





Communication and Language:

To learn new vocabulary:

whisk, batter, flip

rake, hoe, spade, trowel, shears, bulb, buds

protein, carbohydrates, dairy, grains

cocoon, chrysalis, metamorphosis, symmetrical

frogspawn, tadpole, froglet, frog, life-cycle Insect, habitat, scavenge, hunt, investigate

shoot, stem, roots, elder, pith

Describe events in some detail:

our trip to the village to buy ingredients, how to make a pancake, how to plant a broad bean, how to make an elder bracelet, how to make a fruit salad

To explain how things work and why they might happen:

to be able to talk about how seeds and animals grow (broad bean, tadpoles and caterpillars)

to be able to explain what happens when you mix colours

Literacy:

- 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 peer conversation independent of adult support.
- Children actively listen and speak during circle times
- Children use more complex sentences to link their thoughts and ideas.
- Children can ask questions which link to a given topic or something of particular importance to them.
- Children know all of Phase 2 and at least four GPCs.
- Can read a familiar book at a Phase 2A phonic level with a level of fluency that includes many sight read words.
- Children can generate a story involving a character and a logical sequence of events.
- Children can give an opinion on how a character might be feeling.
- Children use sentences to express their thoughts and ideas using "because" to give reasons for their answers.
- Children can use learnt vocabulary in everyday sentences and conversation
- Children can write CVC words and are increasingly accurate at segmenting longer words.
- Have improving knowledge of tricky word spelling.
- Children can comfortably hold a pencil in tripod grip
- Children can plan and write a simple sentence with increasing independence.
- Children can recognise all Reception GPCs.

Personal, Social and Emotional Development:

Express their feelings and consider the feelings of others:

identify feelings of: happiness, sadness, anger, fear, calm, love - through use of the colour monster - to use the interactive display

Show resilience and perseverance in the face of challenge:

using a hack saw and palm drill to make elder bracelets

Know and talk about different factors that support their health and wellbeing:

to know that a healthy variety of food (be able to name specific food), sleep and physical activity makes us grow – linked to the hungry caterpillar

Understanding the World:

Comment on images of familiar situations in the past: History

be able to talk about themselves as a baby and how they have changed since then

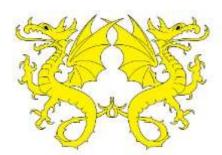
Draw information from a simple map: Geography

to be able to discuss our route to the shop and our route for the Easter bonnet parade

Purpose of Learning Journey (END POINTS)

Informed by Development Matters

What specific knowledge/skill are we teaching?

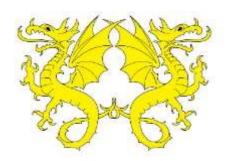




	Recognise that people have different beliefs and celebrate special times in different ways: RE to know the meaning of Easter (new life) Explore the natural world around them. To understand the effect of changing seasons on the world around them. Describe what the see, hear and feel outside: Science to know that plants need soil, water, light and space to grow. to know that bulbs and shoots sprout in Spring. To know that new life grows in spring and bugs (ladybirds) come out of hibernation. to know the lifecycle of a frog and butterfly. to know that they were once a baby and have changed in many ways – be able to talk about things they can do now. to know that our natural world needs our help and care to grow. To know that tools can help us look after our own environment, keeping it tidy and healthy. Expressive Arts and Design: Explore use and refine a variety of artistic effects to express their ideas and feelings: Art cutting and sticking skills to re-create Matisse 'The Snail' to use oil pastels to create an interpretation of a daffodil still life to use a range of mixed media to create an Easter chick puppet
Links to Prior Knowledge:	The children already know about Winter and the affect that this season has on our trees and plants. What is kindness — looking after each other and our environment.
Links for Relevance and Currency:	The seasons — moving into Spring time — self-reflection — how have they grown?
Immersion Event / Activity:	Jack and the Beanstalk drama — the hook into 'growing'
Celebration of Learning: (ASSESSMENT)	By talking to the children to know what they have learnt — mostly through discussion of events using pictures for prompts and the use of floor books to record this new knowledge. Some end products: broad beans, elder bracelets, life-cycle wheels, snail and daffodil art — can the children talk about what they have learnt from having these experiences?
English Links:	Jack and the Beanstalk, Jasper's Beanstalk and The Hungry Caterpillar, Billy's Sunflower, The Curious Garden
Maths Links:	Stories told to support maths learning or provide context. Using mathematical vocabulary to describe their broad bean plant (taller, shorter, bigger, smaller etc).

