

Dore Primary School

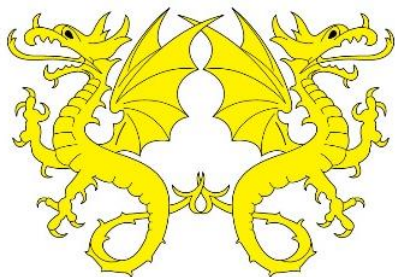
Pre-School Learning Journey

Autumn 2: Light in the Darkness



ENDPOINTS Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:	Understanding the world To develop their awareness of the seasons and how their environment is changing. To develop their understanding of British wildlife and taking care of them and the environment. Focus on hedgehogs. Explore and talk about different forces they feel, the weather and how its changing and what they can feel. Jumping in puddles/ wet grass/ cold on their skin. Understand the key features of the life cycle of a plant (trees) and an animal (hedgehog)
Links to Prior Knowledge:	Previously learnt forest school skills, and concept of risk e.g. sawing, whittling, hammering, climbing, balancing – continue to develop their skills and knowledge
Links for Relevance and Currency:	Seasonal change and celebrations: Autumn to Winter, Halloween, bonfire, Diwali, St Nicholas, Christmas
Immersion Event / Activity:	The process of making an Autumn blanket, letters from woodland animals to entice, Bear hunt, St Nicholas parcels in boots
Celebration of Learning:	Finished products: autumn blanket, music station, hedgehog houses, Diwali lanterns, nativity song film, xmas crafts
English Links:	Listens to stories with increasing attention and recall, anticipates key events and suggests endings to stories. Clap and count syllables in a word. Engage in extended conversations about stories, learning new vocabulary.
Maths Links:	Shows an interest in numerals in the environment, realises anything can be counted. Critical thinking. Informal measurement. Realise not only objects but anything can be counted, including jumping/ claps . Develop fast recognition of up to 3 objects without having to count then individually (subitising) Say one number for each item in the order 12345 Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5 Describe a familiar route

Week	Area of Learning	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
1	PSSED CL UW	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. Continue to develop positive attitudes about the differences between people. Enjoy listening to longer stories and can remember much of what happens.	<u>Week 1 Welcome back, bonfire night</u> The November Song https://seasonalcurriculum.co.uk/november/ Phase 1 phonics – clapping songs, repeating songs, get ready songs Welcome new starters. Remind about 'class charter' behaviour expectations throughout the week – good listening, respect for others and toys, tidying up, kind hands. General autumnal stories: pumpkin soup, home before dark, wood cookies, stick families. Discussions around how it's darker now, what children did during half term, family news. <u>Maths Ongoing over the term</u> Informal measurement – choosing the right stick Climbing/ water play – ongoing problem solving/ critical thinking – filling different size/shape containers. Carrying the water /weight /mass		✓	✓			



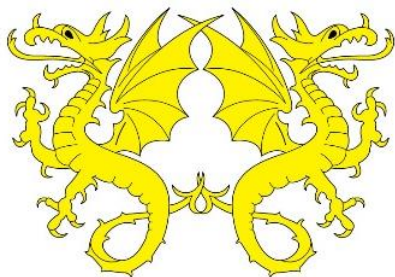
Dore Primary School

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Autumn 2: Light in the Darkness



