

Dore Primary School

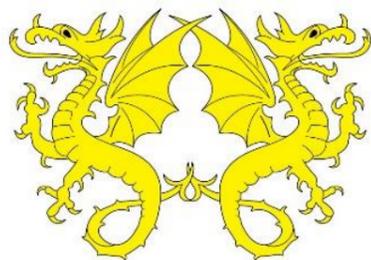
Pre-School Learning Journey

Spring 1: Sharing your Light



Purpose of Learning Journey 3:	To develop an awareness of the changing seasons, weather and surroundings
Links to Prior Knowledge:	Knowledge of songs and seasons
Links for Relevance and Currency:	Their natural surroundings, taking care of the world around them: snow, bird watch week
Immersion Event / Activity:	Our winter story telling: January story, 10 on a Sled, Bears Winter House, Tidy
Celebration of Learning:	End products – robins, melted snowmen, outdoor dens, sled, bird nests/feeders
English Links:	Listening to longer stories, recalling story.
Maths Links:	Measurement, counting, comparing capacity, weight, length

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
1	PSED	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	<p>Welcome new starters – introduce routines and expectations – settling in sessions, general play and facilitating provision.</p> <p>Maths Ongoing over the term</p> <p>Informal measurement – choosing the right stick for the fire. 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 Water play- filling objects/ which objects fill easier in the taps. Which containers can they carry...lighter/ heavier small/big thin/ fat/ wider</p>	Awareness of body parts, aware of themselves.	✓	✓			
1	PSED CL PD	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Week 1: Jack Frost</p> <p>Welcome the new year – January story https://seasonalcurriculum.co.uk/january/</p> <p>(Two children spot a robin and enjoy the snow made by Jack Frost)</p> <p>Mitten song: https://seasonalcurriculum.co.uk/the-mitten-song/</p> <p>Jack frost song: https://seasonalcurriculum.co.uk/jack-frost/</p> <p>Take the children up to the junior field/fire circle area. Tell them the story – take flour shakers for snow</p>	<p>Awareness of the seasons</p> <p>To learn about birds/ understanding of the world</p> <p>Listen and recall stories</p>	✓	✓			

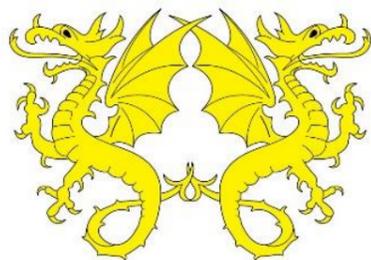


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		Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Activity 1: shake the flour on the ground making patterns and shapes – cut out paper snowflakes and shake flour on top. Signing the snow is falling song throughout. Activity 2: sit and have a listening moment – can they hear any bird or see any? Try and spot a robin – sing the robin song again. Discuss possible areas the robin might be, e.g. in the bushes, in the tree. Specific maths learning Shape /capacity Making shapes with the flour and filling the shakers . Thinking about patterns in nature .						
1	CL UW	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Make comparisons between objects relating to size, length, weight and capacity.	Repeat the January story and activities 1 and 2 – encourage children to join in with the songs. Explore the grounds – crunch on the frosty grass, catch snowflakes in tongues. Discuss the weather – ice investigation – leave water outside and see what happens Specific maths learning Filling different containers with water	Recall stories Join in with songs / stories Critical thinking	✓	✓	✓		
1	UW EA & D	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary	Repeat the January story – look at the colours of the robin, children to identify and describe. Children help to make felt by layering wool roving and then combining using fairy liquid, hot water and bubble wrap. Scavenger hunt – children to collect small natural resources e.g. twigs, bark, leaves, to make a robin broach. Set challenge: fins a feather! Talk about size – look at the size of the robin, encourage collection of tiny objects. Find red berries for the robins breast. On return to classroom stick felt, and natural resources on a cardboard robin cut out to make a broach. Encourage discussion about textures. Specific maths learning Size/ comparing different sizes Collecting natural objects/ organising the objects	To learn/ observe new things in their environment Develop fine and gross motor skills	✓	✓			
1	UW PD EA & D	Explore collections of materials with similar and/or different properties. Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures	Ongoing over the week: Craft activity Make a melted snowman picture: messy painting – add melted features – eyes, nose, buttons, hat etc. Children to name features. Make a clay snowman – children to mould clay into three balls and stack. Discuss texture and shape.		✓	✓			



