and homework					
	6	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. 	RE Unit 2 Christmas Wise Men	Interactive whiteboard activity and homework					
	7	<ul style="list-style-type: none"> 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. 	Christmas Craft Day	Craft Activities					
Expressive Arts and Design (EAD) -Art -Music	1	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	Charanga: Bonfire art						
	2	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability 	Charanga: Diwali craft day						



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	3	to represent them. Create collaboratively, sharing ideas, resources and skills.	Charanga:						
	4	• Listen attentively, move to and talk about music, expressing their feelings and responses.	Christmas song practise Nocturnal animals – owl craft						
	5	• Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody	Christmas song practise Stick men craft						
	6	• Develop storylines in their pretend play.	Christmas Songs – concert to parents						
	7	• Explore and engage in music making and dance, performing solo or in groups.	Christmas Songs – concert to parents Christmas crafts						
Computing		What is a computer?	Discuss technology in the home and what technology can and can't do. Explore devices in the classroom: i.e. laptops and iPads. Discuss how they work and how to turn them on and off. Access age-appropriate software – in particular Purple Mash and learn how to control using a mouse, touchpad or screen as appropriate.						

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