

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: I wonder

YEAR GROUP: FS2

DATE: November 2018

“How do we Celebrate good times?”

Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	Outdoor Learning Focus
<b>Week 2: 6<sup>th</sup> - 9<sup>th</sup> Nov</b> Theme: Bonfire night and remembrance 100 years since the end of WW1.	Creating poppies for the whole school display. Community event Wednesday. Wednesday 7 <sup>th</sup> – Rachael Wayne, artist Watching fireworks and creating our own rockets.	KU: Bonfire night safety EAD: Splatter painting fireworks on black paper Making poppies using red materials Lit: Writing firework words using our sounds Num: Pattern pictures	Using chalk to draw large fireworks Making bonfires using wood store
<b>Week 2: 12<sup>th</sup> - 16<sup>th</sup> Nov</b> Theme: Diwali	Making Diva pots using clay Children in need non uniform day	KU – Religious celebrations PD – Molding malleable materials to create diva pot Lit – Recount the story of Rama and Sita Num – Shape, Rangoli patterns	Using material to create costumes to re-enact the story of Rama and Sita Creating Rangoli patterns using large shapes
<b>Week 3: 19<sup>th</sup> - 23<sup>rd</sup> Nov</b> Theme: Birthday	Decorating a cupcake	PSED – Enjoy sharing celebrations with others KU – Can talk about their own experiences Lit – Writing birthday cards Num – Cake candles (HA counting backwards)	Birthday party Dancing Streamers & cups – reusable party poppers
<b>Week 4: 26<sup>th</sup> - 30<sup>th</sup> Nov</b> Theme: Wedding	Wednesday - The Wedding and party	KU – Can talk about celebrations and events EAD – Creating wedding decorations Lit – Writing wedding invitations Num – Ordering sizes, tiers of cake	Building ‘cakes’ with wooden logs Creating a wedding car using material
<b>Week 5: 3<sup>rd</sup> - 7<sup>th</sup> Dec</b> Theme: Advent and Christmas preparation Dress rehearsal	Making advent candles/calendars Wrapped story a day to count down Advent calendar Making decorations to go on the tree	CL – Speaking to a group – presenting PD – Using tools to create decorations Lit – Writing letters to Santa Num – Counting down / ordering numbers	Decorating the tree in the garden
<b>Week 6: 10<sup>th</sup> - 14<sup>th</sup> Dec</b> Theme: Nativity story Concert to parents	Performing show to parents	CL – speaking to a group - presenting KU – Talk about their Christmas traditions Lit – Writing letters to Santa Num – Counting down / ordering numbers	Role play Christmas story
<b>Week 7: 17<sup>th</sup> - 21<sup>st</sup> Dec</b> Theme: IT’S CHRISTMAS	Christmas fun – creating decorations, Christmas party, Christmas countdown.	KU – Enjoying celebrations PSED – Being thoughtful of others’ feelings CL – Saying what they have enjoyed the most	Party, sparkle and shine

COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		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	*Responds to simple instructions e.g. to get or put	*Responds to instructions involving a two-part

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

			60 months)	
Expressive Art and Design	<ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> </ul>	<ul style="list-style-type: none"> <li>*Joins in singing favourite songs (22-36 months)</li> <li>*Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>*Sings a few familiar songs.</li> <li>*Enjoys joining in with dancing and ring games.</li> <li>*Explores colour and how colours can be changed.</li> <li>*Uses various construction materials.</li> <li>*Beginning to be interested in and describes the texture of things.</li> <li>*Manipulates materials to achieve a planned effect (40-60+months)</li> </ul>	<ul style="list-style-type: none"> <li>*Begins to build a repertoire of songs and dances</li> <li>*Constructs with a purpose in mind</li> <li>*Uses simple tools and techniques competently and appropriately</li> <li>*Explores what happens when they mix colours</li> </ul>
	<ul style="list-style-type: none"> <li>• Being Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>*Beginning to use representation to communicate, e.g. drawing alone and saying "That's me".</li> <li>*Beginning to make-believe by pretending.</li> </ul>	<ul style="list-style-type: none"> <li>*Developing preferences for forms of expression.</li> <li>*Uses movement to express feelings.</li> <li>*Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>*Engages in imaginative role-play based on own first-hand experiences.</li> <li>*Plays cooperatively as part of a group to develop and act out a narrative (40-60+ months)</li> </ul>	<ul style="list-style-type: none"> <li>*Creates simple representations of events, people and objects</li> <li>*Plays alongside others engaged in the same activity</li> <li>*Chooses particular colours for a purpose</li> </ul>

## DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> <li>▪ Owl Babies</li> <li>▪ Rama &amp; mSita</li> <li>▪ Laura’s Star</li> <li>▪ Santa’s sleigh</li> <li>▪ Nativity</li> <li>▪ First Christmas</li> <li>▪ The night before Christmas</li> <li>▪ The Owl Who was afraid of the dark</li> <li>▪ Christmas Carol</li> <li>▪ The feelings books – PSHE books</li> <li>▪ Introduce green and red words in RWInc</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently choosing mark making tools from the areas indoors and outdoors</li> <li>▪ Experimenting with mark making in sand, shaving foam, bubbles, paint etc</li> <li>▪ Sound walk</li> <li>▪ Labels for different parts of the body</li> <li>▪ Labelling colours</li> <li>▪ Role play in home corner, real life experiences</li> <li>▪ Recognizing their names at self-registration time</li> <li>▪ Beginning to practice writing own name</li> <li>▪ Tracing different patterns to help with letter shapes</li> <li>▪ Simple letter formation on iPads</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counting every day in play</li> <li>▪ Number recognition at registration time</li> <li>▪ Counting at registration time</li> <li>▪ Ordering numbers 1-5/10</li> <li>▪ Counting 1-5/10/20 and matching numerals</li> <li>▪ Simple tally charts/ pictograms to make charts</li> <li>▪ Sing simple number rhymes</li> <li>▪ Adding groups of objects</li> <li>▪ Counting forwards and backwards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measuring heights using cubes etc</li> <li>▪ Measuring using hands/feet</li> <li>▪ Recognise and sort simple 2D shapes</li> <li>▪ Recognise and sort 3D shapes</li> <li>▪ Using shapes to create Rangoli patterns</li> <li>▪ Simple repeating patterns</li> <li>▪ Printing wrapping paper using shapes</li> <li>▪ Ordering size of wedding cakes</li> </ul>
PERSONAL, SOCIAL AND EMOTIONAL	PHYSICAL DEVELOPMENT	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> <li>• Experience play and learning in a range of indoor and outdoor environments which stimulate wonder, imagination, excitement and the disposition to learn.</li> <li>• Begin to develop self-confidence and a sense of security.</li> <li>• Make and express choices, plans and decisions.</li> <li>• Express appropriate needs and preferences</li> <li>• Acknowledge the need for help and seek help from others.</li> <li>• Form positive relationships with familiar adults.</li> <li>• Form positive relationships with other children.</li> <li>• Begin to share and take turns.</li> <li>• Begin use resources with care and understand the need for safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Be active and move in different ways.</li> <li>• Move in response to sound and music both real and imaginary.</li> <li>• Begin to explore different ways in which they can use their bodies in physical activities.</li> <li>• Use a variety of small and large equipment.</li> <li>• Move in a range of different spaces and levels in natural and made environments indoors and outdoors.</li> <li>• Begin to understand the need for safety of themselves.</li> <li>• Begin to use the toilet independently.</li> <li>• Put on coat with some support.</li> <li>• Wash hands independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses to investigate the natural and made environment.</li> <li>• Make collections of things that interest them.</li> <li>• Have time and opportunity to wonder</li> <li>• Build and construct with a wide range of resources.</li> <li>• Discuss the differences and similarities between Elmer and the other elephants.</li> <li>• Discuss similarities and differences between themselves and others.</li> <li>• Select tools and resources to cut, join and stick.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the colour, texture and form of man-made and natural things.</li> <li>• Listen and respond to sound, rhymes, songs and a variety of music.</li> <li>• Make sounds and music using voice, body sounds and instruments.</li> <li>• Participate in simple singing games and rhymes.</li> <li>• Use their imagination in role play.</li> <li>• Use role play to re-create and invent situations based on own experiences.</li> <li>• Use mirrors to investigate what they truly look like.</li> </ul>
		TECHNOLOGY	
		<ul style="list-style-type: none"> <li>• To understand that we can use a range of technologies to share what we know and experience. (Videos, pictures , email, text and QR codes)</li> <li>• Use a cash register.</li> <li>• Use counting pictures.</li> <li>• Use a digital camera to take photos.</li> <li>• Use IT to begin to develop their awareness of the world.</li> <li>• Use programmable toys.</li> <li>• Use tape recorders and cd players.</li> <li>• Begin to use iPads.</li> </ul>	

SCHOOL VALUES

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