						Development				Lin	.ks to D	riculı s	ım	
Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Endpoints	Values	Outdoor Learning	P4C	Global / Rights	TASC					

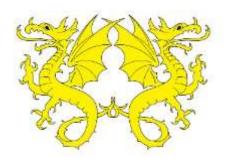
Communication and Language	Throughout the term	listen carefully and why listening is important. • Learn new vocabulary.	 Carpet sessions – use of "Think Pair Share". Conversations with adults in the provision and elsewhere throughout the day. Model high quality language. New vocabulary is recognised and taught explicitly with the children. "Ready, Safe, Respectful" Carpet Rules Refer to class charter. Storytime every day Post Incident Learning opportunities. 	To learn new vocabulary: whisk, batter, flip rake, hoe, spade, trowel, shears, bulb, buds protein, carbohydrates, dairy, grains cocoon, chrysalis, metamorphosis, symmetrical	✓	✓	✓	✓	✓
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Dore Primary School YF Learning Journey (No. 4) Grow, Grow, Grow



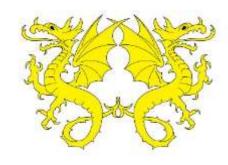
PSED	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. 3 • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and	Well being — Emotions WALT to understand our feelings and identify our emotions. Recap on the colour monsters and how our body feels when we experience these emotions Discuss the brain and how it has two parts — wise owl and barking dog. Help children to understand that our wise owl brain needs to stay calm to protect our barking dog. Talk about ways to calm down and practise poses. Well being — Emotions WALT to understand our feelings and think what changes how we feel. Use the How would you feel if cards during a circle time to discuss feelings and the effect that different situations have on us. How can we get back to the green feeling? Well being — Understanding the importance of healthy choices. WALT to talk about what keeps us healthy? Discuss Regular physical activities Healthy eating Toothbrushing Wellbeing — Understanding the importance of healthy choices. WALT to talk about what keeps us healthy? Discuss Sensible amounts of screen time Having a good sleep routine Being a sofe pedestrian	 Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 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 	✓	✓	✓	✓	✓
	 Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in wellformed 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 story times. 		frogspawn, tadpole, froglet, frog, life-cycle Insect, habitat, scavenge, hunt, investigate shoot, stem, roots, elder, pith Describe events in some detail: our trip to the village to buy ingredients, how to make a pancake, how to plant a broad bean, how to make an elder bracelet, how to make a fruit salad To explain how things work and why they might happen: to be able to talk about how seeds and animals grow (broad bean, tadpoles and caterpillars) to be able to explain what happens when you mix colours					







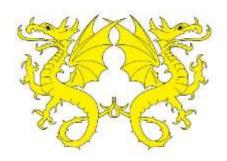
_	wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine	Wellbeing — Self regulation WALT Set simple goals Show photos of them as babies and now. Talk about how they have changed and what goal they would like to be able to do in the future.				
Physical Development	 Revise and refine the fundamental movement skills they have already acquired: rolling crawling walking imping running hopping skipping climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, 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. 	Theme: head, shoulders, knees and toes WALT. To explore different body parts and how they move. PE-Dance Unit 1 (Get See 4 PE) Theme: head, shoulders, knees and toes WALT: To explore different body parts and how they move. PE-Dance Unit 1 (Get Set 4 PE) Theme: transport WALT: To express and communicate ideas through movement exploring directions and levels. PE-Dance Unit 1 (Get Set 4 PE) Theme: transport WALT: To create movements and adapt and perform simple dance patterns. PE-Dance Unit 1 (Get Set 4 PE) Theme: morning routine WALT: To copy and repeat actions showing confidence and imagination. PE-Dance Unit 1 (Get Set 4 PE) Theme: my journey to school WALT: To move with control and co-ordination, linking, capying and repeating actions.	 Children build confidence and fluency in their movements with more awareness about how they can move appropriately in response to a musical input. Children express themselves and show imagination in their movements. 	✓		



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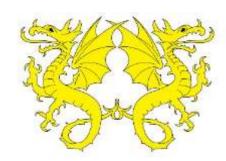


Literacy Regard	atched to the school's	ok- Jaspers Beanstalk — Write simple sentences about what Jasper did.	Children will practice segmenting and spelling recounting a story.				
(Daily: Name writing Phonics Handwriting) (Daily: Re ar of	ead simple phrases Nri Spe	— Write simple sentences about what Jasper did. rite recognisable letters ell words by identifying sounds in them. rite simple phrases and sentences that can be read by others.		✓	✓	✓	



