

## CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: Year 1	DATE: Autumn 1 September 2018
<p>Why did the crayons quit?</p> <p>The day the crayons quit/The day the crayons came home (book)</p> <p>Colour- Orange</p> <p>Charanga- Music</p>	<p style="text-align: center;"><b>WOW STARTERS / ACTIVITIES</b></p> <p>Week 1 Crayon activities 'Description' game</p> <p>Week 2 Crayon Friends- Recipe of friendship</p> <p>Week 3 Letter from the crayons about playground problem - loneliness</p> <p>Week 4/week 5 Postcard from Neon Red crayon- 'journey' around Long Eaton "My Long Eaton" and poster to advertise L.E.</p> <p>Week 6 Pictures/videos of extreme weather.</p> <p>Week 7 Wow objects associated with seasons.</p> <p>Week 8 Write an invitation to crayon parade</p>	<p style="text-align: center;"><b>BREAKDOWN OF CHALLENGES</b></p> <ol style="list-style-type: none"> <li><b>1. What makes us special?</b> Lit- recount of holiday/Maths- missing numbers/Art- portrait of themselves (Art book?)/Science- body parts</li> <li><b>2. What makes a good friend?</b> Lit- friendship recipe and poster/Maths- Recognising Numerals/write/touch count Art-friendship bucket/Science- senses</li> <li><b>3. Why are yellow and orange crayon sad? How can we help?</b> Lit- letter writing/ Maths- recap previous/ one more link addition for top group/ Art- yellow and orange melt together- mixing colours</li> <li><b>4/5. Would Neon Red crayon like Long Eaton?</b> Lit- Postcard back to Neon Red about LE, Maths- Geography- local area walk (library visit)/ICT- paint package/Maths- one less link to subtraction/Ordering</li> <li><b>6. What weather does Neon Red crayon like?</b> Lit- connectives/Geography- weather/Maths- adding</li> <li><b>7. What would Beige crayon wear?</b> Science- materials make clothes for him/Maths- subtracting</li> <li><b>8. How do the crayons celebrate?</b> Lit- invitation writing to Yr 2, Music- shakers, Community- invite parents</li> </ol>

## COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations (EYFS ELG 40-60mths+)	At Expectations	Exceeding Expectations
<b>Geography</b>		<ul style="list-style-type: none"> <li>• I can ask questions and talk about where I live (30-50 mths)</li> <li>• I can look at similarities, pattern and change (40-60 mths)</li> <li>• I can talk about features of the environment and make observations (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I like about my locality</li> <li>• I can sort things I like and don't like</li> <li>• I can answer questions about the weather</li> <li>• I can keep a weather chart</li> <li>• I can tell someone my address</li> <li>• I can describe a locality using words and pictures</li> <li>• I can explain how the weather changes with each season</li> <li>• I can name key features associated with a town (church, shop, house, farm)</li> <li>• I can name some of the main towns and cities in the united kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions using a weather chart</li> <li>• I can make plausible predictions about what the weather may be like later in the day or tomorrow</li> <li>• I can name key features associated with a town ( factory, detached house, flats, terrace house, bungalow)</li> <li>• I can name different jobs that people living in my area might do</li> </ul>
<b>Science</b>		<p><i>I can look at similarities, patterns and change (40-60 mths)</i></p> <p><i>I can talk about features of the environment and make observations (ELG)</i></p> <p><i>I can talk about some basic scientific concepts (Exceeding)</i></p>	<ul style="list-style-type: none"> <li>• I can talk about what I &lt;see, touch, smell, hear, taste&gt;.</li> <li>• I can identify and classify things I observe</li> <li>• I can show my work using pictures, labels and captions</li> <li>• I can name the parts of the human body that I can see</li> <li>• I can draw and label basic parts of the human body</li> <li>• I can identify the main parts of the human body and link them to my senses</li> <li>• I can describe materials using my senses</li> <li>• I can describe materials using specific scientific words</li> <li>• I can explain why a material might be useful for a specific job</li> <li>• I can explain what material objects are made from</li> <li>• I can name some different materials</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out by watching, listening, tasting, smelling and touching.</li> <li>• I can talk about similarities and differences</li> <li>• I can use ICT to show my working</li> <li>• I can name some parts of the human body that cannot be seen</li> <li>• I can describe things that are similar and different between materials</li> <li>• I can observe features in the environment and explain that these are related to a specific season</li> <li>• I can observe and talk about changes in the weather</li> <li>• I can talk about weather variation in different parts of the world</li> </ul>

