



# Dore Primary School

## Pre-School Learning Journey

### Autumn 1: Harvest



<b>ENDPOINTS</b> <b>Substantive knowledge children will know:</b> <b>Disciplinary knowledge children will know how to / be able to:</b>	<b>Understanding the world</b> 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 autumn 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> Plant bulbs and care for growing plants Explore and talk about different forces that they can feel Show an interest in different occupations Begin to make sense of their own life story and family's history
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<b>Links to Prior Knowledge:</b>	First term at Pre-School – getting to know the children and understand what prior knowledge they have
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<b>Links for Relevance and Currency:</b>	Their natural surroundings, taking care of the world around them looking for a new season
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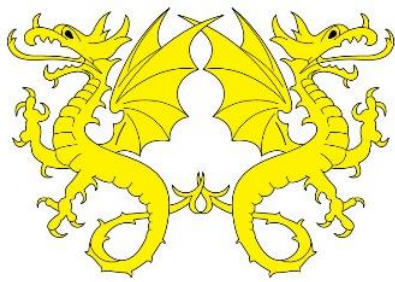
<b>Immersion Event / Activity:</b>	Wood cookie family tree, pulling turnips, cooking apples, scavenging, autumnal objects, shapes, colour
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<b>Celebration of Learning:</b>	End products – forest school skills: wood cookies, turnip heads, apple fairies, wands, autumn blanket, pumpkin soup
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<b>English Links:</b>	Listens to and joins in with stories and poems, one-to-one and also in small groups. Clap and count syllables in a word. Engage in extended conversations about stories, learning new vocabulary.
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<b>Maths Links:</b>	Uses some language of quantities, such as ' <i>more</i> ' and ' <i>a lot</i> '. Talk about and explore different shapes and patterns. Leaf patterns/ patterns in the environment. Star shapes / 2D and 3D shapes. Make comparison to between objects relating to size. Apple babies / turnips growing/ different size conkers/ acorns. Explore colour and colour mixing. Conker abacus, say one number for each item in order 1,2,3,4,5
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Week	Area of Learning	Age and Stage of Development (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global/Rights	TASC
1	PSSED UW CL	<b>Week 1</b> <b>Personal social and emotional development</b> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. <b>Understanding of the world</b> Begin to make sense of their own life-story and family's history.  Can start a conversation with an adult or a friend and continue it for many turns.	Welcome new starters. Introduce 'class charter' behaviour expectations throughout the week – good listening, respect for others and toys, tidying up, kind hands. Link to Children's Rights and create a rights display.  Phase 1 phonics – nursery rhymes, listening to sounds around them  <b>Flour handprint</b> activity – sprinkle flour over hand.	To Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. To not always need an adult to remind them of a rule  <b>Understanding of the world</b> To Begin to make sense of their own life-story and family's history	✓	✓		✓	





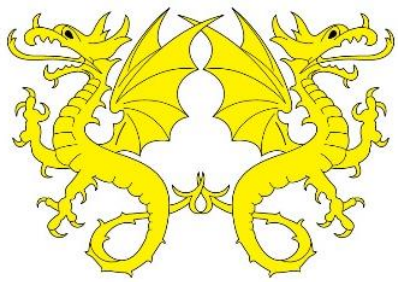
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1			<b>Make family trees</b> Look through 'All about me' booklets, make stick people families for the tree. Use sticks and materials and wool to make a family members – hang from tree on classroom display  Use big book to draw and talk about their families	To Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. To not always need an adult to remind them of a rule  <b>Understanding of the world</b> To Begin to make sense of their own life-story and family's history		✓			✓
1			<b>Saw and decorate a wood cookie,</b> (Bow saw, palm drill, felt tips) Discuss birthdays and months, link to birth trees. Hang on family tree.	Can thread a wood E. cookie Can identify different tools with 1-1 support Can safely use a saw (junior hacksaw)	✓	✓			
2	CL UW	<b>Week 2</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> 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.  Begin to understand the need to respect and care for the natural environment and all living things. 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.  Begin to understand the need to respect and care for the natural environment and all living things.	<b>Week 2 Day 1</b> <b>The Enormous Turnip</b> Watch: <a href="https://www.youtube.com/watch?v=mGw5yTOPTSQ">https://www.youtube.com/watch?v=mGw5yTOPTSQ</a> Retell using story board around campfire – all fall off logs and pull together Pull up turnips from the veg patch/dig for turnips/veg in mound of soil  Retell story with head bands, introduce the stage: <a href="https://seasonalcurriculum.co.uk/the-enormous-turnip/">https://seasonalcurriculum.co.uk/the-enormous-turnip/</a> Tell the story in French (Le navet enorme - ilanguages) Make the characters out of clay Use vegetables for paint printing Go on a trail to look for the characters of the story  P4C: Who helped in the story? Who helps in your family? Why is it good to help people in need?	<b>Outcomes over the week 2</b> To Enjoy listening to longer stories and can remember much of what happens.  To 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.  To Begin to understand the need to respect and care for the natural environment and all living things. 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.  To Begin to understand the need to respect and care for the natural environment and all living things.	✓	✓	✓		
2	CL UW		<b>Week 2 day 2</b> <b>Re tell the story of the enormous turnip</b> Children to re enact the story <b>Blackberry picking</b> Take children up to Kings Croft. Point out horse chestnut tree and beech tree.	Children are able to follow a leader safely Identify different trees Oak/beech/ Horse Chestnut/Sweet Chestnut Can Identify the difference in the season	✓	✓			



