



Dore Primary School

YF Learning Journey (No. 4)

Grow, Grow, Grow



Purpose of Learning Journey (END POINTS)

Informed by Development Matters
What specific knowledge/skill are we teaching?

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

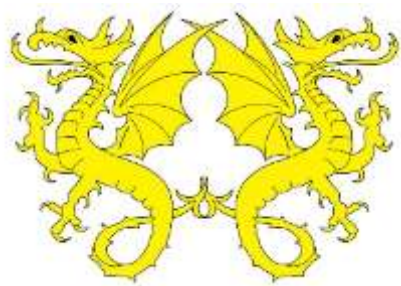
Understanding the World:

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



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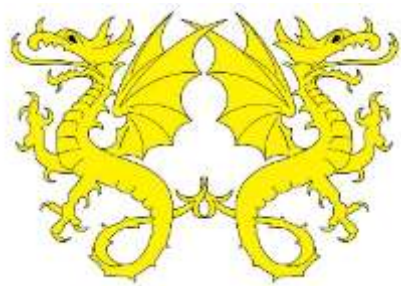
Grow, Grow, Grow



	<p><u>Recognise that people have different beliefs and celebrate special times in different ways: RE</u> <i>to know the meaning of Easter (new life)</i></p> <p><u>Explore the natural world around them. To understand the effect of changing seasons on the world around them. Describe what they see, hear and feel outside: Science</u> <i>to know that plants need soil, water, light and space to grow.</i> <i>to know that bulbs and shoots sprout in Spring. To know that new life grows in spring and bugs (ladybirds) come out of hibernation.</i> <i>to know the lifecycle of a frog and butterfly.</i> <i>to know that they were once a baby and have changed in many ways – be able to talk about things they can do now.</i> <i>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.</i></p> <p>Expressive Arts and Design: <u>Explore use and refine a variety of artistic effects to express their ideas and feelings: Art</u> <i>cutting and sticking skills to re-create Matisse 'The Snail'</i> <i>to use oil pastels to create an interpretation of a daffodil still life</i> <i>to use a range of mixed media to create an Easter chick puppet</i></p>
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).

Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Endpoints	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC

