

CHALLENGE OVERVIEW

| PRIME LEARNING CHALLENGE: I wonder "SUPERHEROES" | | YEAR GROUP: FS2 | DATE: September 2018 |
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| Weekly Focus | WOW STARTERS / ACTIVITIES | BREAKDOWN OF CHALLENGES | Outdoor Learning Focus |
| Week 1: 4th Sept Theme: Settle in new starters | Gradual start for new starters Nursery rhyme a week | LIT Name writing and initial mark making NUM Counting and recognising numbers to 10 PSE Sharing and taking turns with others | Variety of toys in the garden for children to explore and investigate |
| Week 1: 10th Sept Theme: Settle in new starters | Gradual start for new starters Nursery rhyme a week | LIT Name writing and initial mark making NUM Counting and recognising numbers to 10 PD Negotiating space successfully | Variety of toys in the garden for children to explore and investigate |
| Week 2: 17th Sept Theme: Who is a superhero? | Well known superheroes. Mind map – who do we know? Nursery rhyme a week | LIT Looking at superhero comics NUM Counting and recognising numbers to 10 CLL Sharing ideas in small groups | Using material to create a superhero den |
| Week 3: 24th Sept Theme: Who is a superhero? | Well known superheroes. Mind map – who do we know? Nursery rhyme a week | LIT Matching superhero pictures to names NUM Counting object 1:1 EAD Making ourselves into a superhero, adding picture of selves onto template | Capes and superhero costumes |
| Week 4: 1st Oct Theme: Can I be a superhero? | Superhero name/costume/special power SUPER HERO DRESS UP DAY WED Nursery rhyme a week | LIT Writing superhero words, bang, pow, crash NUM Counting objects 1:1 EAD Decorating and design superhero costume/cape | Superhero assault courses |
| Week 5: 8th Oct Theme: Can I be a superhero? | Superhero name/costume/special power Nursery rhyme a week | LIT Writing superhero name NUM 2D shapes CLL Talking to the class about special powers and which one we would have | Creating spider man webs and moving through them |
| Week 6: 15th Oct Theme: Are all superheroes in comics? | Doctors/Nurses, emergency services Invite parents in to talk about their jobs Nursery rhyme a week | LIT Labelling real life heroes NUM 2D shapes UTW Looking at emergency services. What do they do? How do they help us? | Using construction materials to create emergency services vehicles |
| Week 7: 22nd Oct Theme: Are all superheroes in comics? | Doctors/Nurses, emergency services Invite parents in to talk about their jobs Nursery rhyme a week | LIT Who helps me, drawing and writing a caption NUM 2D shapes CLL Recalling our favourite things from our first half term in school | Emergency services fancy dress |