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			Sit under the tree to discuss what to look for. Pick and bring back – activities: eating, cooking, painting.						
2	UW CL	<b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens. <b>Understanding the world</b> 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.  Begin to understand the need to respect and care for the natural environment and all living things.	<b>Week 2 day 3</b> <b>Re tell the story of the enormous turnip</b> Children to re enact the story <b>Turnip Heads</b> Children scavenge for leaves and natural resources to hammer into turnip. Encourage face making. Can they name their turnip head? How is your turnip head feeling? Discuss body parts	<b>Outcomes over the week 2</b> To Enjoy listening to longer stories and can remember much of what happens.  To 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.  To Begin to understand the need to respect and care for the natural environment and all living things.	✓	✓			
2	CL UW	<b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens. <b>Understanding the world</b> 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.  Begin to understand the need to respect and care for the natural environment and all living things.	<b>Week 2 day 4/5</b> <b>Re tell the story of the enormous turnip</b> Children to re enact the story  Make story characters Continue with turnip heads Finish of activities from the week	To 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.  To Begin to understand the need to respect and care for the natural environment and all living things.		✓			
		<b>Expressive arts and design over the week 2</b>  Use one-handed tools and equipment, for example, making snips in paper with scissors Explore different materials	<b>Expressive arts and design over the week 2</b> Using scissors to cut characters and stick onto lolly sticks Use clay to make characters Make turnip heads using hammers and pipe cleaners	Use one-handed tools and equipment, to make characters Explore different materials to make characters .	✓	✓			
3	EAD PD	<b>Week 3</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens  <b>Understanding the world</b> 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.  Begin to understand the need to respect and care for the natural environment and all living things.	<b>Week 3 Day 1</b> <b>Introduce the story of the apple fairy</b> Tell the oral story of the apple fairy Talk about the star Talk about autumn Look at the differences between the apple tree and the walnut tree,  <b>Make Apple Fairies</b> Use sticks, wrap the sticks, leaves for wings, willow for crown  <b>Make apple crumble</b> Talk about autumn Apple fairy Shapes	<b>Outcomes over the week 3</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens  <b>Understanding the world</b> 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.  Begin to understand the need to respect and care for the natural environment and all living things.		✓			✓





