



# Dore Primary School

## YF Learning Journey 3

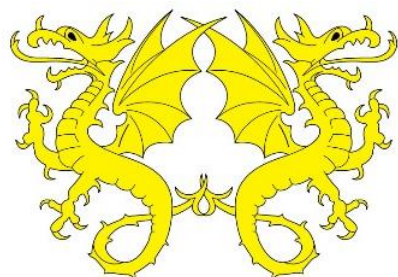
### Sharing Our Kindness



<p><b>ENDPOINTS</b>  Substantive knowledge children will know:  Disciplinary knowledge children will know how to / be able to:</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Children will be able to hear the sounds within CVC words to be able to segment.</li> <li>Children will be able to listen to and discuss how people help us.</li> <li>Children will understand how they can be kind to others</li> <li>Children will be able to name a native British bird.</li> <li>Children will be able to hear the sounds within CVC words to be able to segment.</li> <li>Children will be able to recall refrains</li> <li>Children will understand the meaning of onomatopoeia.</li> <li>Children will be able to recall and retell a familiar story.</li> <li>Children will be able to segment for spelling.</li> <li>Children will be able to identify different characteristics of a person/character.</li> <li>Children will understand and articulate what makes them special.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Children can use the language 'heavy' and 'light' to explore and compare mass when playing.</li> <li>Children are able to describe what they notice when they place objects on a balance scale.</li> <li>Children can find a balance.</li> <li>Children are able to use the language 'full', 'empty', 'nearly full' and 'nearly empty'.</li> <li>Children can predict how many of one container it takes to fill another.</li> <li>Children can say which containers hold more and explain why.</li> <li>Children can identify when a pair has been made.</li> <li>Children can say if a number is odd or even by making pairs or placing on a 10 frame.</li> <li>Children can identify a double</li> <li>Children can make a double and say why (both sides are the same)</li> </ul>
Links to Prior Knowledge:	Christmas and celebrations – importance of giving and receiving – sharing kindness, being cooperative, sensitivity to others needs
Links for Relevance and Currency:	A new year, fresh start, looking after and protecting our environment and local area
Immersion Event / Activity:	Story telling – P4C 'the giving tree', village walk
Celebration of Learning:	Wood cookies, porridge, Chinese noodles, dragon dance, bird feeders, teddy bears picnic
English Links:	The Rainbow fish, giving tree, Tomten and fox – all linked to kindness and what makes you kind, I am Golden, Bear Hunt
Maths Links:	Working in groups to solve problems and share discussions around number

#### Quick Links in Document (click to visit)

<a href="#">Outdoor Learning</a>	<a href="#">Communication and Language (CL)</a>	<a href="#">Personal, Social, Emotional Development (PSED)</a>	<a href="#">Physical Development (PD)</a>
<a href="#">Literacy</a>	<a href="#">Maths</a>	<a href="#">Understanding of the World</a>	<a href="#">Expressive Arts and Design (UW)</a>