			<p>Mud kitchen – stirring/ weight/ mass / different size/shape container. How does water affect the properties of mud? How does weather affect it?</p> <p>Counting as we clap</p> <p>Language ... morning/ afternoon/ dark light</p> <p>Positional language – over/ under / behind</p> <p>Climbing – balance critical thinking</p> <p>Obstacle course- climbing between tree stumps- estimating if they can stride across them</p> <p>Specific maths learning</p> <p>Threading-</p> <p>Informal measurement – choosing the right stick</p>						
1	UW M	<p>Understanding the world</p> <p>Explore how things work .</p> <p>Use all their senses in hands on exploration of natural material</p> <p>Understand the key life cycle of a tree.</p> <p>Explore and talk about different forces that they can feel .</p> <p>Maths</p> <p>Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks.</p> <p>Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement .</p> <p>Develop fast recognition of up to 3 objects without having to count them .</p> <p>Know that the last number they reached when counting a small set of objects tells you how many there are in totoal.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Week 1 Day 1</p> <p>Talk to the children about bonfire night and fireworks .</p> <p>Tell them an oral story about children preparing for a bonfire .</p> <p>Sing the collecting wood song .</p> <p>Sing the welly song</p> <p>Bonfire prep</p> <p>Collect fire wood and sawing – listening walk and making firework sounds with voices (phonics) sing bonfire songs. Make links to bonfires and putting the garden to ‘rest’ for winter. Bonfire marks the end of Autumn and the start of winter.</p> <p>Make outdoor music station – children make ‘banging’ sounds of fireworks and help assemble the music wall.</p> <p>Specific Maths</p> <p>Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks. Count the sticks .</p> <p>Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement</p>	<p>Understanding the world</p> <p>To Explore how things work .</p> <p>To Use all their senses in hands on exploration of natural material</p> <p>To Understand the key life cycle of a tree.</p> <p>To Explore and talk about different forces that they can feel .</p> <p>Maths</p> <p>To Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks.</p> <p>Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement .</p> <p>To Develop fast recognition of up to 3 objects without having to count them .</p> <p>To Know that the last number they reached when counting a small set of objects tells you how many there are in totoal.</p> <p>To Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>		✓			
1			<p>Whittle sticks and have a bonfire in the afternoon</p> <p>To prod sausages with – cook sausages around the fire (singing bonfire songs, sausages sizzling in the pan song). Talk about eating warm foods, how this helps us keep warm in winter.</p> <p>Singing 10 fat sausages – children to count on their fingers – act out on the stage.</p>		✓	✓			
1	UW M	<p>Understanding the world</p> <p>Explore how things work .</p> <p>Use all their senses in hands on exploration of natural material</p> <p>Understand the key life cycle of a tree.</p> <p>Explore and talk about different forces that they can feel</p> <p>Maths</p> <p>Describe a familiar route</p>	<p>Day 2 Halloween</p> <p>Pumpkin hammering</p> <p>Go on a pumpkin trail around the school</p>	<p>Understanding the world</p> <p>To Explore how things work .</p> <p>To Use all their senses in hands on exploration of natural material</p> <p>To Understand the key life cycle of a tree.</p> <p>To Explore and talk about different forces that they can feel</p> <p>Maths</p> <p>To Describe a familiar route</p>	✓	✓			
			Day 3	Understanding the world	✓	✓			



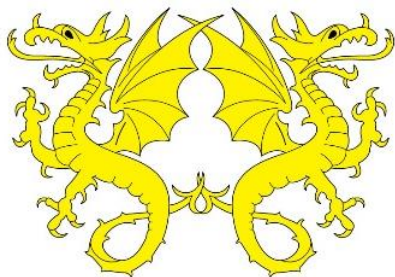
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