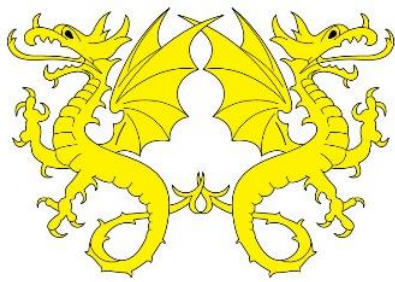
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				Use fine motor skills E- recognise difference between sticks and branches					
3		<p><b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> Use all their senses 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Week 3 Day 2</b> <b>The story of the apple fairy</b> Re-Tell the oral story of the apple fairy Talk about the star</p> <p>Talk about autumn. See what they can remember Look at the differences between the apple tree and the walnut tree, Talk about the star and its shape. <b>Make stick fairy houses</b> Use sticks and weave string to keep the sticks held together</p> <p><b>Make Apple Fairies</b> Use sticks, wrap the sticks, leaves for wings, willow for crown</p>	<p><b>Outcomes over the week 3</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		✓		✓	
3			<p><b>Week 3 day 3</b> <b>Continue activities from the week above and also introduce</b> <b>Apple printing</b> Show star shapes inside apples <b>Make apple babies</b> Make salt dough C Work together / sharing an taking turns to pour in the ingredients and stir</p>	Use fine motor skills E- recognise difference between sticks and branches		✓			
		<p><b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Week 3 day 4 and 5</b> <b>Continue activities from the week above</b> <b>Apple printing</b> Show star shapes inside apples <b>Make apple babies</b> Make salt dough C Work together / sharing an taking turns to pour in the ingredients and stir <b>Day 5</b> make crumble again</p>	<p><b>Outcomes over the week 3</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use fine motor skills E- recognise difference between sticks and branches</p>					
3		<p><b>Expressive arts and design over the week 3</b> Explore different materials freely Join different materials and explore different textures</p>	<p><b>Expressive arts and design over the week 3</b> <b>Make Apple Fairies</b> Use sticks, wrap the sticks, leaves for wings, willow for crown</p>	<p>Fine motor skills Explore colour and colour mixing Explore different materials</p>					



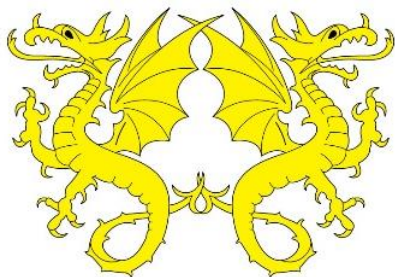
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			<p>Decorate and cut out stars Make wands using stars and sticks</p> <p>Make apple crumble</p>	Use one handed tools and equipment					
4		<p><b>Week 4</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Week 4 day 1</b> <b>Continue the apple fairy</b> Children to use props to retell the story themselves. Talk to children about autumn. See what they can remember Visit the oak tree Visit the beech tree Visit the horse chestnut tree. Look at the shape of the trees /leaves. Collect leaves Sing songs as we collect the leaves Feel the force of autumn</p>	<p><u><b>Outcomes over the week 4</b></u> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens Be able to express and point of view</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		✓			✓
4	CL UW M	<p><b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Maths</b> Make comparison between objects/ size /length /weight Describe and remember a familiar route</p>	<p><b>Week 4 day 2</b> <b>Make biscuits using different shape cutter</b> Make comparison between objects/ size /length /weight <b>Continue the apple fairy</b> Children to use props to retell the story them selves</p> <p><b>Make an autumn tree</b> Use paper and paint different colour leaves. Talk about different parts of the tree</p>	<p>• Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Maths</b> Make comparison between objects/ size /length /weight Describe and remember a familiar route</p>		✓			
4	CL UW	<p><b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens Beable to express and point of view</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Week 4 day 3</b> <b>Continue the apple fairy</b> Children to use props to retell the story them selves</p> <p><b>Continue with the autumn tree</b></p> <p><u><b>Wishes</b></u> Make dreams and wishes Wands Wishes in floor books – what would you wish for? Draw a picture. Make stars with sticks and sheer lashing. Children to decorate</p>	<p><u><b>Outcomes over the week 4</b></u> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens Be able to express and point of view</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		✓	✓		✓