Communication and Language	Throughout the term	<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. 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. 	<u>To learn new vocabulary:</u> <i>whisk, batter, flip</i> <i>rake, hoe, spade, trowel, shears,</i> <i>bulb, buds</i> <i>protein, carbohydrates, dairy, grains</i> <i>cocoon, chrysalis, metamorphosis,</i> <i>symmetrical</i>	✓	✓	✓	✓	✓
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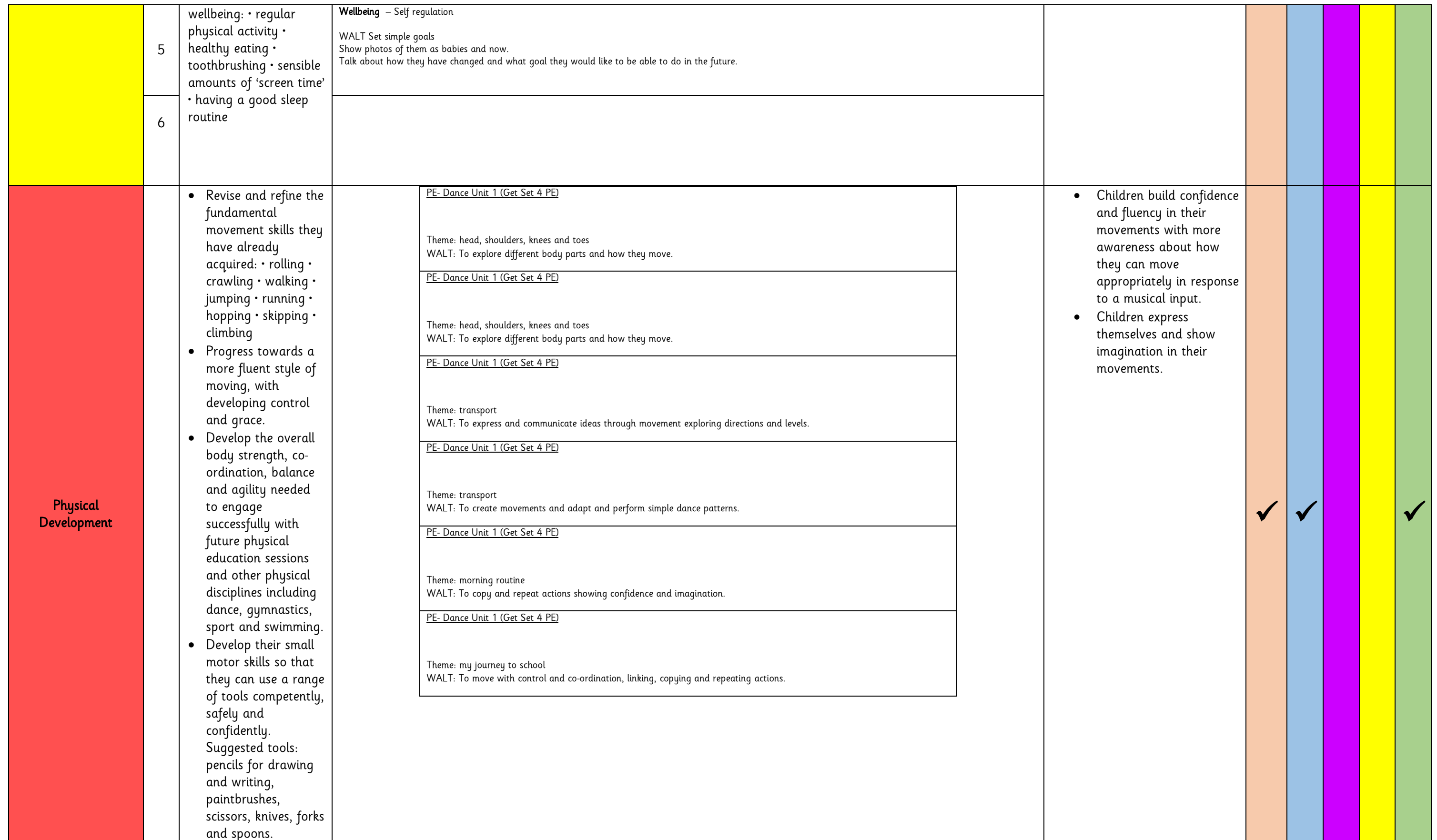
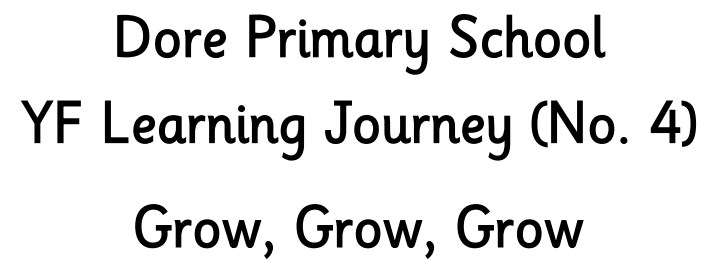
Dore Primary School

YF Learning Journey (No. 4)

Grow, Grow, Grow



		<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 story times. 			<p><i>frogspawn, tadpole, froglet, frog, life-cycle Insect, habitat, scavenge, hunt, investigate</i></p> <p><i>shoot, stem, roots, elder, pith</i></p> <p><u>Describe events in some detail:</u></p> <p><i>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</i></p> <p><u>To explain how things work and why they might happen:</u></p> <p><i>to be able to talk about how seeds and animals grow (broad bean, tadpoles and caterpillars)</i></p> <p><i>to be able to explain what happens when you mix colours</i></p>					
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. 	<p>Well being – Emotions</p> <p>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.</p>		<ul style="list-style-type: none"> • 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 	✓	✓	✓	✓	✓
	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. 	<p>Well being – Emotions</p> <p>WALT to understand our feelings and think what changes how we feel.</p> <p>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?</p>							
	3	<ul style="list-style-type: none"> • Think about the perspectives of others. • Manage their own needs. • Personal hygiene 	<p>Well being – Understanding the importance of healthy choices.</p> <p>WALT to talk about what keeps us healthy?</p> <p>Discuss Regular physical activities Healthy eating Toothbrushing</p>							
	4	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and 	<p>Wellbeing – Understanding the importance of healthy choices.</p> <p>WALT to talk about what keeps us healthy?</p> <p>Discuss Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian</p>							





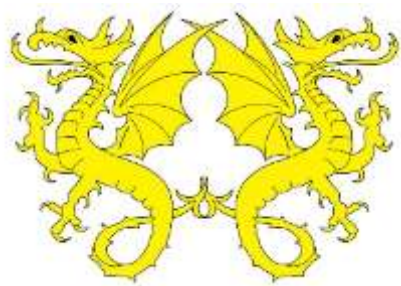
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YF Learning Journey (No. 4)