COVERAGE

| SUBJECT: | EYFS CONTENT LINKS: (Take from EYFS Development Matters Document) | SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS | | |
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| | | 22-36 months | 30-50 months | 40-60 months |
| Personal, Social and Emotional* | • Making Relationships | *Interested in others play and is starting to join in. *Seeks out others to share experiences. *Begins to form a special relationship with another child. | *Initiates play, offering cues to peers to join in. *Keeps play going by responding to what others are saying or doing. | *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge and understanding. |
| | • Self Confidence and self-awareness | *Separates from main carer with support and encouragement from a familiar adult *Expresses own preferences and interest | *Can select and use activities and resources with help. *Shows confidence in asking adults for help. | *Confident to speak to others about their own needs, wants, interests and opinions. *Can describe self in positive terms and talk about abilities. |
| | • Managing Feelings and Behaviour | *Seeks comfort from familiar adults when needed *Can express their own feelings such as sad, happy, cross, scared, worried *Responds to the feelings and wishes of others | *Aware of own feelings, and knows that some actions and words can hurt others' feelings. | *Aware of boundaries set and of the behavioural expectations in the setting. *Understands that their actions affect others |
| Physical Development* | • Moving and Handling | *Runs safely on whole foot *Squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands *Climbs confidently and is beginning to pull themselves up on nursery climbing equipment *Turns pages in a book, sometimes several at once *Shows control in holding and using jugs to pour, hammers, books and mark-making tools *Beginning to use three fingers (tripod grip) to hold writing tools *Imitates drawing simple shapes such as circles and lines | *Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles *Handles tools, objects, construction and malleable materials safely and with increasing control *shows a preference for a dominant hand | *Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid others and obstacles. *travels with confidence and skill around, under, over and through balancing and climbing equipment. *Handles tools, objects, construction and malleable materials safely and with increasing control. *Begins to form recognizable letters |
| | • Health and Self Care | *Drinks well without spilling *Clearly communicates their need for the toilet *Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned coat | *Can usually manage washing and drying of hands | *Usually dry and clean during the day *Shows and understanding of the need for safety when tackling new challenges, and considers and manages some risks |
| Communication and Language* | • Listening Skills | *Shows interest in play with sounds, songs and rhymes *Single channelled attention. Can shift to a different task if attention is fully obtained ~ using child's name helps focus *Listens with interest to the noises that adults make when they read stories. | *Listens to others one to one or in small groups, when conversation interests them *Listens to stories with increasing attention and recall *Joins on with repeated refrains and anticipates key events and phrases in rhymes and stories | *Maintains attention, concentrates and sits quietly during appropriate activities |
| | • Understanding skills | *Identifies action words by pointing to the right pictures, e.g., "who's jumping?" *Developing understanding of simple concepts. *Understands a two part sentence and responds. | *Responds to simple instructions e.g. to get or put away an object | *Responds to instructions involving a two-part sequence *Listens and responds to ideas expressed by others in conversation and discussion |

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| | | (Put your toys away and then we'll read a book). | | |
| | • Speaking skills | <ul style="list-style-type: none"> *Holds a conversation, jumping from topic to topic. *Learns new words very rapidly and is able to use them in communication. *Uses gestures sometimes with limited talk. | <ul style="list-style-type: none"> *Can tell a simple past event in correct order (e.g. went down slide, hurt finger). *Uses talk in pretending that objects stand for something else in play. (This box is my elephant) | <ul style="list-style-type: none"> *Uses language to imaging and recreate roles and experiences in play situations *Links statements and sticks to a main theme or intention |
