



Dore Primary School

Pre-School Learning Journey

Spring 2: New Beginnings



Purpose of Learning Journey 4 (ENDPOINTS):	<p>Understanding the world: Plant seeds and care for growing plants. Understand the key features of the life cycle of a <i>plant/ daffodil / beans</i>, building on previous knowledge planting bulbs in autumn Begin to understand the need to respect and care for the natural environment and all living things; <i>trees/plants/ birds/ mini beasts</i> Recognise the signs of spring and it's a new season. Begin to understand the need to respect the environment and care for the natural environment and all living things, <i>mini beast/ birds</i> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos e.g. fairtrade fortnight, Holi, Easter</p> <p>RE: Easter Holi – A Hindu Festival</p>
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Links to Prior Knowledge:	Knowledge of songs and autumn and winter seasons
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Links for Relevance and Currency:	Their natural surroundings, taking care of the world around them, looking for a new season.
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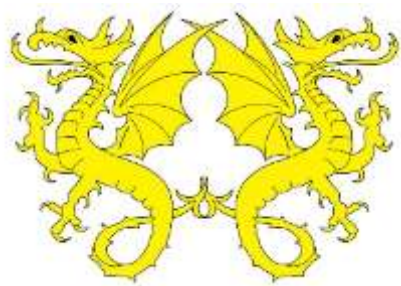
Immersion Event / Activity:	Our spring story telling; It starts with a seed
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Celebration of Learning:	End products – robins, melted snowmen, outdoor dens, sled, bird nests/feeders, root children, lambs, Easter cards
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English Links:	Books . It starts with a seed, The March Story, Part of the Root children, Pelle's New Suit, We're going on an egg hunt.
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Maths Links:	<i>Measure Make comparisons between objects relating to size/length/weight/capacity</i>
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Week	Area of Learning	EYFS Development Matters statement for 3-4 year olds (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global/ Rights	TASC
			<p>Maths Ongoing over the term Informal measurement – choosing the right stick for the fire/ measuring seeds/bulbs growing Climbing/ water play – ongoing problem solving/ critical thinking – filling different size/shape containers. Carrying the water /weight /mass Mud kitchen – stirring/ weight/ mass / different size/shape containers . How does water affect the properties of mud? How does weather affect it? Counting as we clap Language ... morning/ afternoon/ dark light Positional language – over/ under / behind Climbing – balance critical thinking Obstacle course- climbing between tree stumps- estimating if they can stride across them Sand play- capacity filling objects</p>		✓	✓			