	UW EA	<p><u>Understanding the world</u> Explore how things work . Use all their senses in hands on exploration of natural material Understand the key life cycle of a tree. Explore and talk about different forces that they can feel .</p> <p><u>Expressive arts and design</u> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and their feelings.</p> <p><u>Maths</u> Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks. Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement . Develop fast recognition of up to 3 objects without having to count them . Know that the last number they reached when counting a small set of objects tells you how many there are in total.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><u>Week 1 Day 3 and day 4</u> Talk to the children about bonfire night and fireworks. Tell them an oral story about children preparing for a bonfire. Sing the collecting wood song Sing the welly song</p> <p>Show them a short video about fireworks. Think about the sounds Use musical instruments to make the sounds. Make musical instrument Make fire work pictures</p>	<p>Explore how things work . Use all their senses in hands on exploration of natural material Understand the key life cycle of a tree. Explore and talk about different forces that they can feel .</p> <p><u>Expressive arts and design</u> Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and their feelings.</p>					
		<p>Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks. Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement . Develop fast recognition of up to 3 objects without having to count them . Know that the last number they reached when counting a small set of objects tells you how many there are in total.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><u>Week 1 Day 5</u> Talk to the children about bonfire night and fireworks . Tell them an oral story about children preparing for a bonfire . Sing the collecting wood song . Sing the welly song</p> <p><u>Bonfire prep</u> Collect fire wood and sawing – listening walk and making firework sounds with voices (phonics) sing bonfire songs. Make links to bonfires and putting the garden to ‘rest’ for winter. Bonfire marks the end of Autumn and the start of winter. Make outdoor music station – children make ‘banging’ sounds of fireworks and help assemble the music wall.</p> <p><u>Specific Maths</u> Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks. Count the sticks . Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement</p>	<p><u>Maths</u> Collecting sticks – thinking about the size. Which sticks can they saw. Language smaller/ bigger/ heavy. Weight/ mass- carrying the sticks. Jumping in puddles- height on their wellies—why have they got wet feet. Does jumping make your feet wet?- displacement . Develop fast recognition of up to 3 objects without having to count them . Know that the last number they reached when counting a small set of objects tells you how many there are in total.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	✓	✓			
2	UW L EA&D	<p><u>Understanding the world</u> Explore how things work . Use all their senses in hands on exploration of natural material Understand the key life cycle of a tree. Explore and talk about different forces that they can feel .</p> <p><u>Literacy</u> Enjoy listening to longer stories and can remember much of what happens.</p> <p><u>Expressive arts and design</u> Explore colour and colour-mixing. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><u>Week 2 Autumn blanket story</u> Day 1 Children spot an owl in the classroom tree – he has written a letter, telling them that he spotted their Autumn blanket and loved it so much that he’s written a story about it. Children go outside and find the blanket. Tell story: https://seasonalcurriculum.co.uk/the-autumn-blanket/</p> <p>Threading autumn colours with autumn ribbons (screw eyes in tree stump)</p> <p>Owl art Linked to shapes – children identify the different shapes to make their owl</p> <p><u>Specific Maths</u> Obstacle course- climbing between tree stumps- estimating if they can stride across them Looking a different shapes- making their owl Threading – language in and out</p>	<p><u>Understanding the world</u> To Explore how things work . To Use all their senses in hands on exploration of natural material To Understand the key life cycle of a tree. To Explore and talk about different forces that they can feel .</p> <p><u>Literacy</u> To enjoy listening to longer stories and can remember much of what happens.</p> <p><u>Expressive arts and design</u> To explore colour and colour-mixing. To make comparisons between objects relating to size, length, weight and capacity.</p>					
2	UW L EA&D	<p><u>Understanding the world</u> Explore how things work . Use all their senses in hands on exploration of natural material Understand the key life cycle of a tree. Explore and talk about different forces that they can feel .</p>	<p>Day 2 Repeat story and tell children what they found yesterday. Study the colours on the blanket then make a colour stick (walk to the maple tree) and collect threads of wool along the way. Collect Maple leaves</p>		✓			✓	



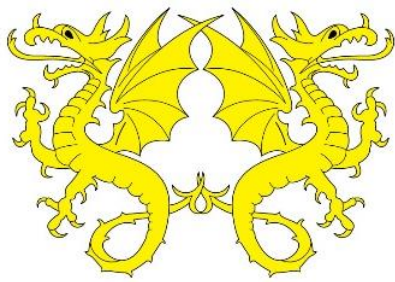
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