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4	CL UW	<p><b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens Be able to express and point of view</p> <p><b>Understanding the world</b> 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> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Maths</b> Make comparison between objects/ size /length /weight Describe and remember a familiar route</p>	<p><b>Week 4 Day 4 / 5</b> <b>Continue the apple fairy</b> Children to use props to retell the story them selves</p> <p><b>Continue with the autumn tree</b> <b>Continue with Wishes</b> Make dreams and wishes Wands Wishes in floor books – what would you wish for? Draw a picture. Make stars with sticks and sheer lashing. Children to decorate</p> <p><b>Make biscuits again using different shape cutter</b> Make comparison between objects/ size /length /weight</p>	<p><b>Maths</b> Make comparison between objects/ size /length /weight Describe and remember a familiar route</p>		✓				
		<p><b>Expressive arts over the week 4</b> Explore colour and colour mixing Explore different materials Join different materials and explore different textures .</p>	<p><b>Expressive arts and design week 4</b> Make wands Make an autumn tree Making biscuits</p>	<p>To Explore colour and colour mixing Explore different materials Join different materials and explore different textures .</p>						
6	CL	<p><b>Week 5</b> <b>Communication and Language</b> Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>Understanding the world</b> 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. Explore and talk about different forces they feel</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>September/October song week 5</b> <a href="https://seasonalcurriculum.co.uk/september-october/Walk to local horse chestnut tree">https://seasonalcurriculum.co.uk/september-october/Walk to local horse chestnut tree</a> . Introduce the song and the pre school area outside Collect acorns in the junior field, singing Squirrel Nutkin song Collect leaves Collect conkers Re-enact the story Roly Poly down the hill</p>	<p><b>Week 5</b> <b>Communication and Language</b> To enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><b>Understanding the world</b> To Use all their senses in hands-on exploration of natural materials. • To Explore collections of materials with similar and/or different properties. •To Talk about what they see, using a wide vocabulary. To Explore and talk about different forces they feel</p>		✓				
6	CL –	<p>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. Explore and talk about different forces they feel</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Maths</b> Describe a familiar route</p>	<p><b>September/October song week 5 day 2</b> <b>Walk to local horse chestnut tree</b> . Repeat the story Show the children some acorn Remind them of the oak tree . Show them some oak leaves Collect leaves horse chestnut leaves Bark rubbings Find conkers</p>	<p>To Explore and talk about different forces they feel</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Maths</b> Describe a familiar route Recall a story</p> <p>E – can identify differences between the seasons E – can recognise parts of tree</p>		✓				





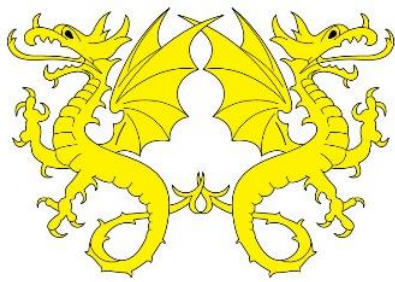
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				E – can recognise differences between trees (trunk, leaf etc.					
5			<b>September/October song week 5 day 3</b> Repeat the Story Leaf rubbing of acorn leaves Collect acorns from the big oak tree on Kingcroft	<b>Week 5</b> <b>Communication and Language</b>  To enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		✓			
5	EA&D	<b>Week 5</b> <b>Communication and Language</b>  Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  <b>Understanding the world</b> 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. Explore and talk about different forces they feel  Begin to understand the need to respect and care for the natural environment and all living things.  <b>Maths</b> Describe a familiar route	<b>September/October song week 5 day 4</b> <b>Repeat the story</b> <b>Leaf/acorn collage of Squirrel Nutkin</b> Discuss colour, texture, shape of leaves, glue and process of sticking.	<b>Understanding the world</b> To Use all their senses in hands-on exploration of natural materials. • To Explore collections of materials with similar and/or different properties. •To Talk about what they see, using a wide vocabulary. To Explore and talk about different forces they feel  Begin to understand the need to respect and care for the natural environment and all living things.  <b>Maths</b> Describe a familiar route Recall a story  E – can identify differences between the seasons E – can recognise parts of tree E – can recognise differences between trees (trunk, leaf etc.		✓			✓
5			<b>September/October song week 5 day 2</b> <b>Walk to local horse chestnut tree .</b> Repeat the story Show the children some acorn Remind them of the oak tree . Show them some oak leaves Collect leaves horse chestnut leaves Bark rubbings Find conkers						
5		<b>Expressive arts and design over week 5</b> Join different materials and explore different textures. Explore colour and colour mixing Remember and sing entire songs	<b>Expressive arts and design over week 5</b> Collage squirrel nutkin Learn a new song Colour mix to make autumn leaves	<b>Expressive arts and design over week 5</b> To Join different materials and explore different textures. To Explore colour and colour mixing To Remember and sing entire songs					
6	CL M	<b>Communication and language</b> Enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> Begin to understand the need to respect and care for the environment and all living things	<b>Week 6 Read pumpkin soup</b> Talk about harvest and things that grow Remember things we've already harvested Cut up the pumpkin make pumpkin soup on the fire .  Think about conkers we collected Conker counting...what's in the bag. 1-1 counting Conker threading – number line	<b>Communication and language</b> To enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> To begin to understand the need to respect and care for the environment and all living things		✓			
		<b>Maths</b> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.	<b>Week 6 Read pumpkin soup day 2</b> Repeat the story/songs Make hedgehogs – conker shells, clay, leaves etc Make salt dough hedgehogs	<b>Maths</b> To Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.		✓			✓