Grow, Grow, Grow



		<ul style="list-style-type: none"> • 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 							
Literacy (Daily: Name writing Phonics Handwriting)	1	<p>Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and,</p>	<p>Book- Jaspers Beanstalk</p> <p>TF – Write simple sentences about what Jasper did. Write recognisable letters Spell words by identifying sounds in them. Write simple phrases and sentences that can be read by others.</p>	Children will practice segmenting and spelling recounting a story.	✓	✓	✓		



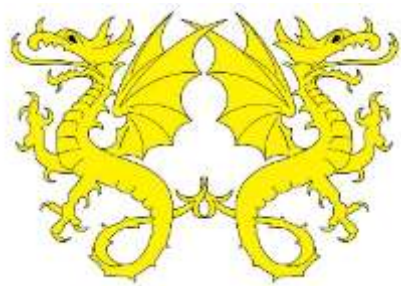
Dore Primary School

YF Learning Journey (No. 4)

Grow, Grow, Grow



		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. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Hand writing : long ladder letters l i t							
	2	Re-read what they have written to check that it makes sense.	Book- Jaspers Beanstalk TF-Independent writing-story map of Jaspers beanstalk. Recall the language and draw pictures showing the beginning middle and end. Greater depth : Write labels for re telling the story. Handwriting- j y u	Children will understand the concept of a story map and be able to create one for the story.						
	3		Book : The Hungry Caterpillar TF-Independent writing- Write a list of the fruit to put in your fruit salad. Handwriting- rbn	Children can write in a list format whilst using their segmenting skills.						
	4		Book The very hungry caterpillar Writing – Photos of the children eating their fruit salad. Children to write a method of what they did. TF- Independent writing related to writing a caption for photos of the task. Handwriting- hmkp	Segmenting for spelling. Handwriting. Recount of a real event.						
	5		Writing – Now and then books TF- Independent writing related to photos of themselves. Handwriting vwxyz	Use language to compare how they have changed since they were little. Use segmenting for spelling to put these ideas to the page.						



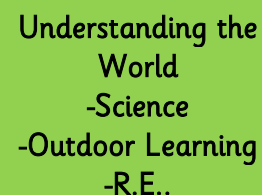
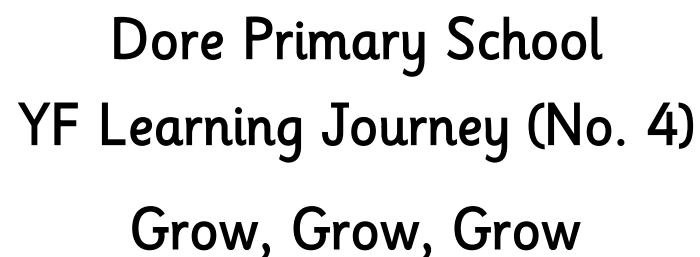
Dore Primary School