2		Literacy Enjoy listening to longer stories and can remember much of what happens.	Day 3 Repeat story and tell children what they found yesterday. Study the colours on the blanket Make twinkling stars – glitter on maple leaves? Specific Maths – looking at the size of the leaves comparing to smaller leaves Make decorations using roving wool						✓		✓
2		Expressive arts and design Explore colour and colour-mixing. Make comparisons between objects relating to size, length, weight and capacity.	Day 4 4 Repeat story Walk to the maple tree and collect huge leaves. Make leaf crowns – encourage performance on stage. Make decorations using roving wool Specific Maths Critical thinking – choosing their right leaves/ favourite leaves Walking in a line – positional language	Understanding the world To Explore how things work . To Use all their senses in hands on exploration of natural material To Understand the key life cycle of a tree. To Explore and talk about different forces that they can feel .					✓		
			Day 5 Repeat story and tell children what they found yesterday. Study the colours on the blanket then make a colour stick (walk to the maple tree) and collect threads of wool along the way. Make decorations using roving wool	Literacy To enjoy listening to longer stories and can remember much of what happens.							
3	L M UW	Week 3 Literacy Enjoy listening to longer stories and can remember much of what happens.	Week 3 Any Room for Me Day 1 Any Room for Me? https://seasonalcurriculum.co.uk/any-room-for-me-2/ Tell story – animals increasing in size and it's told.	Week 3 Literacy To enjoy listening to longer stories and can remember much of what happens.					✓		✓
3	L M UW	Maths Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Look in the book 'Peep inside a Forest' – can they find the animals from the story? Talk about animal habitats.	Maths To solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.							
		Understanding the World Begin to understand the need to respect and care for the natural environment and all living things.	Day 2 Any Room for Me? https://seasonalcurriculum.co.uk/any-room-for-me-2/ Tell story – animals increasing in size and it's told.	Understanding the World To begin to understand the need to respect and care for the natural environment and all living things.					✓		✓
			Look in the book 'Peep inside a Forest' – can they find the animals from the story? Talk about animal habitats.								
			Go on an animal track trail .Children to match up pictures with the footprints Mitten song https://seasonalcurriculum.co.uk/the-mitten-song/								
			Mitten story/actions with Andy https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-mitten/z6qbnrd								



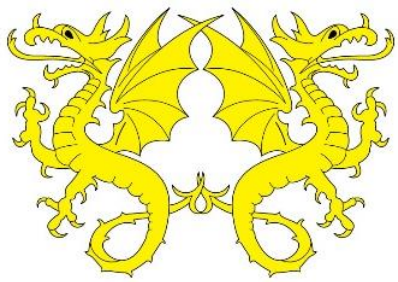
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



			<p>Continue with clay hedgehogs</p> <p>Specific Maths The size of the different animals in the story Follow a familiar route</p>						
3	L M UW	<p>Day 3 Literacy Enjoy listening to longer stories and can remember much of what happens.</p> <p>Maths Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understanding the world Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Remember and sing entire songs.</p>	<p>Day 3 Any Room for Me? https://seasonalcurriculum.co.uk/any-room-for-me-2/ Tell story – animals increasing in size and it's told. Continue making the hedgehog house.</p> <p>Make hedgehog apples – sticks in apples, googly eyes. Collage hedgehog pictures using different textures: rice, pasta, leaves etc. Hedgehog food – messy play: pasta and spaghetti in tray Hedgehog food- properties of the items used. How does water impact on them. What does stirring do to them. Is the liquid thick/ thin- is it easy to stir. How does it feel to touch?</p>	<p>Week 3 Literacy To enjoy listening to longer stories and can remember much of what happens.</p>		✓			
3	L M UW	<p>Day 4 Day 5 Literacy Enjoy listening to longer stories and can remember much of what happens.</p> <p>Maths Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understanding the world Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Remember and sing entire songs.</p>	<p>Day 4 Any Room for Me? https://seasonalcurriculum.co.uk/any-room-for-me-2/</p> <p>Retell story Go on an animal track trail . Children to match up pictures with the footprints Make hedgehog apples – sticks in apples, googly eyes. Collage hedgehog pictures using different textures: rice, pasta, leaves etc. Hedgehog food – messy play: pasta and spaghetti in tray Hedgehog food- properties of the items used. How does water impact on them. What does stirring do to them. Is the liquid thick/ thin- is it easy to stir. How does it feel to touch</p> <p>Day 5 Any Room for Me? https://seasonalcurriculum.co.uk/any-room-for-me-2/</p> <p>Retell story Make hedgehog from clay Make hedgehog apples – sticks in apples, googly eyes. Collage hedgehog pictures using different textures: rice, pasta, leaves etc. Hedgehog food – messy play: pasta and spaghetti in tray Hedgehog food- properties of the items used. How does water impact on them. What does stirring do to them. Is the liquid thick/ thin- is it easy to stir. How does it feel to touch?</p>	<p>Maths To solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Understanding the World To begin to understand the need to respect and care for the natural environment and all living things.</p>					
4					✓	✓		✓	