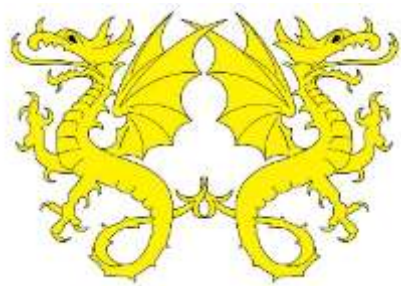
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			Water play- filling objects/ which objects fill easier in the taps. Which containers can they carry...lighter/ heavier small/big thin/ fat/ wider Trails- describing a familiar route						
1	PSED CL PD UW	Communication and language Enjoy listening to longer stories and can remember much of what happens. Understanding the world Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant <i>daffodil</i> Begin to understand the need to respect and care for the natural environment and all living things.	<u>Week 1: It starts with as Seed</u> Talk to the children about the end of winter and the beginning of spring Show them how the daffodil they planted in the autumn has now grown Show them pictures of planting the daffodil bulbs Take them to the woods, read the new story <i>It starts with a seed</i> Let them play in the woods Look at any visible signs of spring <u>Specific Maths learning</u> Look at the daffodil, thinking about height Look at the different heights of the flowers Shapes of the leaves	Awareness of the seasons <i>end of winter/ start of spring</i> To understand that seeds and bulb grow into plants including trees Listen and recall stories	✓	✓			
1	CL UW	Communication and language Enjoy listening to longer stories and can remember much of what happens. Understanding the world Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants.	Repeat the Story 'It starts with a seed' under the Horse chestnut tree Listen for birds Look for signs of spring ...snowdrops/ buds on trees Plant seeds of beans <u>Specific Maths learning</u> Planting seeds, watching them grow. Which is the tallest, smallest? Collecting sticks to support the beans	Awareness of the seasons <i>end of winter/ start of spring</i> To understand that seeds and bulb grow into plants including trees Listen and recall stories	✓	✓	✓		
1	UW EA & D	Communication and language Enjoy listening to longer stories and can remember much of what happens. Understanding the world Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants.	Repeat the story It starts with a seed Plant seeds of beans Camp fire teach the children camp fire etiquette	Awareness of the seasons <i>end of winter/ start of spring</i> To understand that seeds and bulb grow into plants including trees Listen and recall stories Develop fine and gross motor skills	✓	✓			
1	PD EA & D	Expressive arts and design over the week Use all their senses in hands-on exploration of natural materials. Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors.	Ongoing over the week: E A & D Make a spring flower Make a winter tree using loppers Make a height chart using string . <u>Specific Maths learning</u> Using string to measure the children and making a height chart with it	Use all their senses in hands-on exploration of natural materials. Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors	✓	✓			✓
2	CL PD EA & D	Communication and language Enjoy listening to longer stories and can remember much of what happens. Literacy Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understanding the world	<u>Week 2 The March Story</u> Introduce The March Story : story telling session – using our own words https://seasonalcurriculum.co.uk/march-2/ Make mini beasts using woods cookies Think about the animals that live under the trees and have sheltered there all winter	Awareness of the seasons <i>end of winter/ start of spring</i> Listen to and recall a story. Fine and gross motor skills, using different tools To understand the need to respect and care for mini beasts and the growing buds and plants in spring	✓	✓			✓



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	M	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Expressive arts and design Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <i>March story songs</i></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>							
2	CL PD EA & D	<p>Communication and language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Literacy Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understanding the world Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Expressive arts and design Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <i>March story songs</i> Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>Recall The March Story : story telling session – using our own words https://seasonalcurriculum.co.uk/march-2/ Continue Making mini beasts using woods cookies Go for a spring walk Take a spotting sheet/ binoculars Listen for sounds of early spring Look for sounds of early spring</p>	<p>Forest school skills To use palm drills Critical thinking; how will they make a den The process of an activity rather than the outcome</p> <p>Awareness of the seasons <i>end of winter/ start of spring</i></p> <p>Fine and gross motor skills, using different tools To understand the need to respect and care for mini beasts and the growing buds and plants in spring</p> <p>To describe and remember a familiar route</p>		✓			
2	CL UW PD	<p>Communication and Language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Literacy Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understanding the world Begin to understand the need to respect and care for the natural environment and all living things. Talk about birds in the spring time. How they are busy making nests</p> <p>Expressive arts and design Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <i>March story songs</i> Use one-handed tools and equipment, for example, making snips in paper with scissors Explore different materials</p>	<p>Recall The March Story : story telling session – using our own words https://seasonalcurriculum.co.uk/march-2/ Talk to the children about birds and how they will soon be making nest Children to look at birds nests and make nests using sticks and clay. Continue making mini beasts using woods cookies</p>	<p>Awareness of the seasons <i>end of winter/ start of spring</i></p> <p>Fine and gross motor skills, using different tools To understand the need to respect and care for mini beasts and the growing buds and plants in spring</p> <p>To understand that birds in the spring are busy making nests and remember how we feed birds in the winter so they didn't get hungry</p>		✓			✓
2	CL UW PD	<p>Communication and language Enjoy listening to longer stories and can remember much of what happens.</p> <p>Literacy Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understanding the world</p>	<p>Recall The March Story : story telling session – using our own words https://seasonalcurriculum.co.uk/march-2/ Continue Making mini beasts using woods cookies Children to go on a bird egg hunt. Explain to the children that all birds lay different colour eggs Children to follow a trail / match up the pictures of the eggs with the birds</p>	<p>Awareness of the seasons <i>end of winter/ start of spring</i></p> <p>Fine and gross motor skills, using different tools To understand the need to respect and care for mini beasts and the growing buds and plants in spring</p>		✓			