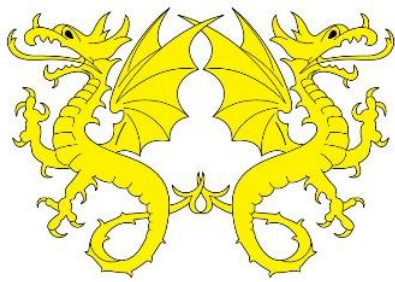
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Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:			Outcomes	Links to Curriculum Drivers				
							Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning	1	To know what it is to be kind. To recognise acts of kindness. To use a bow saw and palm drill safely to make a kindness wood cookie.	<ul style="list-style-type: none"> <li><u>The Giving Tree</u></li> </ul> <p>Read story as a prompt for acts of kindness. Children to make a wood cookie for someone special to demonstrate.</p>	Owl Mice in a box puppet Story, props and figures (wooden doll – big and small, tree, house, boat, apples, stump) Branches for sawing Saw Gloves Palm drills Workbench	Friendship Kindness Giving Content Rustled	Children will share their kindness by making a special wood cookie to give to someone who is kind/special to them.	✓	✓	✓	✓	✓
	2	To know what it is to be kind. To recognise acts of kindness. To be able to listen to work out answers to clues that lead us to porridge ingredients. To know the steps involved in making porridge. To articulate their like or dislike of something (porridge).	<ul style="list-style-type: none"> <li><u>The Tomten and the Fox</u></li> </ul> <p>Read story as a prompt for discussion about kindness. Children to make porridge.</p>	Mice Owl Story props and script (fox, troll, cow, chicken, mice, bowl of porridge)  Pre-made clues hung up around the school site.  Porridge oats Bowls and spoons Fire lighting kit and logs Pan and wooden spoon	Sharing Sly Seasons – winter, spring, summer, autumn Tomten Troll Scandinavia	The children will have listened to clues to find the porridge, help to light the fire and make porridge that is shared between the class.					
	3	To name at least three native British birds: blackbird, robin, sparrow. To explain how to make a bird feeder and why they are important at this time of year.	<u>The Great British Garden Bird Watch</u>  Make a bird feeder using lard. <ul style="list-style-type: none"> <li>Children can take a tally chart home.</li> </ul>	Owl Bouncy blackbird story Bird pictures printed Tally chart – for homework Bird feed Pots String Lard	Migration Names of native birds: Blackbird Magpie Blue tit Robin Sparrow	Each child will be able to recognise and name a native British bird. Every child will make a bird feeder to take home.					
	4	<u>PSED</u> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. - Personal hygiene. Know and talk about the different factors	<ul style="list-style-type: none"> <li><u>Bear Hunt: den building, clay bears and camp fire.</u></li> </ul> <p>Children to use branches to make dens for the Bear</p>	Teddy bears Stakes – prepared Trolley Owl Ipad Marshmallow sticks (borrow from pre-school) Marshmallows Fire lighting kit Loppers	Vocabulary of counting: how many bears altogether? Loppers Handle Blade Strong Squeeze Cut Layer Next to Ontop of	Children will have planned, made and shared a picnic with friends.					



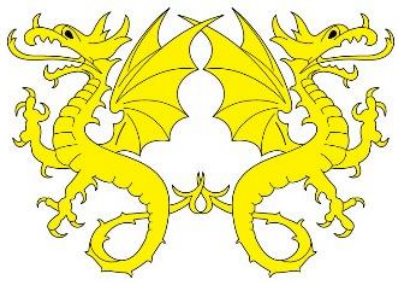
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		that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian			Build Construct Toast Flame Heat Clay Squash Form Model Eyes, ears, nose, ears					
	5	<p>To know that Chinese new year is a celebration. To know that dragons are a symbol of good luck.</p> <p>To safely use a bow saw and hammer to make a wood cookie dragon.</p>	<ul style="list-style-type: none"> <li><b>Chinese New Year</b></li> </ul> <p>Review the learning so far about CNY. Make links between CNY celebrations and the NY celebrations the children had. Look at the dragon and describe features.</p> <p>Model making a Chinese dragon wood cookie using the bow saw, hammer and pins. (use lolly sticks, feathers, crayons)</p> <p>Tool talk.</p> <p>As well as this, have mud painting outside (Chinese writing)</p>	<p>Bow saw Wood Hammer and pins Crayons Workbench</p>	<p>China Lunar Dragon</p>	<p>All children will make a Chinese dragon face using tools and craft.</p>				