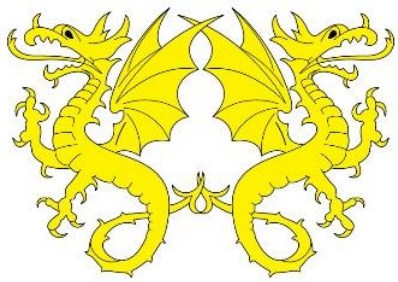
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



	UW L	<p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understanding the world 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>Week 4 Diwali Week 3 2023</p> <p>Tell the story of Diwali https://seasonalcurriculum.co.uk/diwali-story/</p> <p>Link to rights: The right to follow a religion (article 14)</p> <p>Talk to the children about light and how the seasons are changing, we have less light in the day. Nature around us is going to sleep, the trees, plants animals. Discuss how different people/ cultures celebrate light.</p> <p>Make lanterns from paper/ clay</p>	<p>Literacy To enjoy listening to longer stories and can remember much of what happens.</p> <p>Understanding the world To continue to develop positive attitudes about the differences between people.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
4	L UW		<p>Day 2</p> <p>Tell the story of Diwali https://seasonalcurriculum.co.uk/diwali-story/</p> <p>Ask the children what they remember</p> <p>Link to rights: The right to follow a religion (article 14)</p> <p>Talk to the children about light and how the seasons are changing, we have less light in the day. Nature around us is going to sleep, the trees, plants animals. Discuss how different people/ cultures celebrate light.</p> <p>Make lanterns from paper/ clay</p> <p>Look at Diwali patterns -Blowing paint with straws</p> <p>Specific maths Shapes made by blowing paint / how water changes the properties of paint</p>					✓	
4	L UW		<p>Day 3 Diwali Patterns – Autumn well dressing - make winter well-dressing using seeds and winter pansies, making spiral patterns with the seeds etc. link to Rangoli patterns.</p> <p>Specific maths Patterns/ counting the leaves/ seeds. Comparing the size of different leaves and seeds. Do we need more smaller leaves/ seeds or less – critical thinking/ language</p>						
4	L M		<p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p> <p>Maths Describe a familiar route</p>	<p>Day 4 and 5 Go on a bear hunt Take the children around the school site following the trail for a bear hunt. Take a clipboard with map on</p> <p>Continue with Diwali in the continuous provision and input in the afternoons . Finish of Diwali activities</p>	<p>Literacy To enjoy listening to longer stories and can remember much of what happens.</p> <p>Maths To describe a familiar route</p>				
5	UW	<p>Week 5</p> <p>Understanding the world Talk about the differences between materials and changes they notice. Seasonal change</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Week 5 Good bye Autumn- hello Winter</p> <p>Day 1</p> <p>Talk to the children about the new season Winter.</p> <p>Talk about what happens in winter.</p>	<p>Week 5</p> <p>Understanding the world To talk about the differences between materials and changes they notice. Seasonal change</p>	✓	✓			



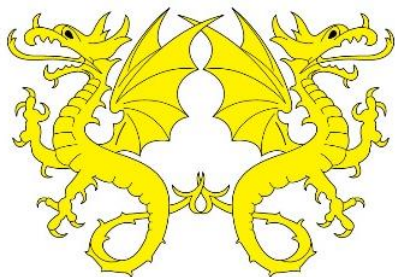
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Pre-School Learning Journey

Autumn 2: Light in the Darkness



		<p>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.</p> <p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Book the Wish tree. Make a wish tree. Use clay and sticks</p> <p>Mud kitchen enhancement – make a feast for the animals like in of the story 'The Wish Tree'</p> <p>Specific Maths Choosing the right sticks</p>	 <p>the end</p>	<p>To talk about what they see, using a wide vocabulary To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Literacy To enjoy listening to longer stories and can remember much of what happens.</p>					
5	UW l	<p>Understanding the world 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.</p> <p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Day 2 Read the book the Wish tree</p> <p> Talk about animals that live and hibernate in Dore . Take the children into the forest school area . Children to make dens for woodland animals that don't hibernate and also those that hibernate. Give them stuffed animals as props</p> <p>http://www.winnie-pooh.org/pooh-piglet-woozle.htm</p> <p>Specific maths -Matching</p>				✓			
5	UW l	<p>Understanding the world 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.</p> <p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Day 3 Read the book the Wish tree Talk about animals that live and hibernate in Dore. Take the children to loop a branch Make their own wish tree/ paint the twigs paint.</p>							
5	UW l	<p>Understanding the world 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.</p> <p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Day 4 Read the book the Wish tree Talk about animals that live and hibernate in Dore. Take the children into the forest school area. Children to make dens for woodland animals that don't hibernate and also those that hibernate. Give them stuffed animals as props</p>							
5	UW l	<p>Understanding the world 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.</p> <p>Literacy Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Day 5 Read the book the Wish tree Talk about animals that live and hibernate in Dore Take the children to loop a branch Make their own wish tree/ paint the twigs paint.</p>							