| Literacy | • Reading | <ul style="list-style-type: none"> *Has some favourite stories, rhymes, songs, poems or jingles. *Repeats words or phrases from familiar stories. | <ul style="list-style-type: none"> *Enjoys rhyming and rhythmic activities. *Listens and joins in with stories, one to one and also in small groups. *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *Listens to stories with increasing attention and recall. *Recognises familiar words and signs such as own name and advertising logos. | <ul style="list-style-type: none"> *Hears and says the initial sounds in words *Links sounds to letters, naming and sounding the letters of the alphabet *Can segment the sounds in simple words and blend them together. |
| | • Writing | <ul style="list-style-type: none"> *Distinguishes between the different marks they make. | <ul style="list-style-type: none"> *Sometimes gives meaning to marks as they draw and paint. *Ascribes meaning to marks that they see in different places. *Writes own name | <ul style="list-style-type: none"> *Hears and says initial sounds in words *Can segment the sounds in simple words and blend them together. *Uses some clearly identifiable letters |
| Mathematics | • Numbers | <ul style="list-style-type: none"> *Recites some number names in sequence. *Begins to make comparisons between quantities. *Knows that a group of things changes in quantity when something is added or taken away. | <ul style="list-style-type: none"> *Sometimes matches quantity and numerals correctly. *Shows an interest in numerals in the environment. *Recognises numerals 1 to 5 (40-60+ months) *Counts up to three or four objects by saying one number name for each item (40-60+ months) | <ul style="list-style-type: none"> *Counts objects to 10, and beginning to count beyond 10 *Selects the correct numeral to represent 1-10 *Estimates how many objects they can see and then checks by counting them *adds and subtracts by counting on and back |
| | • Shape and Space | <ul style="list-style-type: none"> *Notices simple shapes and patterns in pictures to (22-36 months) *Beginning to categorise objects according to properties such as shape or size. *Begins to use the language of size. | <ul style="list-style-type: none"> *Shows an interest in shape and space by playing with shapes or making arrangements with objects. *Shows awareness of similarities of shapes in the environment. | <ul style="list-style-type: none"> *Uses familiar objects and common shapes to create and recreate patterns and build models *Orders and sequences familiar events |
| Understanding the World | • People and Communities | <ul style="list-style-type: none"> *Has a sense of own immediate family and relations. *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. *Learn that they have similarities and differences that connect them to, and distinguish them from, others. | <ul style="list-style-type: none"> *Shows an interest in the lives of people who are familiar to them. *Remember and talks about significant events in their own experiences. *Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. | <ul style="list-style-type: none"> *Talk about past and present events in their lives and the lives of family members *Understand that other children don't always like the same things as them |
| | • The World | <ul style="list-style-type: none"> *Enjoys playing with small-world models such as farm, garage or train track (22-36 months) *Notices detailed features of objects in their environment. | <ul style="list-style-type: none"> *Comments and asks questions about aspects of their familiar world such as the place they live or the natural world. | <ul style="list-style-type: none"> *Looks at similarities, differences, patterns and change |
| | • Technology | <ul style="list-style-type: none"> *Seeks to acquire basic skills in turning on and operating some ICT equipment. *Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car. | <ul style="list-style-type: none"> *Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. *Completes a simple program on a computer. (40-60 months) | <ul style="list-style-type: none"> *Uses ICT to interact with age appropriate software *Can select and choose technology for a purpose |
| Expressive Art and Design | • Exploring and using media and materials | <ul style="list-style-type: none"> *Joins in singing favourite songs (22-36 months) *Experiments with blocks, colours and marks. | <ul style="list-style-type: none"> *Sings a few familiar songs. *Enjoys joining in with dancing and ring games. | <ul style="list-style-type: none"> *Begins to build a repertoire of songs and dances *Constructs with a purpose in mind |