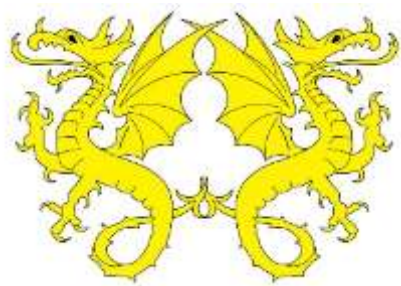
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		<p>Begin to understand the need to respect and care for the natural environment and all living things. Talk about birds in the spring time. How they are busy making nests.</p> <p>Expressive arts and design Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <i>.March story songs</i> Use one-handed tools and equipment, for example, making snips in paper with scissors</p>	<p>Fire activity Cook eggs on the fire</p>	<p>To understand that birds in the spring are busy making nests and remember how we feed birds in the winter so they didn't get hungry</p> <p>To describe and remember a familiar route</p>					
2	E A & D UW	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>				✓			
2		<p>Expressive arts and design over the week 2</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors Explore different materials</p>	<p>Expressive arts and design over the week Use saws to make a wood cookie Use the wood cookie to make mini beasts Use straw and sticks and clay to make birds nests Use clay to make bird eggs</p>	<p>Use one-handed tools and equipment, to make wood cookies and design mini I beasts Explore different materials to make nests and eggs.</p>					
3	CL UW	<p>Communication and language Enjoy listening to longer stories and can remember much of what happens. Understanding the world Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Week 3: The Root children Talk to them about spring coming section (rest of book revisited in FS2) https://www.youtube.com/watch?v=hIPZ6l8rIGc</p> <p>Read the story under a tarp/den. Tell them they are underground like the root children / Children to hold little lanterns as they go into the den Rights link: The right to a home (article 27)</p>	<p>Awareness of the seasons <i>end of winter/ start of spring</i> To understand the need to respect and care for mini beasts and the growing buds and plants in spring. Remember that insects hibernate in the winter</p>	✓	✓		✓	
3	CL UW E A & D	<p>Communication and language Enjoy listening to longer stories and can remember much of what happens. Expressive arts and design Explore collections of materials with similar and/or different properties. Explore colour and colour-mixing Understanding the World Begin to understand the need to respect and care for the natural environment and all living things. . .</p>	<p><u>Recall The Root children</u> Talk to them about spring coming https://www.youtube.com/watch?v=hIPZ6l8rIGc</p> <p>Read the story under a tarp/den. Tell them they are underground like the root children / Children to hold little lanterns as they go into the den They thinking about the colours of the root children, the children go on a material hunt. Think about why some colours stand out and some colours are harder to find - camouflage</p>	<p>Awareness of the seasons <i>end of winter/ start of spring</i> To understand the need to respect and care for insects and the growing buds and plants in spring. Remember that insects hibernate in the winter</p> <p>Can explore colour and different materials</p>	✓	✓			
3	UW M	<p>Literacy Enjoy listening to longer stories and can remember much of what happens. Understanding the world</p>	<p>Recall The Root children Talk to them about spring coming https://www.youtube.com/watch?v=hIPZ6l8rIGc</p> <p>Go on a bug/insect hunt (using pretend insects)</p>	<p>Awareness of the seasons <i>end of winter/ start of spring</i> Can undersand that Insects are part of the environment and need caring for too.</p>		✓			