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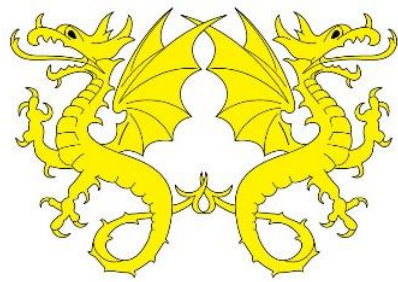
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		Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.	Collage hedgehog using natural materials Continue with conker counting Continue making the conker abacus	To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). To Show 'finger numbers' up to 5. To Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. To solve real world mathematical problems with numbers up to 5.					
6			<b>Week 6 Read pumpkin soup day 3</b> Make a hedgehog house Set up nocturnal camera? Forage for foods for Mr Hedgehog	<b>Week 6 Communication and language</b> Enjoy listening to longer stories and can remember much of what happens.		✓			✓
6		<b>Communication and language</b> Enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> Begin to understand the need to respect and care for the environment and all living things  <b>Maths</b> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to	<b>Week 6 Read pumpkin soup day 4 day 5</b> <b>Check the hedgehog house</b> Look at the nocturnal camera? Discuss what they saw. Continue Making hedgehogs – conker shells, clay, leaves etc Making salt dough hedgehogs Collaging hedgehog using natural materials Continue with conker counting Continue making the conker abacus  <b>Day 5 Make pumpkin soup over the fire</b>	<b>Understanding the world</b> Begin to understand the need to respect and care for the environment and all living things  <b>Maths</b> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to					
7	CL	<b>Week 7</b> <b>Communication and language</b> Enjoy listening to longer stories and can remember much of what happens.	<b>We're going on a leaf hunt week 7 Day 1</b> <b>Read the book</b> Go on a leaf hunt – repeat again after half term – what's changed? Leaf art Look at the different colour leaves they have found Show children pictures of things they have done this term / hedgehog house/ apple fairy/ making crumble / pumpkin soup See what they can remember / learnt . Plant bulbs, continue over the week,.	<b>Week 7</b> <b>Communication and language</b> To enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> To begin to understand the need to respect and care for the environment and all living things		✓			
7	UW	<b>Understanding the world</b> Begin to understand the need to respect and care for the environment and all living things	<b>We're going on a leaf hunt week 7 day 2</b> <b>Read the book</b> <b>Remind the children what leaves they found the day before</b> <b>Pumpkin carving</b> – to make pumpkin lanterns Hammer and nail into pumpkins Show children pictures of things they have done this term / hedgehog house/ apple fairy/ making crumble / pumpkin soup See what they can remember / learnt. Plant bulbs, continue over the week,.	<b>Week 7</b> <b>Communication and language</b> To enjoy listening to longer stories and can remember much of what happens.  <b>Understanding the world</b> To begin to understand the need to respect and care for the environment and all living things			✓		





# Dore Primary School

## Pre-School Learning Journey

### Autumn 1: Harvest



7			<p>We're going on a leaf hunt week 7 day 3 and 4</p> <p>Read the book</p> <p>Remind the children what leaves they found the day before</p> <p><b>Pumpkin carving</b> – to make pumpkin lanterns</p> <p>Hammer and nail into pumpkins</p> <p>Show children pictures of things they have done this term / hedgehog house/ apple fairy/ making crumble / pumpkin soup</p> <p>See what they can remember / learnt .</p> <p>Plant bulbs, continue over the week,.</p> <p><b>Pumpkin potions, pumpkin painting</b></p> <p>Malt vinegar, bicarb of soda, washing up liquid</p>							
8	UW	<p>Understanding the world</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>One World Week</b></p> <p>NB: Send letter home to parents in advance, asking for any global links their family may have.</p> <p>Explore a world map and Google Earth together – look at where they live in Dore, Sheffield, England. Look at links children have to other countries – discuss family members, holidays.</p> <p>In Floor Books, look at pictures of different countries and explore differences and similarities.</p>							