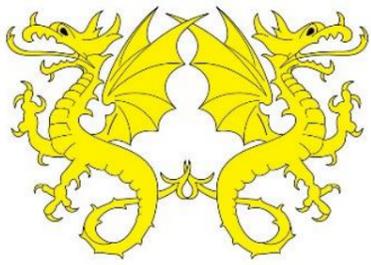
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2	CL PD EA & D M	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p>	<p>Week 2: Igloo's and Ice, toboggans and slopes Introduce 10 on a Sled: story telling session – using our own words https://www.youtube.com/watch?v=j42SIL_uugM (Animals ride on the reindeers sled, falling off one by one) Use the wooden animals and craft a sled for the retell. Enhance the story with known songs: Morning has come, Snow is falling and the mitten song.</p> <p>Re-enact the story with the children: Activity 1: Children slide down the bank on their bottoms as if on a sled (use a tarp and drag down the slope) Activity 2: Children sit on teachers lap and then 'roll off' as if falling off the sled Craft activity: Children make their own mini sleds – cut a cardboard tube in half, length ways. Hole punch two holes in the end. Children attach a pipe cleaner to act as a handle and then decorate the sled using paint. Specific maths learning Story 10 on a sled Counting backwards Taking 1 away 1 less Cutting in half</p>	<p>Listen to and recall a story.</p> <p>Fine and gross motor skills, using different tools</p>	✓	✓			
2	CL PD EA & D	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Retell 10 on a Sled Discuss all the animals in the story – where do they live in the winter? Den building in the junior fire circle area. Children use loppers and string to make a giant den for us all Link to rights: We have the right to meet with friends (article 15). Specific maths learning Capacity/ space/ cutting lengths of string to tie. Working out the length of Christmas tree branches to cover the den</p>	<p>Forest school skills To use loppers Critical thinking; how will they make a den The process of an activity rather than the outcome</p>				✓ 15	
2	M	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p>	<p>Retell 10 on a Sled Explain that the animals have had too much fun sledging and they've all fallen out, all over the school field. Can we go and save them? Children to complete an animal hunt – children to recall what animals they need to look for and how many. Once collected, children to lay animas out on the ground and count how many they saved – did they manage to save all 10? TASC activity? Generating ideas for how to make a vehicle for a teddy bear to get around in the cold weather.</p>	<p>Listen to instructions Use/ learn new maths knowledge</p>					
	E A & D UW	<p>Explore how things work. Talk about the differences between materials and changes they notice.</p> <p>Explore colour and colour-mixing.</p>	<p>Craft activities over the week Ice paint Objects trapped in ice Ice decorations on trees Collage a bear mask / face</p>	<p>To question why things happen Predict what may happen</p>					
3	CL UW M	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>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: Protecting animals from the Winter Read the children the story Bear's Winter House. Explain to the children that bears hibernate and what that means Ask the children who built the best house . Ask the children if they thought the bear was kind and why? Talk to the children about the different homes for different animals Children to make a den for a teddy/ Bear. Think about how the bear made his house Children to use sticks/ natural objects they have found/ hammers/ loppers and strings to make their dens</p>	<p>Seasonal change / hibernation.</p> <p>Listen to a story</p> <p>Critical thinking; how to make a den</p> <p>Forest school skills; making a mini den using string/ hammers.</p>					



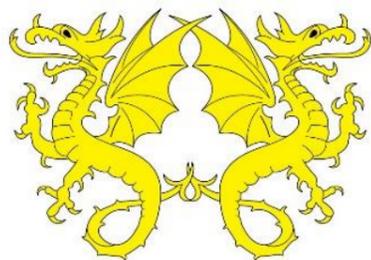
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		Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc.	Specific maths learning Use resources to build thinking about the shapes/ lengths etc					
3	CL UW	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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.	Read the story again and children to go on a house hunt. They have to find houses of the animals in the story would live in ...hedgehog/squirrel/pig/chicken They match the animals up with the houses. Specific maths learning Matching objects	Listen to a story Follow instruction Use previous knowledge				
	UW	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. 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. Explore how things work.	The children make a bag up for a hibernating animal. Children to tell us what to pack They then take the things outside and make their animal a warm cosy house. Thinking about what will keep them warm/ dry and if they need food/ water Link to rights- we have the right to a proper house, food and clothing (article 27).	Understanding of the world that animals like them selves need homes			✓	✓ 27



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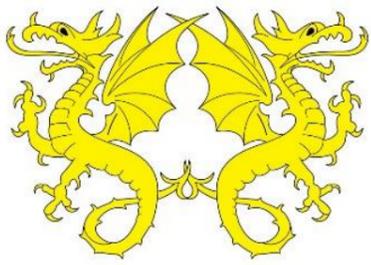
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Explore how things work