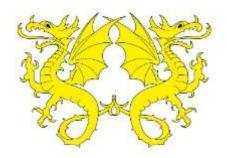


		where necessary,	Hand writing . Iong ladder letters			
		a few exception words.	Hand writing : long ladder letters			
		Re-read these books to	lit			
		build up their confidence				
		in word reading, their				
		fluency and their				
		understanding and				
		enjoyment.				
		Form lower-case and				
		capital letters correctly.	Book- Jaspers Beanstalk	Children will understand the		
		Spell words by		concept of a story map and be		
		identifying the sounds	TF-Independent writing-story map of Jaspers beanstalk.	able to create one for the story.		
		and then writing the sound with letter/s.	Recall the language and draw pictures showing the beginning middle and end. Greater depth :			
	2	Write short sentences				
		with words with known	Write labels for re telling the story.			
		sound-letter				
		correspondences using a	Handwriting-			
		capital letter and full	j y u			
		stop.	Book : The Hungry Caterpillar	Children can write in a list		
		Re-read what they have	Dook : The Harty g Guest place	format whilst using their		
		written to check that	TE to don on done contain a	segmenting skills.		
		it makes sense.	TF-Independent writing-			
	3		Write a list of the fruit to put in your fruit salad.			
			Handwriting-			
			rbn			
_			Book The very hungry caterpillar	Segmenting for spelling.		
			Book The very hungry caterpliar	Handwriting.		
				Recount of a real event.		
			Writing — Photos of the children eating their fruit salad.			
	4		Children to write a method of what they did.			
	4					
			TF- Independent writing related to writing a caption for photos of the task.			
			··· = ·······························			
			Llandouvirina hunhu			
_			Handwriting- hmkp	<u> </u>		
			Writing — Now and then books	Use language to compare how		
				they have changed since they were little.		
			TF- Independent writing related to photos of themselves.	were utite.		
	5			Use segmenting for spelling to		
	•		Handwriting vwxz	put these ideas to the page.		



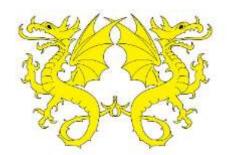


	6	Assessment week						
	1	WALT to explore and compare length and height using the appropriate language. Compare items around the classroom exploring their length and height Maths Moment WALT to understand the concept of time, children will sequence their week using appropriate language.	Children can compare objects by using appropriate language.					
	2	WALT to understand the composition of numbers to 10, and conceptually subitise these numbers Maths Moment WALT to recognise 1 more or 1 less than a given number.	Children are confident in their understanding of the numbers up to 10.					
	3	WALT to recognise number bonds to 10 in two parts Maths Moment WALT to make and find a double to 10.	Children will be able to use concrete resources to show the number bonds to 10. Children will be able to automatically recall some of their number bonds to 10.					
Maths	4	WALT to know number bonds to 10 using 3 parts Maths Moment WALT to explore even and odd numbers	Children will expand their knowledge of number bonds and further broaden their understanding of the composition of numbers to 10.	✓	✓	✓	✓	✓
	5	WALT to recognise and talk about the properties of 3D shapes. Will find 2D shapes within 3D shapes Maths Moment WALT to identify, copy and continue more complex patterns Notice patterns within the environment	Children use appropriate vocabulary to describe different shapes.					
	6	Assessment Week						



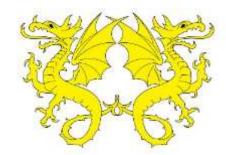


Understanding the World -Science -Outdoor Learning -R.E	• Talk about members of their immediate family and community. • Name and describe people who are familianto them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • 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. • 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.	drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them. Bean planting: Plant diary and observe changes over time. Children to follow instructions of how to plant a bean. Children to understand that they need to care for their bean and give it water and sunlight. Children to predict when they will see changes. RE session Easter Lesson 1: Signs of Spring (Key question Sp2 What is Easter?) Introduce the four seasons Look for signs of Spring in the school grounds. Recap and consider What happens in Spring? Think about how we might clear our gardens. Listen to Signs of Spring clip https://www.youtube.com/watch?v=L q8SQhwOME Compare and contrast what happens in Spring. Science: WALT Explore the natural world around them, making observational drawings and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them. Sing the plant song https://www.youtube.com/watch?v=dUBIQ1fTRzI Have plants for the children to do observational drawings of and write around it what they need: Soil Air Water Sun Space RE session Easter Lesson 2: Spring into Life Introduce session by thinking of baby animals (can they recall any from last week's lesson?) Look for signs of New life all around us.			✓			
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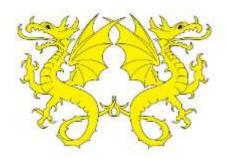