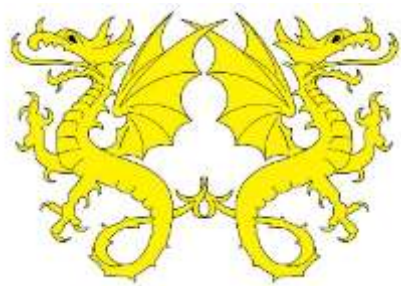
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		Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal. Maths Say one number for each item in order: 1,2,3,4,5	Count the insects / put into groups/ compare the groups Wash the insects like the root children did/ prepare for spring						
3	EA & D UW	Expressive arts and design over the week Use one-handed tools and equipment, for example, making snips in paper with scissors Explore different materials freely to develop their own ideas about hw to use them and what to make	<u>Expressive art and design over the week</u> Mini dens Make root children using loppers/ sticks/ peelers for faces and decorate Make mini wind socks <u>Fire activity</u> Make porridge on the fire	To Use one-handed tools and equipment, for example, making snips in paper with scissors To Explore different materials freely to develop their own ideas about how to use them and what to make	✓	✓		✓	✓
4	UW CL PD	Communication and language Enjoy listening to longer stories and can remember much of what happens. Talk about what they see, using a wide vocabulary. Understanding the world Understand the key features of the life cycle of a plant and an animal <i>lamb</i> Talk about what they see, using a wide vocabulary. Physical development Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	<u>Week 4: Pelle's New Suit</u> Go and visit the root children – find a thank you letter and a gift from them (Pelle's new suit) Letter explains the book is only small as it's from them so the children have to listen extra well to the story. Read the story. Talk about growing – what grows? Spot things that grow on walk back to pre-school. Make lambs – bow saw sticks (bodies) cotton wool, pipe cleaners.	Can understand the key features of a life cycle of a lamb Can talk about what they see <u>Forest school skills</u> <u>To Use a bow saw</u> <u>The process of an activity not necessarily the outcome</u>	✓	✓			
4	UW M	Communication and language Enjoy listening to longer stories and can remember much of what happens. Maths make comparisons between objects relating to size, length weight , capacity Understanding the world Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal.	<u>Read story Pelle's New Suit</u> Discuss growing again – make height chart. Find something taller/shorter than themselves. Decorate yogurt pots – plant cress.	Comments and asks questions about the natural world around them Can make comparisons between objects relating to size, length weight , capacity		✓			
4	PD UW L EAD	Communication and language Enjoy listening to longer stories and can remember much of what happens Expressive Arts and Design Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore colour and colour-mixing. Create their own songs, or improvise a song around one they know Explore colour and colour mixing Physical development Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. .	Read story <u>Pelle's New Suit</u> Think about/ talk about where does wool come from? Play lamb lotto, farm animal noises, bingo (phonics games) Continue making lambs Dying wool using natural rescources	<u>Forest school skills</u> <u>To Use a bow saw</u> <u>The process of an activity not necessarily the outcome</u> . Comments and asks questions about the natural world around them Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore colour and colour-mixing.		✓			



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4	PD UW	Communication and language Enjoy listening to longer stories and can remember much of what happens Understanding the world talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal Explore how things work. Make healthy choices about food, drink.	Read story <u>Pelle's New Suit</u> Discuss how wool is made – study the pictures on the board (bigger). Wool weaving on wooden frames. Fire - Cook something healthy – things that make us grow. Make leek a potato soup Children prepare the vegetables in the morning	Talk about what they see, using a wide vocabulary. Can Understand the key features of the life cycle of a plant and an animal Can explore how things work. Make healthy choices about food, drink.		✓			✓
		Expressive arts and design over the week 4 Explore colour and colour-mixing Explore different materials freely to develop their own ideas about how to use them and what to make	Expressive arts and design over the week Mothers day cards using leaf printing of dried flower heads that have been left all winter for the insects and birds . Wool weaving Making lambs Dying wool.	Can explore colour and colour mixing Can explore different materials freely and develop the own ideas.					
5	UW EAD	Communication and language Enjoy listening to longer stories and can remember much of what happens. Understanding the world Begin to make sense of their own life-story and family's history. Understand the key features of a life cycle. Expressive arts and design Explore colour and colour-mixing.	Week 5 - Story: We're going on an egg hunt We're going on an Egg Hunt story. Study the eggs in the pictures, why do we have eggs? Life cycle of a chick/ bird and ladybird other insects Link to Easter – what is Easter? Boil eggs on the fire. Paint and decorate the eggs. Observe fine motor skills, children's language and the choices they make. Their comments about Easter – family experiences etc.	Can understand the key features of a lifecycle	✓	✓			
5	C & L UW EAD	Communication and Language Enjoy listening to longer stories and can remember much of what happens. Understanding of the world Understand the key features of a lifecycle of an animal Maths Link numerals and amounts Expressive arts and design Use one-handed tools and equipment, for example, making snips in paper with scissors.	Read: Spot's First Easter Complete an egg hunt – link to number – pattern of dots on the egg. Observe children's number recognition, dots recognition, 1:1 counting Use bow saw to make bunny/chick/lamb wood cookies.	Can understand the key features of a lifecycle		✓			
5	UW EAD	Understanding the world Talk about the differences between materials and changes they notice. Expressive arts and design Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Melting chocolate on the fire – dipping food into choc – observe fire etiquette and share spring time songs. Potato printing –Start making Make Easter cards. Observe fine motor skills – children to mark-make inside – who can attempt their name?	Can talk about differences between materials and changes that they notice.		✓			
5		P4C	Reread – We're going on an egg hunt. Look at the rabbits – which ones do they like and why? Discuss differences. Are the rabbits all the same? Are we all the same? P4C.	To continue to develop positive attitudes about the differences between people.	✓		✓		✓