3	EA & D UW	Explore colour and colour-mixing Join different materials and explore different textures Use one-handed tools and equipment, for example, making snips in paper with scissors.	<p>Craft activities over the week Children make snow using corn flour and conditioner Children add ice to a small world area/ try</p> <p>RAINY DAY ACTIVITIES Made rafts using loppers and the glue gun. Adding a mast and sail Children to sail their rafts on puddles</p> <p>Children made potions in puddles with paint</p> <p>Frosty day activity The children make bubble wands on the frost</p>	Seasonal change Experimenting with colour Observation Forest school skills Using loppers		✓			✓
4	UW CL EA & D	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Understand the key features of the life cycle of a plant and an animal. Talk about what they see, using a wide vocabulary. Listen with increased attention to sounds.	<p>Week 4: Migration and bird walk – bird hunt Preparing for the big bird watch Talk to the children about birds. Listening walk. What birds can they hear . Using binoculars what birds can they hear. Using a clipboard and cork to stamp on a spotting sheet children to follow a bird trail identifying the birds on their sheet</p> <p>Specific maths learning Matching the birds,</p>	Listening to instructions Observing their environment		✓			
4	UW	Understand the key features of the life cycle of a plant and an animal. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	<p>Show children some birds nest Ask them what they are Who made them What are they for.</p> <p>Children to collect their own resources to make a birds nest</p>	Comments and asks questions about the natural world around them					
4	PD UW	Use one-handed tools and equipment, for example, making snips in paper with scissors. Understand the key features of the life cycle of a plant and an animal.	<p>Craft activities over the week Children to make an owl using a bow saw Children to make bird feeders Children to make a blue tit/ blackbird and magpie using wooden bird outlines. They think about the different colours of the birds feathers and also the different sizes of the birds To make a birds nest</p>	Forest school skills To Use a bow saw The process of an activity not necessarily the outcome		✓			✓
5	CL	Enjoy listening to longer stories and can remember much of what happens.	<p>Week 5 Tell the children the story of the Tomten and the fox.</p> <p>Retell the story with props</p>	Using their imagination / recalling familiar parts of a story Using fine motor skills		✓			
5	PD PSED	Use one-handed tools and equipment, for example, making snips in paper with scissors. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Make porridge on the fire				✓		
5	UW EA & D	Understand the key features of the life cycle of a plant and an animal. Explore colour and colour-mixing. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	<p>Learn about a fox</p> <p>Make natural dyes that are fox colour</p>	Recall a story Practise sharing resources and working in a team.		✓	✓		✓



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5	EA&D	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Make miniature farms for the Tomtens to protect					
5	EA&D	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Craft activities over the week <ul style="list-style-type: none"> • Make a tomten • Make a tomten and beard and be tomtens protecting the outside • Make fox sock puppets/ dye with natural dyes • Make a fox mask and collage 				✓	✓
6	UW PSED	Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people. Begin to understand how others might be feeling	Week 6 Valentines Talk to the children about caring for people and people that are important to them P4C – Read 'Guess How much I love you' and in small groups discuss questions and record in floor book: Who do you love? Why? What do you love? What is the difference between loving mummy and pizza? Draw pictures of things they love in the big book. What is love? What does it feel like? (talk about feelings) Can you measure love? How? Does everyone feel love the same way? How can we show that we love someone? What would it be like if we couldn't love? Lop a branch and paint it red / decorate the branch	Forest school skills E- To use loppers E- to recognise parts of a tree		✓	✓	
6	PD	Use one-handed tools and equipment, for example, making snips in paper with scissors	Make heart shapes from sticks Use loppers to make sticks of different lengths so they can make a heart shape	E – can identify differences between the seasons E – can recognise parts of tree E – can recognise differences between trees (trunk, leaf etc.			✓	✓
6	PD PSED	Use one-handed tools and equipment, for example, making snips in paper with scissors. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Decorate wood cookies Pancakes on the fire	E – can identify differences between the seasons E – can recognise parts of tree E – can recognise differences between trees (trunk, leaf etc.			✓	
6	EA&D PD	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Craft activities over the week Make cookies Make valentine cards using hand prints/potato print heart shapes.				✓	✓
7	EA&D PSED UW	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people.	Chinese New Year – to fit in to coincide with correct date (From RE planning) Tell story of animal race: file:///H:/Chrome/Downloads/stories-the-great-race-transcript-final-2012-10-01.pdf https://www.youtube.com/watch?v=c8ssHXZ9_gU					✓