			<ul style="list-style-type: none"> <li>• I can sort materials into groups by a given criteria</li> <li>• I can observe changes across the four seasons</li> <li>• I can name the four seasons in order</li> </ul>	
<b>R.E.</b> <b>Harvest?</b>	<i>C1 Pupils should be taught to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</i>	<ul style="list-style-type: none"> <li>• I can ask questions and talk about the community in which I live.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall and name different beliefs, practices and ways of life</li> <li>• I can ask and respond to questions about what communities do and why communities do different things</li> <li>• I can identify what difference belonging to a community might make</li> <li>• I can find out and respond with ideas to examples of co-operation between people who are different, believe in different religions and worldviews</li> <li>• I can express their ideas/opinions in response to right and wrong</li> </ul>	
<b>PSHE</b> <b>S.T</b>		<ul style="list-style-type: none"> <li>• I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> <li>• I am confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• I show confidence in asking adults for help.</li> <li>• I can inhibit own actions/behaviours, e.g. stop myself from doing something I shouldn't do.</li> <li>• I have a growing ability to distract self when upset, e.g. by engaging in a new play activity</li> </ul>	<p>I can say what is important to me and explain why</p> <p>I can say who is important to me and why</p> <p>I can explain how I know I'm being good and how to act with other children in the classroom and on the playground</p> <p>I can think how to cheer people up and include people in my games</p> <p>I know when and how I can co-operate with others</p> <p>I know what a charity is and how they work.</p>	
<b>Art and Design</b>		<ul style="list-style-type: none"> <li>• I can create simple representations of events, people and objects.(40-60 mths)</li> <li>• I can choose particular colours to use for a purpose (40-60 mths)</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw using pencil and crayons</li> <li>• I can communicate something about myself in my drawing</li> <li>• I can draw lines of different shapes and thickness, using 2 different grades of pencil</li> <li>• I can name the primary and secondary colours</li> <li>• I can paint a picture of something I can see</li> <li>• I can cut and tear paper and card for my collages</li> <li>• I can gather and sort the materials I will need</li> <li>• I can use a simple painting program to create a picture</li> <li>• I can use tools like fill and brushes in a painting package</li> <li>• I can go back and change my picture</li> <li>• I can describe what I can see and like in the work of another artist</li> <li>• I can ask sensible questions about a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different kinds of materials on their collage and explain why they have chosen them</li> <li>• I can use simple IT mark-making tools, eg brush and pen tools</li> <li>• I can say how other artists have used colour, pattern and shape in their work</li> </ul>
<b>Design Technology</b>		<p>I construct with a purpose in mind, using a variety of resources.(40-60 mths)</p> <p>I use simple tools and techniques competently and appropriately(40-60 mths)</p>	<ul style="list-style-type: none"> <li>• I can cut materials using scissors</li> <li>• I can think of some ideas of my own</li> <li>• I can explain what I want to do</li> <li>• I can explain what I am making</li> <li>• I can make a structure/model using different materials</li> </ul>	<ul style="list-style-type: none"> <li>• I can join things together in different ways</li> <li>• I can measure materials to use in a model/structure</li> </ul>
<b>Dance</b>		<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving (40-60mths)</li> <li>• I understand the need for safety when tackling new challenges, and consider and manage some risks (40-60mths)</li> <li>• I can create movement in response to music. (30-50 mths)</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and perform basic body actions</li> <li>• I can use different parts of the body singly and in combination</li> <li>• I can choose appropriate movements for different dance ideas</li> <li>• I can move with control</li> <li>• I can describe how my heart and lungs work when dancing</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform more complicated combinations of movement fluently and with control</li> <li>• I can say why my heart beats faster and my temperature rises when dancing</li> </ul>
<b>Music</b> <b>Charanga-</b> <b>Music</b>		<ul style="list-style-type: none"> <li>• I can make up rhythms. (30-50 mths)</li> <li>• I am beginning to build a repertoire of songs and dances</li> <li>• I can explore the different sounds of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• I can copy sounds</li> <li>• I can clap short rhythmic patterns</li> <li>• I can repeat (short rhythmic and melodic patterns)</li> <li>• I can use different instruments to perform</li> <li>• I can join in with singing</li> <li>• I can say how a piece of music makes me feel</li> <li>• I can say whether I like or dislike a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell the difference between loud and quiet sounds</li> <li>• I can make loud and quiet sounds</li> <li>• I can give a reason for choosing an instrument</li> </ul>
<b>Computing</b>		<p>I know that information can be retrieved from computers (30-50 mths)</p> <p>I can complete a simple program on a computer. (40-60 mths)</p> <p>I can use ICT hardware to interact with age-appropriate computer software. (40-60 mths)</p>	<ul style="list-style-type: none"> <li>• I can capture images with a camera</li> <li>• I can print out a photograph with help</li> <li>• I can record a sound and play it back</li> <li>• I can use a paint package correctly</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with text, pictures and animation to make a simple slide show</li> </ul>