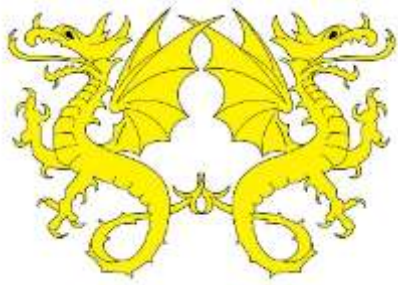
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		Continue to develop positive attitudes about the differences between people.	Bunny sock puppets – long material ears. Children help to sew and decorate.						
		Expressive arts and design over the week 5 Use one-handed tools and equipment, for example, making snips in paper with scissors Explore different materials freely to develop their own ideas about how to use them and what to make	Paint and decorate eggs Boil eggs Made wood cookies into rabbits/ lambs Potato printing and start making Easter cards						
6		Expressive arts and design Explore different materials freely, in order to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Links to RE Easter	Week 6 Easter Observational painting – daffodils – observe fine and gross motor skills – large and small art. Hot cross buns on the fire.	RE Links to Easter Foreat school skills E- To use loppers E- to recognise parts of a tree					
6	UW	Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	Look at frogspawn – link to new life – go on a grounds walk – spot new life – what's changed?	E – can identify differences between the seasons E – can recognise parts of tree E – can recognise differences between trees (trunk, leaf etc.	✓	✓			
6	UW	Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people	RE Easter Tell a simple version of the Christian Easter story – Palm Sunday, Good Friday, Easter Sunday. Focus on the cross being a symbol of new life and link to other symbols eg. Eggs, chicks. Make Easter gardens. Tissue paper flowers on crosses. How is Easter celebrated in different countries?	Re Links to Easter	✓			✓	
6	UW	Understanding of the world Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	https://www.learningresources.co.uk/blog/global-easter-traditions https://www.twinkl.co.uk/resource/t-t-9477-easter-around-the-world-powerpoint	Re Links to Easter	✓			✓	
7	UW	Understanding of the world Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Begin to make sense of their own life-story and family's history.	To fit in with correct dates Fairtrade Fortnight Look at where our food comes from, what the Fairtrade logo looks like and show children some food that is Fairtrade. Explain that Fairtrade makes sure the farmers get a fair amount of money. In the hall, show the journey of a Fairtrade banana from a banana plantation to the supermarket. Holi – A Hindu Festival (From RE planning) to be added in to coincide with correct date.						



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			<p>Look at images of Holi and discuss why Hindus celebrate this festival of colour.</p> <p>Make colourful pictures using paints and straws.</p> <p>Dance with colourful streamers.</p> <p>Rangoli pictures.</p>							
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