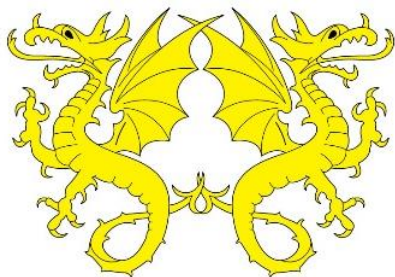
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Pre-School Learning Journey

Autumn 2: Light in the Darkness



6	UW l	<p><u>Understanding the world</u> Begin to make sense of their own life-story and family's history.</p> <p>Begin to understand how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p><u>Literacy</u> Enjoy listening to longer stories and can remember much of what happens.</p>	<p><u>Week 6 St Nicholas</u></p> <p><u>Day 1</u></p> <p>https://seasonalcurriculum.co.uk/st-nicholas/</p> <p>Read the children the story. Explore what it means: the real story of father Christmas. Compare to other countries.</p> <p>Ask the children what gifts they could make at pre-school?</p> <p>Making gold coins - Press a coin on the clay then paint gold</p> <p>Make Nicolas dolls – peg dolls and fabric</p>	<p><u>Understanding the world</u> To begin to make sense of their own life-story and family's history.</p> <p>To begin to understand how others might be feeling.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p><u>Literacy</u> To enjoy listening to longer stories and can remember much of what happens.</p>	✓	✓		✓	
6					<p><u>Day 2</u> Retell the St. Nicholas story</p> <p>Children find gifts from St. Nicholas in their shoes when they come back in from outside play (bring chn in early to make sure they can explore them before lunch).</p> <p>Instructions left for the children to hunt for oranges that he has left them outside. (In preparation for orange cakes).</p> <p>Collet fire wood for the fire tomorrow.</p>			✓	
	UW l		<p><u>Day 3</u> Retell the St. Nicholas story</p> <p>Scoop the insides of the oranges out to prepare for orange cakes.</p> <p>Make mixture for the cake. Pour into the oranges and wrap in foil. Cook the oranges over the fire during the lunch period.</p> <p>Children eat when they go out in the afternoon.</p> <p>Can we make some decorations to celebrate Christmas?</p> <p>Wood cookie reindeer, snowmen, Santa. Children saw their own and drill holes to create a tree decoration.</p>			✓			✓
	UW L	<p><u>Understanding the world</u> Begin to make sense of their own life-story and family's history.</p> <p>Begin to understand how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p><u>Day 4</u> Retell the St. Nicholas story</p> <p>Children find gifts from St. Nicholas in their shoes when they come back in from outside play (bring chn in early to make sure they can explore them before lunch).</p> <p>Instructions left for the children to hunt for oranges that he has left them outside. (In preparation for orange cakes).</p> <p>Collet fire wood for the fire tomorrow.</p>	<p><u>Understanding the world</u> To begin to make sense of their own life-story and family's history.</p> <p>To begin to understand how others might be feeling.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p><u>Literacy</u></p>					





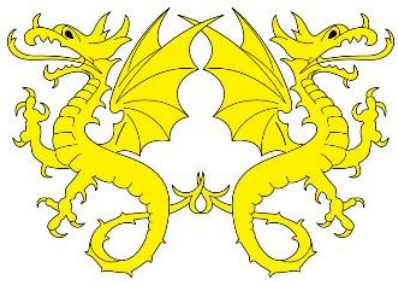
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