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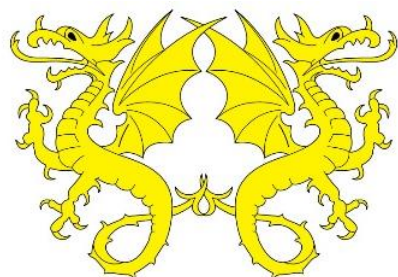
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Communication and Language (CL)		<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> </ul> <p>Listen carefully to rhymes and songs. Learn rhymes and songs</p>	<ul style="list-style-type: none"> <li>Carpet sessions – use of “Think Pair Share”.</li> <li>Conversations with adults in the provision and elsewhere throughout the day.</li> <li>Model high quality language.</li> <li>New vocabulary is recognised and taught explicitly with the children.</li> <li>“Ready, Safe, Respectful” Carpet Rules</li> <li>Refer to class charter.</li> <li>Storytime every day.</li> <li>Post Incident Learning opportunities.</li> </ul>	Children will be able to demonstrate these milestones by: <ul style="list-style-type: none"> <li>Using new vocabulary associated with our themes/stories.</li> <li>Describe what they have been doing/learnt in detail when asked.</li> <li>Sit and enjoy story times for longer.</li> </ul>	✓	✓	✓	✓	✓
	1	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul>	Taught through ‘the giving tree’ and ‘the rainbow fish’ literacy sessions – what makes a good friend? Use of tools in outdoor learning – showing resilience and perseverance.	See themselves as a valuable individual who is liked by others.					
	2	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	Taught through the Tomten and the Fox – random acts of kindness. Recognition of how important food and shelter is.	Know about importance of sleep, food, shelter. Be able to consider how their acts make someone else feel.					
	3	<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>	Taught through bird watch week – revisit importance of food and shelter for birds in the winter – link back to us as humans too. Looking after each other, including birds in our environment.	Know about importance of sleep, food, shelter. Be able to consider how their acts make someone else feel.					
	4	<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene</li> </ul>	Taught through the Bear Hunt story – den building – facing resilience and perseverance when using new tools and constructing a den.	Exert physical activity and overcome challenges outside.	✓	✓	✓	✓	✓
	5	<ul style="list-style-type: none"> <li>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</li> </ul>	Taught through CNY celebrations: considering feelings/ perspective of others – giving and receiving. Use of tools in outdoor learning – showing resilience and perseverance.	Join in celebrations to build constructive and respectful relationships.					





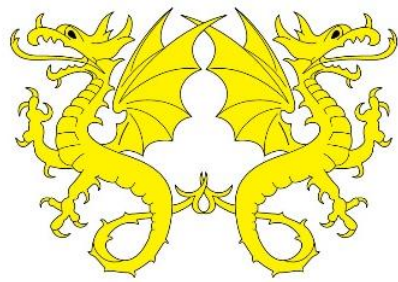
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Physical Development PD		<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>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.</li> <li>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.</li> <li>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>Get Set for P.E. scheme.</li> <li>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"> <li>Malleable area (playdough)</li> <li>Craft area – cutting, sticking, joining, fastening, drawing, painting, printing.</li> <li>Computers – mouse skills</li> </ul> </li> <li>Routines are followed consistently.</li> <li>Daily writing in phonics sessions and handwriting practise.</li> <li>Opportunities to use tools in outdoor learning which require skill and safety: <ul style="list-style-type: none"> <li>Bow saw</li> <li>Palm drills</li> <li>Hand drills</li> <li>Flint and steel</li> <li>Potato peelers</li> </ul> </li> </ul>	<p>Children will be able to:</p> <p>Cut, draw, paint, and use a pencil effectively. Use outdoor learning tools safely and with control.</p> <p>Build up muscle strength through all these activities on offer.</p>	✓	✓	✓	✓
	1	Read a few common exception words matched to the school's phonic programme.	<b>Rainbow Fish</b> – Read or watch the story Ask children to consider how the the Rainbow Fish's kindness ultimately affected his friendships with the other fish. Ask children to consider ways in which we can become more helpful – specific examples. Model the kindness pledge and children touse their phonics skills to support them writing their own pledge.	Kindness pledges written to be displayed.	✓	✓	✓	
	2	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.						
	3	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	<b>Big Bird Watch – UW Links</b> – Lots of birds live in our area. How could we describe then? Scientists and bird experts need to be able to tell the birds apart. Listen to the sounds of the birdong.C an we start to look at these different birds? Children choose a bird species and then describe them by annotating a picture. E.g. yellow beak, long wings.	Sentence describing the features of a Briotish bird.				
	4		<b>Going n a Bear Hunt</b> Onomatopoeia – discuss the meaning of this word and talk about examples we can find in the story. Children to sequence the story and then write the sound effects that go with each picture – link to outdoor learning – use photos from this experience.	Correctly sequenced story scenes with annotations to mark the type of onomatopoeia.				
	5		<b>Chinese New Year</b> - Refer to the Race between the animals to determine the order of the Chinese Zodiac. Explain that each animal is supposed to have certain characteristics. Ask children to consider which character they feel most relates to them and why? Discuss the use of adjectives.	S&L Activity – children have opportunity to speak about themselves positively.				