	Introduce an Easter Egg and show a selection of Easter Cards		
	Look at some symbols for Easter.		
	Recap and consider: What do you know about Easter? What makes Easter special? Who is Easter special for?		
	(Recap the link back to Pancake Day. Lent leading up to Easter.)		
	Share their own experiences of Easter.		
	Science: Go back to the Plant diary		
		u ala	
	WALT Explore the natural world around them, making observational drawings and drawing pictures of anin	nais	
	and plants.		
	Understand some important processes and changes in the natural world around them.		
	RE session Easter Lesson 4: Easter (a Christian Celebration)		
4	The base at all the state		
	Look at some pictures from the traditional Easter Story.		
	Can they recognise any of the images seen last week on the Easter Cards?		
	Listen to the story of Palm Sunday from "Dan the Donkey" https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-kg	<u>rs2-</u>	
	easter-palm-sunday-dan-the-donkey/zsc2dp3 (5.33 min)		
	Recap and consider How was Jesus feeling on Palm Sunday?		
	Think about and consider about the Easter Story so far. Start to display the story cards in class.		
	Science: WALT: talk about the lives of people around them.		
	Know some similarities and differences between things in the past and now. How are they different from bei	ing a	
	baby and now?		
	Compare babies in different countries : Mem Fox 10 little fingers and 10 little toes.		
	Recognise some environments that are different to the one in which they live.		
	Recognise some cultural differences between where we live and where the other babies live. Clothes / houses	s /	
	Culture — the way of life for a group of people		
	Outdoor Learning Signs of Spring: The Root Children		
	Linked to bugs and insects coming out into the world: bug hunt.		
5			
	Share the story under a tarpaulin with tea-lights. Discuss meaning of hibernation. Teach children how some	bugs	
	hibernate (ladybirds, bees).		
	Show children the new magnifying glasses, elicit from the children how they are used.		
	Go on a bug hunt with the magnifying glasses and tick lists. Discuss the features of the different insects with	n the	
	children.		
	RE session Easter Lesson 5: Easter (a Christian Celebration)		
	Introduce the Last Supper and the Garden of Gethsemane. Recap on the pictures from the traditional Easter Story.		
	Can the children retell the story so far? (picture prompts on the flipchart)		
	Listen to the next bit of the story of Easter up to the Garden of Gethsemane.		
	Recap and consider How were the character in the story now feeling?		



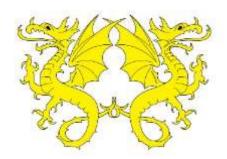


	6		Finally watch the clip BBC clips of the story of Easter up to the place where Jesus dies (stop at 1.43 min). https://www.youtube.com/watch?v=Wnbo2AmS30I Think about and consider about the Easter Story so far. Add to the display the story cards in class. Share Hot Cross Buns to link to the stone in the story (teacher discretion when a good time for your class). Science: WALT: talk about the lives of people around them. Know some similarities and differences between things in the past and now. How are they different from being a baby and now? Compare babies in different countries: Mem Fox 10 little fingers and 10 little toes. Recognise some environments that are different to the one in which they live. Recognise some cultural differences between where we live and where the other babies live. Clothes / houses / Culture — the way of life for a group of people RE session Easter Lesson 6: Easter (a Christian Celebration) Share an Easter Egg with the children (teacher decide when good time to do this.). Recap on the pictures from the traditional Easter Story so far. Can the children retell the story so far? (picture prompts on the flipchart) Listen to the next bit of the story of Easter to the end and Easter Sunday Clip BBC Easter up to the end. https://www.youtube.com/watch?v=Wnbo2AmS30I Recap and consider How were the character in the story now feeling? (Recap on the idea of a "miracle and link back to Christmas Learning Autumn 1)			
Expressive Arts and Design (EAD) -Art -Music -DT -Outdoor Learning	2	 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. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	Think about and consider what Christians believe at Easter time. Complete the display the story cards in class. Pancake song https://www.youtube.com/watch?v=erKIrk1Y8P0 play in the base and learn to sing. Charanga Lesson 1: Listen and Respond Pop/Easy listening music —Lovely Day by Bill Withers Explore music through rhymes and songs: Old MacDonald and Wheels on the Bus Think about the pulse and rhythm. Sing above songs, keeping time and co-ordinating movements. Start to play the chime bars in class. Vocabulary for Spring 1 animals, minibeasts rhythm, soul music, easy listening music, classical music, pop music, swing music, cinema/film music, rhythm, pulse Charanga lesson 2: Listen and Respond Swing music — Beyond the Sea by Robbie Williams Explore music through rhymes and songs: As above plus Incy Wincy Spider. Copy the pulse and rhythm though music games. Play the chime bars to keep the rhythm (building on clapping and tapping feet to the music) The Curious Garden (a story all about a little boy who plants and tends to a brand-new garden along a rail way track).	✓		✓