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)						NUMERACY (including non-negotiables)							
Reading (+RWI planning)		Writing (+RWI planning)		Speaking and Listening									
<ul style="list-style-type: none"> <li>I can say what I like or dislike about a text</li> <li>I can link what I read or hear read to my own experiences</li> <li>I can talk about the title and the events</li> <li>I can match 40+ graphemes to their phonemes</li> <li>I can blend sounds in unfamiliar words based on known GPCs</li> <li>I can read common words using phonic knowledge where possible</li> </ul>		<ul style="list-style-type: none"> <li>I can sit correctly at a table, holding a pencil comfortably and correctly</li> <li>I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>I can use capital letters to start my names</li> <li>I can form digits 0-9</li> <li>I know how to spell words containing each of the 40+ phonemes already taught</li> <li>I can say out loud what is to be written about</li> <li>I leave spaces between words</li> </ul>		<ul style="list-style-type: none"> <li>I can ask questions about matters of immediate interest</li> <li>I understand how to take turns when speaking</li> <li>I can express feelings and ideas when talking about matters of immediate interest</li> <li>I can speak in complete sentences after modelling and as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>I can count 0-20 forwards and backwards- on going</li> <li>I can read and write numerals to 20</li> <li>I can write numbers in words to 10</li> <li>I can count in 2s to 20</li> <li>I can identify one more than a given number to 20</li> <li>I can identify one less than a given number to 20</li> <li>I can find the missing number in a sequence up to 10</li> <li>I know that 5 is more than 3 (up to 10)</li> <li>I can add two 1-digit numbers to 10</li> <li>I can subtract two 1-digit numbers to 10</li> <li>I can order objects using the terms 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></li> <li>I can compare 2 objects and say which is longer and shorter</li> <li>I know days of the week in order</li> <li>I know and name squares, rectangles, circles, triangles</li> </ul>							
GEOGRAPHY		ART and DESIGN		HISTORY		SCIENCE		DESIGN TECHNOLOGY	COMPUTING (Including e-safety)	PSHE	RE	DANCE	MUSIC
Mind map where we belong – home (address), family, class, school, church, clubs, town, country... Map journey to school (with key features) Identify key features of Long Eaton on a map Mark route taken on a map of Long Eaton Discuss likes and dislikes of Long Eaton Make posters to attract people to Long Eaton Daily weather chart Compare the seasons – what are they?		Paint portraits Colour ‘multiple’ portraits in style of Andy Warhol Draw a picture of the front of their house Design posters to advertise LE Colour mixing- knowing primary and secondary colours Make a crayon using different textiles/materials		Compare photos of LE today and in the past		Songs about parts of body Draw round each other and label Describe s.o. – can we guess who? Show each other what we are good at Label the different senses Use senses to sort and classify different materials as a group Which materials are waterproof experiment- can you make a waterproof coat for Beige crayon? Compare the seasons – what are they? When doing the daily calendar		Build a feature of Long Eaton (school, home, church, shop,)	Photograph each other (portrait) and print multiple images per A4 (for art) make group PPT about LE Tesiboard – label faces, bodies Use IT paint package.	Good health and hygiene discussion – washing, brushing teeth, exercising, building muscles, eating and sleeping How do different colours make you feel? Why? What are you good at? How can you be a good friend ? Make a recipe for friendship. How will you ensure no-one is lonely on the playground? Make playground signs.	“Old Bear” by Jane Hissy The whole class plays team building games based on cooperation. Create playground signs for co-operating on the playground “Dogger” by Shirley Hughes	How can we move different parts of body in different ways	Action songs, using different parts of body Use different musical instruments to make music for the Crayon Parade

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
I can ask for help if the time is appropriate (self-manager) I know when I need to talk to someone about a concern (effective participator) I have a go at something new (resourceful thinker) I know and understand what I do well (reflective learner) I am curious about new things (independent enquirer) I can work in a group and take turns (team worker) We will develop our Learn to Learn skills by:	Explore school environment – listen to different sounds in different areas and create a sound scape Draw a map of the school grounds Explore local area- walk round Long Eaton discuss likes and dislikes Outdoor maths sessions in Learning area and playground Odd parts- use bits and pieces to make different features of Long Eaton Monitor the weather (daily) Monitor seasonal changes (around school and local area)		Explore different charities in local area and what they do Invite parents LE walk. Invite parents to colour parade	<b>Explanation Talk</b> – why and how they made their construction (feature of Long Eaton, sorting and classification of materials) <b>Reasoning Talk</b> – talk about own experience in an audible voice using sequencing words (then, after that); listen to other’s recounts and ask relevant questions (holiday news, recount of walk round Long Eaton) <b>Negotiation Talk</b> – know to listen when someone else is saying something; expect to be listened to when they have something to say <b>General Talk</b> – know how to focus their talk appropriately by not shouting or by not mumbling or talking too faintly <b>Persuasive Talk</b> – express feelings and ideas when speaking about matters of immediate interest; listen to what others in group suggest and then say what they do/do not agree with; respond to what has been heard, making comments and asking questions; show

				awareness of the needs of the listener, gaining the listener's attention before commencing <b>Discussion Talk</b> – talk about how different characters might think, feel and react differently from themselves and from each other; through talk and role-play explore how others might think, feel and react (Elmer playground problem with loneliness)
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