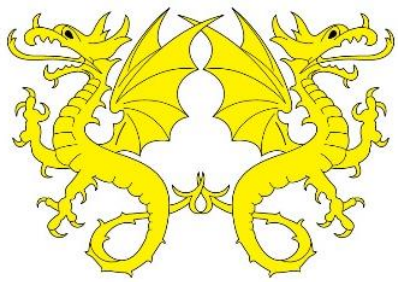
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		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.							
Maths (M)	1	Development Matters – Reception – Compare length, weight and capacity.	To compare the mass of items (revisit) and to find a balance (new learning)	Children will be able to identify which item is the heaviest/lightest by looking at the measuring scale. Children will be able to make an informed prediction based on their current level of understanding.	✓			✓	
	2	Development Matters – Reception – Compare length, weight and capacity.	To compare the capacity of items.	Children will be able to understand when a vessel is full, half full or empty and show this by filling a vessel to capacity when asked. Children will be able to compare the capacity of different items. Children will do this by fill and comparing items in the water tray.	✓			✓	
	3	Development Matters – Reception – Explore the composition of numbers to 10.	To make a pair – odd and even		✓			✓	
	4	Development Matters – Reception – Explore the composition of numbers to 10.	To find a double to 8		✓			✓	



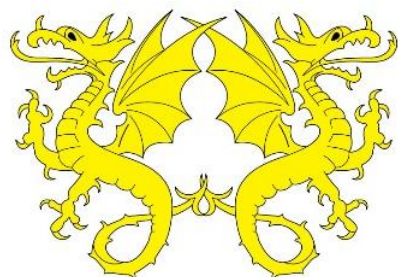
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	5	Development Matters – Reception – Explore the composition of numbers to 10.	To make a double to 8 Review		✓			✓	
Understanding the World (UTW)  Including R.E.	1	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>	<p>Session one: Talk about people who are special to them as part of the ‘giving tree’ outdoor learning session.</p> <p>Session two: Link back to this week’s stories about kindness. Who else is kind to us? What about our community? Draw information from a simple map of the village (Village walk – people who help us in Dore Village)</p> <p>Over this term: parents visitors to talk about their jobs and how they help people in the community.</p>	<p>Make a wood cookie to give to someone special to them.</p> <p>Articulate what in on offer in our community.</p>	✓	✓	✓	✓	✓
	2	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>Session one: Outdoor learning – looking at a Scandinavian traditional tale – look at Scandinavia on the map of the world. Talk about how it is similar/different to the UK. Explore the natural world around them – on the hunt for porridge oats, describe what they see, hear, feel, taste and smell – fire lighting and porridge making.</p> <p>RE session: Celebrate New Year. Looking at traditions and singing of traditional song at New Year. Looking at family traditions at this celebration.</p>	Make porridge	✓	✓	✓	✓	✓
	3	<ul style="list-style-type: none"> <li>draw information from a simple map</li> <li>understand that some places are special to members of their community</li> </ul>	<p>Session one: Learning about China and the Lunar new year</p> <p>RE session: Celebrate Chinese New Year. Looking at the story of The Great Animal Race.</p>	Celebratory art and design Dragon dance	✓	✓	✓	✓	✓
	4	<ul style="list-style-type: none"> <li>recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<p>Session one: outdoor learning – the effect of changing seasons on our wildlife</p> <p>RE session: Celebrations Chinese New Year. Recap of story the great Animal Race and how it feels to prepare for and have things that we celebrate.</p>	Bird feeders	✓	✓	✓	✓	✓