•Sing in a group or on their own, increasingly	Getting ready for spring: planting seeds and building up the garden area.	
matching the pitch and following the melody • Develop storylines in their pretend play. • Explore and engage in	Share the story with the children. Discuss why the little boy enjoyed gardening so much. Ask children to share their own experiences of growing plants/flowers/taking care of the world around them. Take the children outside to our garden area and sit together on the tarpaulin. Ask the children what they think our garden area needs? Reveal tools in the wheel barrow — discuss what they are for.	
music making and dance, performing solo or in groups.	Take the children on a tool hunt — can they remember the name and its use? Children to tick off as they find them.	
	Children to help plant up the garden and tend to it over the rest of the school year.	
	To plant: Tomatoes, carrots, radish, onion, potato	
	Charanga lesson 3:	
	Listen and Respond classical music — The Planets by Gustav Holst Explore music through rhymes and songs: As above plus Ba Ba Black Sheep.	
	Copy the pulse and rhythm though music games. Play the chime bars to keep the rhythm (explore and engage in music making)	
	DT/Outdoor Learning The Hungry Caterpillar	
	Elder caterpillars (necklace or bracelets) — sawing, removing pith.	
3	Share the story with the children followed by a non-fiction text on about caterpillars. Discuss their bodies and elicit from the children that they have a repeating pattern.	
	Explain that we are going to make our own caterpillars — the children can decide exactly what they would like to do, e.g. make it into a bracelet or not.	
	Model using the hack saw to cut the elder wood and the palm drill to remove the pith. Tool safety talk.	
	Model threading the beads onto twine.	
	Charanga lesson 4:	
	Listen and Respond folk music — Frog's Legs and Dragon's Teeth by Bellowhead Explore music through rhymes and songs: As above plus Row, Row, Row Your Boat and Hockey Cokey	
4	Copy the pulse and rhythm though music games.	
	Explore adding the Hockey Cokey dance as a group and moving in time to the music. (Physical Development)	
	DT/Outdoor Learning	
	The Hungry Caterpillar Elder caterpillars (necklace or bracelets) — threading and decorating.	





		Building on last week's session, the children will decorate and thread their caterpillars to create a repeating pattern. Use non-fiction texts to discover new caterpillars. Children to get ideas about what their caterpillar might look like.			
_	5	Ask children to name their caterpillar! Charanga lesson 5: Listen and Respond pop music — Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell Explore music through rhymes and songs: As above Copy the pulse and rhythm though music games.			
_		Play the chime bars to Row, Row, Row Your Boat keep the rhythm (explore and engage in music making) Challenge to play collaboratively as a class. Outdoor Learning - Easter Egg — natures decoration. Scavenge for natural pieces, e.g. grass, leaves, petals, berries, feather, to decorate an Easter egg. Build on previous knowledge of Easter (from RE session) talk about the meaning behind it — new life — eggs			
	6	hatching. Why is the egg an important symbol at Easter? Take children on a walk to look at natures carpet – reflect on how this is different to when we did this in October. Children to scavenge for their own natural objects to decorate their clay eggs.			
		Discuss children's ideas, choices and designs. Charanga lesson 6: Listen and Respond cinema/film music — Singing in the Rain by Gene Kelly (show clip on You Tube) Talk about Gene Kelly and his ability to dance and tell a story through dance. https://www.youtube.com/watch?v=swloMVFALXw EAD - Watch and talk about dance and performance art, expressing their feelings and responses Explore music through rhymes and songs: As above. Copy the pulse and rhythm though music games. Play the chime bars and glockenspiel (where possible) to keep the rhythm (explore and engage in music making)			