		Literacy Enjoy listening to longer stories and can remember much of what happens.							
			Day 5 Retell the St. Nicholas story Children find gifts from St. Nicholas in their shoes when they come back in from outside play (bring chn in early to make sure they can explore them before lunch). Instructions left for the children to hunt for oranges that he has left them outside. (In preparation for orange cakes).	Understanding the world To begin to make sense of their own life-story and family's history. To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community. Literacy To enjoy listening to longer stories and can remember much of what happens.					
			Week 7 Christmas Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world. Begin Christmas cards: Talk about length, ordering, counting twigs.						
	UW	Week 7 Understanding the world Begin to make sense of their own life-story and family's history. Write some or all of their name. Continue developing positive attitudes about the differences between people . Expressive Arts and Design Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	  Each child to have a go at signing their name inside	Week 7 Understanding the world To begin to make sense of their own life-story and family's history. To write some or all of their name. To continue developing positive attitudes about the differences between people . Expressive Arts and Design To remember and sing entire songs. To sing the pitch of a tone sung by another person ('pitch match'). To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.					
			Day 2 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Continue Christmas cards and Christmas decorations. Practise singing Christmas songs. Make dried orange slices on the fire – thread them for the tree. Paper chains – talk about length and encourage children to loop the pieces independently. Walk around the grounds – collecting mittens for each child.						




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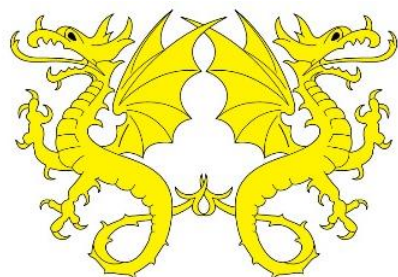
Pre-School Learning Journey

Autumn 2: Light in the Darkness



			Lantern walk up to the junior fire pit – hot choc and marshmallows.						
			Day 3 Visit the local church and also the local Christmas tree						
			Day 4 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Make stain glass windows (stars) – using transparent plastics and tissue paper. Display on the window. 						
	UW L	Week 7 Understanding the world Begin to make sense of their own life-story and family's history. Write some or all of their name. Continue developing positive attitudes about the differences between people .							
		Expressive Arts and Design Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.							
			Day 5 Continue Christmas craft from the week .	Week 7 Understanding the world To begin to make sense of their own life-story and family's history. To write some or all of their name. To continue developing positive attitudes about the differences between people . Expressive Arts and Design To remember and sing entire songs. To sing the pitch of a tone sung by another person ('pitch match'). To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.					

6	UW L	Week 6 Literacy 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. Begin to understand how others might be feeling.	Week 6 St Nicholas Day 1 https://seasonalcurriculum.co.uk/st-nicholas/ Read the children the story. Explore what it means: the real story of father Christmas. Compare to other countries. Ask the children what gifts they could make at pre-school?	Week 6 Literacy To enjoy listening to longer stories and can remember much of what happens Understanding the world To begin to make sense of their own life-story and family's history.	✓	✓	✓		
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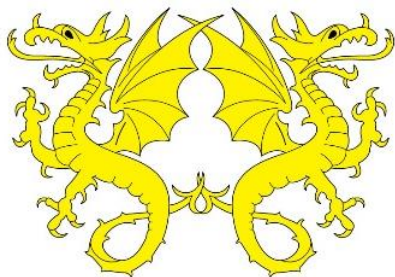
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



		Develop their sense of responsibility and membership of a community.	Making gold coins - Press a coin on the clay then paint gold Make Nicolas dolls – peg dolls and fabric	To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community.					
6			Day 2 Retell the St. Nicholas story Children find gifts from St. Nicholas in their shoes when they come back in from outside play (bring chn in early to make sure they can explore them before lunch). Instructions left for the children to hunt for oranges that he has left them outside. (In preparation for orange cakes). Collect fire wood for the fire tomorrow.	Week 6 Literacy To enjoy listening to longer stories and can remember much of what happens Understanding the world To begin to make sense of their own life-story and family's history.					
7	L UW	Week 6 Literacy 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. Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community.	Day 3 Retell the St. Nicholas story Scoop the insides of the oranges out to prepare for orange cakes. Make mixture for the cake. Pour into the oranges and wrap in foil. Cook the oranges over the fire during the lunch period. Children eat when they go out in the afternoon. Can we make some decorations to celebrate Christmas?	To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community.					
			Day 4 Retell the St. Nicholas story Making gold coins - Press a coin on the clay then paint gold Make St Nicholas dolls – peg dolls and fabric	Week 6 Literacy To enjoy listening to longer stories and can remember much of what happens Understanding the world To begin to make sense of their own life-story and family's history.					
			Day 5 Retell the St. Nicholas story Scoop the insides of the oranges out to prepare for orange cakes. Make mixture for the cake. Pour into the oranges and wrap in foil. Cook the oranges over the fire during the lunch period. Children eat when they go out in the afternoon. Can we make some decorations to celebrate Christmas?	To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community.					