	5	<ul style="list-style-type: none"> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>explore the natural world around them</li> <li>describe what they see, hear and feel whilst outside</li> </ul>	<p>Session one: outdoor learning – looking at a simple map of the school site – bear hunt course</p> <p><b>RE session Celebrations Lesson 4:</b> A Persion New Year (A Nowruz Story) Introduce the festival of Nowruz. Look for the UK and Iran (previously Persia) on the globe and world map. Consider the different seasons that we have in the world. What happens in Spring? Listen to a traditional Nowruz story “The Flower’s Came, Spring Arrived.” Compare and contrast what happens at other New Year Celebrations (Chinese and Traditional UK) building on ing knowledge and understanding of the world. Think about what you are most looking forward to in Spring.</p>	<p>Be able to read a simple map.</p> <p>Children can talk about people that have different beliefs and celebrate special times in different ways.</p> <p>Children can share similarities and differences between different celebrations.</p>	✓	✓	✓	✓	✓



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		<ul style="list-style-type: none"> <li>recognise some environments that are different from the one in which they live</li> <li>understand the effect of changing seasons on the natural world around them</li> </ul>							
Expressive Arts and Design (EAD) -Art -Music	1	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p>Paper fish weaving</p> <p>Music playing in the classroom. Winter theme. Listen to the music and watch the changing landscapes. How does the music make you feel? Express your feelings through talk partners and sharing in class.</p>	Fine motor skills to weave paper and use scissors neatly and effectively.	✓	✓	✓	✓	✓
	2	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p>Paper fish weaving</p> <p>Charanga Lesson 1: Listen and Respond Pop music – We are Family by Sister Sledge. Explore music through rhymes and songs: If you are happy and you know it. Wind the Bobbin Up. Think about the pulse and rhythm. Sing above songs, keeping time and co-ordinating movements.</p> <p>Vocabulary Spring 1 : family, friendship, people, world music, rhythm, pop music</p>	Fine motor skills to weave paper and use scissors neatly and effectively.	✓	✓	✓	✓	✓
	3	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Charanga lesson 2: Listen and Respond Traditional music - Thula Baba an African Lulaby Explore music through rhymes and songs: As above plus Rock-a -by -Baby Copy the pulse and rhythm through music games.</p>		✓	✓	✓	✓	✓
	4	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<p>Listening to common birdsong in classroom. Vocabulary: Sparrow, Starling, Blackbird, Magpie, Woodpigeon Robin song in outdoor learning: children will learn a seasonal rhyme.</p> <p>Charanga lesson 3: Listen and Respond Pop music -ABC by Jackson 5 Explore music through rhymes and songs – As above plus Five Little Monkeys Copy the pulse and rhythm through music games. Share and perform songs above matching the pitch and following the melody.</p> <p>Bear hunt – explore the instruments to create sounds to accompany the onomatopoeias. Small world – bear hunt retell</p>	Children can listen to music from around the world.	✓	✓	✓	✓	✓
	5	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Chinese New Year Dragon Song.</p> <p>Chinese music played in the classroom – dancing in the provision</p>	Children identify some birdsong when played in the FS2 base during the week (recap on previous week to embed learning – meta cognition/repetition).	✓	✓	✓	✓	✓

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