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| | | | <ul style="list-style-type: none"> *Explores colour and how colours can be changed. *Uses various construction materials. *Beginning to be interested in and describes the texture of things. *Manipulates materials to achieve a planned effect (40-60+months) | <ul style="list-style-type: none"> *Uses simple tools and techniques competently and appropriately *Explores what happens when they mix colours |
| | <ul style="list-style-type: none"> • Being Imaginative | <ul style="list-style-type: none"> *Beginning to use representation to communicate, e.g. drawing alone and saying "That's me". *Beginning to make-believe by pretending. | <ul style="list-style-type: none"> *Developing preferences for forms of expression. *Uses movement to express feelings. *Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. *Engages in imaginative role-play based on own first-hand experiences. *Plays cooperatively as part of a group to develop and act out a narrative (40-60+ months) | <ul style="list-style-type: none"> *Creates simple representations of events, people and objects *Plays alongside others engaged in the same activity *Chooses particular colours for a purpose |

DESCRIPTION OF LEARNING

| LITERACY | | NUMERACY | |
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| Reading | Writing | Number | Shape, Space and Measure |
| <ul style="list-style-type: none"> ▪ Superhero comics ▪ Superhero story books ▪ General end of the day stories ▪ Stories about the emergency services | <ul style="list-style-type: none"> ▪ Independently choosing mark making tools from the areas indoors and outdoors ▪ Experimenting with mark making in sand, shaving foam, bubbles, paint etc ▪ Sound walk ▪ Labelling ▪ Labelling colours ▪ Role play in home corner, real life experiences ▪ Recognizing their names at self-registration time ▪ Beginning to practice writing own name ▪ Tracing different patterns to help with letter shapes ▪ Simple letter formation on iPads | <ul style="list-style-type: none"> ▪ Counting every day in play ▪ Number recognition at registration time ▪ Counting at registration time ▪ Ordering numbers 1-5/10 ▪ Counting 1-5/10 and matching numerals ▪ Simple tally charts/ pictograms to make charts ▪ Sing simple number rhymes | <ul style="list-style-type: none"> ▪ Hand / foot prints ordering size ▪ Measuring heights using cubes etc ▪ Measuring using hands/feet ▪ Recognise and sort simple 2D shapes ▪ Using bee bott for directions ▪ Role play shops ▪ Shapes ▪ Making shapes using their bodies ▪ Making houses using 2d shapes |
| PERSONAL, SOCIAL AND EMOTIONAL | PHYSICAL DEVELOPMENT | UNDERSTANDING THE WORLD | EXPRESSIVE ARTS AND DESIGN |
| <ul style="list-style-type: none"> • Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn. • Begin to develop self-confidence and a sense of security. • Make and express choices, plans and decisions. • Express appropriate needs and preferences • Acknowledge the need for help and seek help from others. • Form positive relationships with familiar adults. • Form positive relationships with other children. • Begin to share and take turns. • Begin use resources with care and understand the need for safety. | <ul style="list-style-type: none"> • Be active and move in different ways. • Move in response to sound and music both real and imaginary. • Begin to explore different ways in which they can use their bodies in physical activities. • Use a variety of small and large equipment. • Move in a range of different spaces and levels in natural and made environments indoors and outdoors. • Begin to understand the need for safety of themselves. • Begin to use the toilet independently. • Put on coat with some support. • Wash hands independently. | <ul style="list-style-type: none"> • Use all their senses to investigate the natural and made environment. • Make collections of things that interest them. • Have time and opportunity to wonder • Build and construct with a wide range of resources. • Discuss the differences and similarities between Elmer and the other elephants. • Discuss similarities and differences between themselves and others. • Select tools and resources to cut, join and stick. | <ul style="list-style-type: none"> • Explore the colour, texture and form of man-made and natural things. • Listen and respond to sound, rhymes, songs and a variety of music. • Make sounds and music using voice, body sounds and instruments. • Participate in simple singing games and rhymes. • Use their imagination in role play. • Use role play to re-create and invent situations based on own experiences. • Use mirrors to investigate what they truly look like. |
| | | TECHNOLOGY | |
| | | <ul style="list-style-type: none"> • To understand that we can use a range of technologies to share what we know and experience. (Videos, pictures , email, text and QR codes) • Use a cash register. • Use counting pictures. • Use a digital camera to take photos. • Use IT to begin to develop their awareness of the world. • Use programmable toys. • Use tape recorders and cd players. • Begin to use iPads. | |

SCHOOL VALUES

| Characteristics of Learning: Playing and Exploring (Engagement) | Characteristics of Learning: Active Learning (Motivation) | Characteristics of Learning : Creating and Critical Thinking (thinking) | COMMUNITY | ORACY / PRESENTATION: (Communication and Language) |
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| <p><u>Finding out and exploring:</u></p> <ul style="list-style-type: none"> Using senses to explore the world around them. Showing Curiosity about objects, events and people <p><u>Playing with what they know:</u></p> <ul style="list-style-type: none"> Representing their experiences in play. Pretending objects are things from their experience. <p><u>Being willing to “have a go” :</u></p> <ul style="list-style-type: none"> Initiating activities Showing a “can do” attitude | <p><u>Being involved and concentrating:</u></p> <ul style="list-style-type: none"> Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination <p><u>Keeping on trying:</u></p> <ul style="list-style-type: none"> Persisting with activities when challenges occur. <p><u>Enjoying achieving what they set out to do:</u></p> <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals | <p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> Thinking of ideas. Finding new ways to do things. <p><u>Making Links:</u></p> <ul style="list-style-type: none"> Making links and noticing patterns in their experiences. <p><u>Choosing ways to do things:</u></p> <ul style="list-style-type: none"> Checking how well their activities are going. Planning, making decisions about how to approach a task, solve a problem and reach a goal. | <ul style="list-style-type: none"> Introduction of new reading buddies. Joining the school community. Assemblies Stranger danger – yellow badges. | <ul style="list-style-type: none"> Talking in small groups about themselves and their families. Presentation and discussion about similarities and differences about each other. Listen to stories on IWB Role play area using own experiences as a basis of play. Singing |