

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
Week 2: 6th - 9th Nov Theme: Bonfire night and remembrance 100 years since the end of WW1.	Creating poppies for the whole school display. Community event Wednesday. Wednesday 7 th – 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
Week 2: 12th - 16th Nov 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
Week 3: 19th - 23rd Nov 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
Week 4: 26th - 30th Nov 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
Week 5: 3rd - 7th Dec 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
Week 6: 10th - 14th Dec 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
Week 7: 17th - 21st Dec 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"> *Developing understanding of simple concepts. *Understands a two part sentence and responds. (Put your toys away and then we’ll read a book). 	away an object	<p>sequence</p> <ul style="list-style-type: none"> *Listens and responds to ideas expressed by others in conversation and discussion
	<ul style="list-style-type: none"> • 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 imagine and recreate roles and experiences in play situations *Links statements and sticks to a main theme or intention
Literacy	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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- 	<ul style="list-style-type: none"> *Uses ICT to interact with age appropriate software *Can select and choose technology for a purpose

			60 months)	
Expressive Art and Design	<ul style="list-style-type: none"> • 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. *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"> *Begins to build a repertoire of songs and dances *Constructs with a purpose in mind *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	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ Owl Babies ▪ Rama & mSita ▪ Laura’s Star ▪ Santa’s sleigh ▪ Nativity ▪ First Christmas ▪ The night before Christmas ▪ The Owl Who was afraid of the dark ▪ Christmas Carol ▪ The feelings books – PSHE books ▪ Introduce green and red words in RWInc 	<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 ▪ Labels for different parts of the body ▪ 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 1-5/10/20 and matching numerals ▪ Simple tally charts/ pictograms to make charts ▪ Sing simple number rhymes ▪ Adding groups of objects ▪ Counting forwards and backwards 	<ul style="list-style-type: none"> ▪ Measuring heights using cubes etc ▪ Measuring using hands/feet ▪ Recognise and sort simple 2D shapes ▪ Recognise and sort 3D shapes ▪ Using shapes to create Rangoli patterns ▪ Simple repeating patterns ▪ Printing wrapping paper using shapes ▪ Ordering size of wedding cakes
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)
<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"> Performing the nativity Community poppy event FROGs disco Parent email and website blog Inviting our grownups to watch our nativity Joining the school community. Assemblies Stranger danger – yellow badges. 	<ul style="list-style-type: none"> Talking in small groups about themselves and their family traditions. Presentation and discussion about similarities and differences about each other. Role play area using own experiences as a basis of play. Nativity, singing and delivering lines