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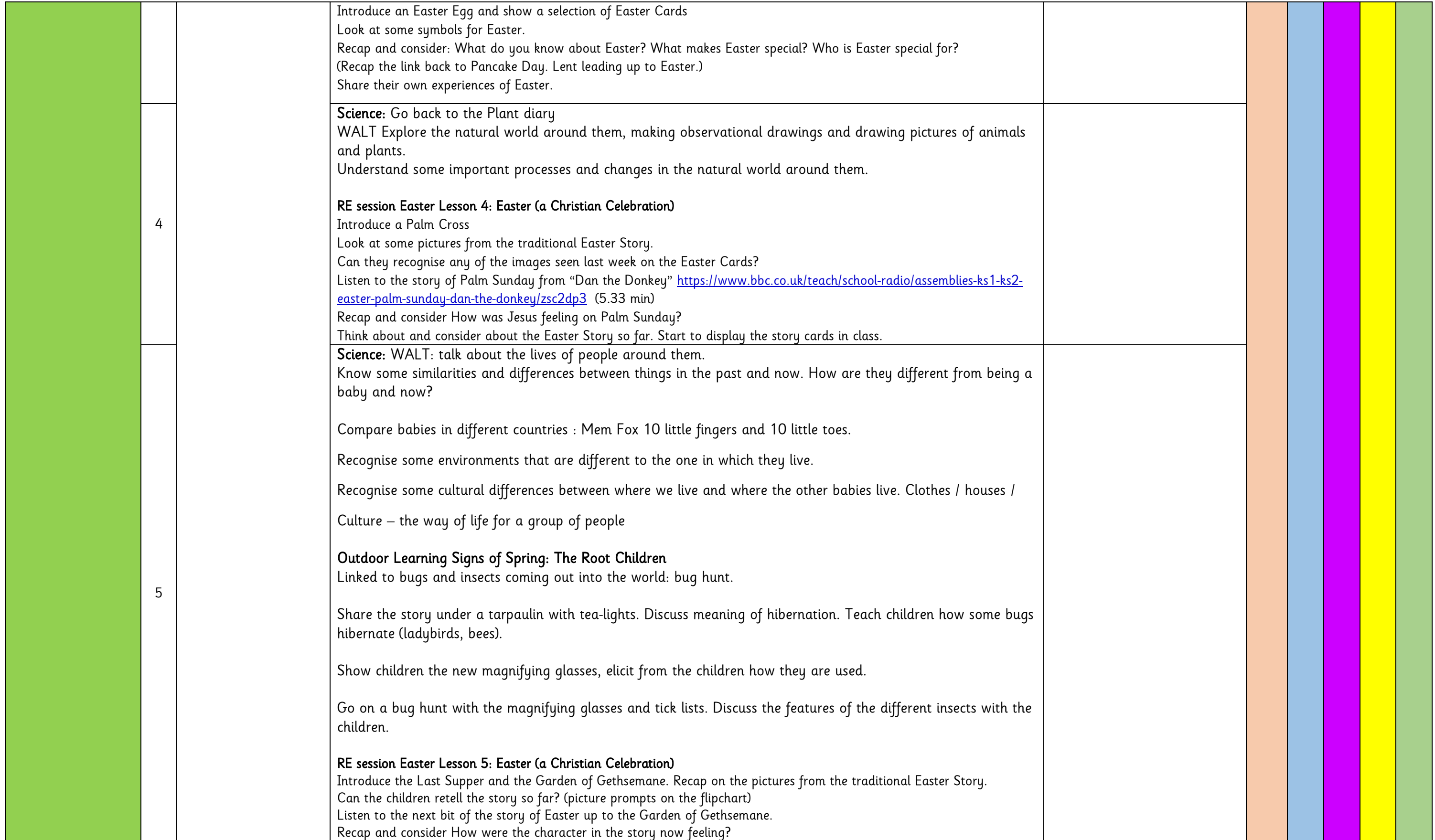
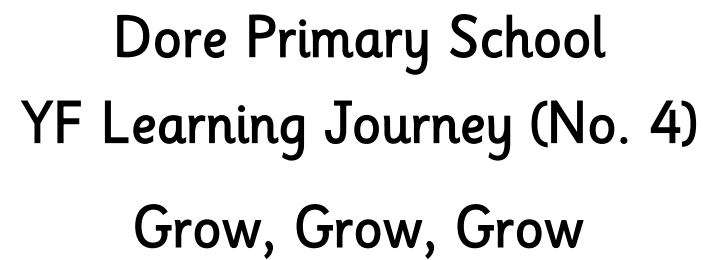
Grow, Grow, Grow

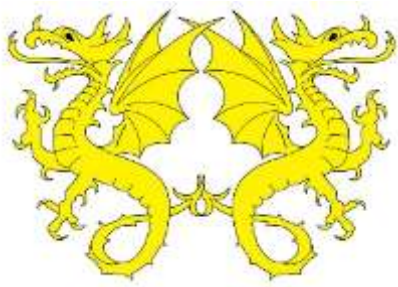


	6		Assessment week						
Maths	1		WALT to explore and compare length and height using the appropriate language. Compare items around the classroom exploring their length and height Maths Moment WALT to understand the concept of time, children will sequence their week using appropriate language.	Children 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.					
	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						



8





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		<p>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=Wnbo2AmS3OI Think about and consider about the Easter Story so far. Add to the display the story cards in class.</p> <p>Share Hot Cross Buns to link to the stone in the story (teacher discretion when a good time for your class).</p>							
	6	<p>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?</p> <p>Compare babies in different countries : Mem Fox 10 little fingers and 10 little toes.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some cultural differences between where we live and where the other babies live. Clothes / houses /</p> <p>Culture – the way of life for a group of people</p> <p>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=Wnbo2AmS3OI 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) Think about and consider what Christians believe at Easter time. Complete the display the story cards in class.</p>							
Expressive Arts and Design (EAD) -Art -Music -DT -Outdoor Learning	1	<ul style="list-style-type: none"> 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. <p>Pancake song https://www.youtube.com/watch?v=erKIr1Y8PO play in the base and learn to sing.</p> <p>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.</p> <p>Vocabulary for Spring 1 animals, minibeasts rhythm, soul music, easy listening music, classical music, pop music, swing music, cinema/film music, rhythm, pulse</p>						✓	✓
	2	<ul style="list-style-type: none"> 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. <p>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)</p> <p>The Curious Garden (a story all about a little boy who plants and tends to a brand-new garden along a rail way track).</p>						✓	✓