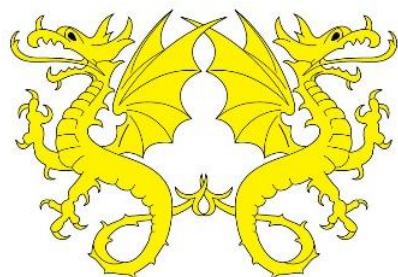
Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



7	M L	<p>Literacy Enjoy listening to longer stories and can remember much of what happens</p> <p>Understanding the world Begin to make sense of their own life-story and family's history.</p> <p>Begin to understand how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Week 7 Christmas Day 1 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world. Begin Christmas cards: Talk about length, ordering, counting twigs.</p>  <p>Each child to have a go at signing their name inside</p>	<p>Literacy To enjoy listening to longer stories and can remember much of what happens</p> <p>Understanding the world To begin to make sense of their own life-story and family's history.</p> <p>To begin to understand how others might be feeling.</p> <p>To develop their sense of responsibility and membership of a community.</p>					
			<p>Day 2 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world. Visit the local church and the village Christmas tree Continue Christmas cards and Christmas decorations. Practise singing Christmas songs. Make dried orange slices on the fire – thread them for the tree. Paper chains – talk about length and encourage children to loop the pieces independently.</p>						
7	L UW	<p>Literacy Enjoy listening to longer stories and can remember much of what happens</p> <p>Understanding the world Begin to make sense of their own life-story and family's history.</p> <p>Begin to understand how others might be feeling.</p>	<p>Day 3 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world Make stain glass windows (stars) – using transparent plastics and tissue paper. Display on the window.</p>	<p>Literacy To enjoy listening to longer stories and can remember much of what happens</p> <p>Understanding the world To begin to make sense of their own life-story and family's history.</p> <p>To begin to understand how others might be feeling.</p>					




Dore Primary School

Pre-School Learning Journey

Autumn 2: Light in the Darkness



		Develop their sense of responsibility and membership of a community.		To develop their sense of responsibility and membership of a community.					
7	L UW	Literacy 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. Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community.	Day 4 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world Continue making Christmas decorations from the week Start making the wood cookie Rudolph	Literacy To enjoy listening to longer stories and can remember much of what happens Understanding the world To begin to make sense of their own life-story and family's history.					
			Day 5 Tell Christian story of Nativity (from RE planning, link to right to religion) using drama. Talk about Christian traditions to celebrate Christmas – nativity scenes, giving gifts, Christingle, going to church. Discuss family traditions and how their family celebrate Christmas. Think about wise men and shepherds – why are they in the story? Who do Christians believe Jesus is? Son of God, God's gift to the world. Visit the local church and the village Christmas tree Continue Christmas cards and Christmas decorations. Practise singing Christmas songs.	To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community.					
8	L UW	Understanding the world Begin to make sense of their own life-story and family's history. Begin to understand how others might be feeling. Develop their sense of responsibility and membership of a community.	Week 8 Day 1 Walk around the grounds – collecting mittens for each child. Lantern walk up to the junior fire pit – hot choc and marshmallows Christmas parties	Understanding the world To begin to make sense of their own life-story and family's history. To begin to understand how others might be feeling. To develop their sense of responsibility and membership of a community.					
			Day 2 Christmas Party Finish decorations						
			Day 3 Visit the Church						
			Day 4 Christmas Party						