

CHALLENGE OVERVIEW
How do we Celebrate Good Times?

PRIME LEARNING CHALLENGE:		YEAR GROUP: FS1	DATE: November 2018
I wonder:	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
			Outdoor Learning Focus
Why is Barnaby Bear so excited?	<p>Week 1 (5th-9th November) Autumn Days and Bonfire Nights</p> <p>Autumn Traditions leading into Bonfire Night safety Bonfire activities Indoor fireworks / Homemade Fireworks Welly Day linked to Autumn and Bonfire Night To link with the rest of the school make poppy for display</p> <p>Book: The Owl who was afraid of the Dark Book: Meg and Mog Stories</p>	<p>Week 1: ~Theme: Autumn Days / Bonfire Nights</p> <p>Focus: Knowledge and Understanding (people and communities) Bonfire Night Safety / Why do we have Bonfire Night EAD: Autumn tree picture ad leaf printing / Creating Firework Pictures Lit: I can (touch, smell, taste, hear and see) / Firework Words Num: Clocks, ordering number and time / Shape and Pattern PSHE: Staying Safe Also include Autumn days signs and symbols</p>	<p>Autumn Theme: Naturals around the environment</p> <p>Using our senses to explore</p> <p>Bonfire Theme: Bonfire pit Bonfire role play with hot dogs and marshmallows (sponges) Firework streamers and instruments</p> <p>Welly Day on Wednesday to use all the outdoor learning spaces</p> <p>Literacy and Numeracy Focus: Lists of describing words / Shape and pattern, Number recognition, counting back</p>
	<p>Week 2 (12th-16th November)</p> <p>Remembrance and Poppy Day Activities Poppy fields Dress up day Children in Need Book: Laura's Star by Klaus Baumgart</p>	<p>Week 2: ~Theme: Memories and Remembrance To include Remembering others and Children in Need</p> <p>Focus: PSHE Being kind and looking after each other Knowledge and Understanding (people and communities) Lit: Remembrance Acrostic Poems Num: Addition more stars in the sky</p>	<p>Team Building activities and working together Sharing and taking turns</p> <p>Literacy and Numeracy Focus:</p> <p>Poetry/ Recounting special memories/ Counting On</p>
	<p>Week 3 (19th -23rd November) Divali Making Diva lamps Visitor to share Divali Experience/ Dance Rama and Sita Puppets Cbeebies celebrations Indian Food Book: Rama and Sita Story</p>	<p>Week 3: ~Theme: Festivals of Light around the World including Divali and Hannukah To include Divali traditions</p> <p>Focus: Knowledge and Understanding (people and communities) Physical Development: Dance, rhythm, movement and music Expressive Arts (Music) Focus: Expressive Arts Making decorations Lit: Dramatic recount, role play Num: Symmetry</p>	<p>Indian Theme week Music and Fancy Dress Lighting the path home for Rama and Sita Helping others, being kind</p> <p>Literacy and Numeracy Focus: Retelling/ sequencing a story/ Symmetry Music and material for fancy dress Multicultural Resources</p>
	<p>Week 4 (26th-30th November) Family Celebrations Family Celebrations</p>	<p>Week 4: ~ Birthday parties and other family celebrations To include family celebrations</p>	<p>Party Theme Birthday party Dancing</p>

	<p>Birthday party and invitations Book: Teddies Birthday Treat</p>	<p>Focus: Knowledge and Understanding (The World) Joining in with Family Traditions Communication and Language ~ Talking about special occasions Lit: Writing Invitations Num: Counting Backwards</p>	<p>Streamers and cups Party poppers to make Literacy and Numeracy Focus: Labeling and Initiations/ Counting on and counting in pairs</p>
	<p>Week 5 (3rd-7th December) Advent Cohort Profile Week Advent calendar Large advent candle Put up decorations Craft Week Book: The Little Fir Tree</p>	<p>Week 5: Theme: Getting ready for Christmas, family traditions Christmas tree, shopping bags, cards with fairy light border Focus: Characteristics of Learning Expressive Arts Performing Lit: Letters to Santa Num: Counting Down to Santa (subtraction)</p>	<p>Sparkle and Shine Decorate tree Glitter bomb / Splatter Painting Letters to Santa Literacy and Numeracy Focus: Letters to Santa / Counting Down (subtraction) / Money</p>
	<p>Week 6 (10th-14th December) The Christmas Story Nativity Story Nativity dress up Data Deadline for Term 1 Book: Sleepy Jesus</p>	<p>Week 6: Theme: The first Christmas nativity scene Focus: Characteristics of Learning Expressive Arts Performing Lit: Speaking and Listening Num: Money Christmas Shopping</p>	<p>Nativity Theme Literacy and Numeracy Focus: Speaking and Listening / Money and Christmas Shopping</p>
	<p>Week 7 (17th-21st December) Is Santa Here yet!! Nursery Concert Christmas Party (Wednesday) Christingle at Trinity Santa's Visit Decorations, cards, party preparations Book: T'was the night before Christmas</p>	<p>Week 7: Theme: Is Santa Here Yet! (Christmas Traditions around the World) Focus: Characteristics of Learning Expressive Arts Performing EAD: making Christmas Party hats Lit: Speaking and Listening Num: Money Christmas Shopping</p>	<p>Santa's Workshop Literacy and Numeracy Focus: Speaking and Listening / Money and Christmas Shopping Santa's workshop, making and wrapping presents</p>

COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		16-26 months	22-36 months	30-50 months
Personal, Social and Emotional*	<ul style="list-style-type: none"> Making Relationships 	<ul style="list-style-type: none"> Plays alongside others. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 	<ul style="list-style-type: none"> Interested in others play and is starting to join in Shows affection and concern for people who are special to them Begins to form a special relationship with another child. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children Keeps play going by responding to what others are saying or doing.
	<ul style="list-style-type: none"> Self Confidence and self-awareness 	<ul style="list-style-type: none"> Gradually able to engage in pretend play with toys (supports child to understand that their own thinking may be different from others. Demonstrates sense of self as an individual. Begins to do things independently. 	<ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult Expresses own preferences and interest 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Shows confidence in asking adults for help. Welcomes and values praise for what they

				<ul style="list-style-type: none"> have done • Confident to talk to other children when playing, and will communicate freely about home and community
	<ul style="list-style-type: none"> • Managing Feelings and Behaviour 	<ul style="list-style-type: none"> • Begins to learn that some things are theirs, some things are shared, and some things belong to other people. • Is aware of others' feelings and begins to respond to it. 	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed • Can express their own feelings such as sad, happy, cross, scared, worried • Shows understanding and cooperates with some boundaries and routines 	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings.
Physical Development*	<ul style="list-style-type: none"> • Moving and Handling 	<ul style="list-style-type: none"> • Beginning to balance blocks to build a small tower • Makes connections between their movements and the marks they make 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving • Travels with confidence and skill around, under, over, and through balancing and climbing equipment (40-60+) • Uses one handed tools and equipment (scissors)
	<ul style="list-style-type: none"> • Health and Self Care 	<ul style="list-style-type: none"> • Willing to try new food textures and tastes. • Shows a desire to help with dressing/undressing and hygiene routines. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying of hands • Dresses with help
Communication and Language*	<ul style="list-style-type: none"> • Listening Skills 	<ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them • Listens to stories with increasing attention and recall • Is able to follow directions (if not intently focused on own choice of activity) • Joins on with repeated refrains and anticipates key events and phrases in rhymes and stories • Maintains attention, concentrates and sits quietly during appropriate activity (40-60+)
	<ul style="list-style-type: none"> • Understanding skills 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Responds to simple instructions e.g. to get or put away an object

			<p>responds. (Put your toys away and then we'll read a book).</p> <ul style="list-style-type: none"> Understands 'who', 'what', 'where' in simple questions 	
	<ul style="list-style-type: none"> Speaking skills 	<ul style="list-style-type: none"> Beginning to ask simple questions. Beginning to talk about people and things that are not present. 	<ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feeling, experiences thoughts 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 castle) Beginning to use more complex sentences to link thoughts (us and, because)
Literacy	<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	<ul style="list-style-type: none"> Have some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in missing word or phrases in a known rhyme, story or game e.g. "Humpty, Dumpty sat on a ..." 	<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. Looks at books independently Suggest how the story might end
	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> 	<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.
Mathematics	<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Says some counting words randomly Beginning to organise and categorise objects (putting all the teddy bears together or teddies in one pile and cars in another) 	<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. Recites numbers in order to 10 Shows an interest in numerals in the environment. Recognises numerals 1 to 5 (40-60+ months) Compares two groups of objects, saying when they have the same number Counts up to three or four objects by saying one number name for each item (40-60+ months)
	<ul style="list-style-type: none"> Shape and Space 	<ul style="list-style-type: none"> Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Enjoys emptying and filling containers. 	<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. Orders two or three items by length,

				<p>height.</p> <ul style="list-style-type: none"> Orders and sequences familiar events (40-60+)
Understanding the World	<ul style="list-style-type: none"> People and Communities 	<ul style="list-style-type: none"> Enjoys pictures and stories about themselves, their families and other people. Is curious about people and shows interest in stories about themselves, their families and other people. 	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. Beginning to have their own friends 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. Recognises and describes special times or events for family or friends.
	<ul style="list-style-type: none"> The World 	<ul style="list-style-type: none"> Explores objects by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking. Remembers where objects belong Matches parts of objects that fit together (puts lid on teapot) 	<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. Shows care and concern for living things
	<ul style="list-style-type: none"> Technology 	<ul style="list-style-type: none"> Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. Anticipates repeated sounds, sights and actions. 	<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)
Expressive Art and Design	<ul style="list-style-type: none"> Exploring and using media and materials 	<ul style="list-style-type: none"> Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> Joins in singing favourite songs (22-36 months) Experiments with blocks, colours and marks. Shows an interest in the way musical instruments sound 	<ul style="list-style-type: none"> Sings a few familiar songs. Enjoys joining in with dancing and ring games. Beginning to move rhythmically. Explores colour and how colours can be changed. Uses various construction materials. Beginning to be interested in and describes the texture of things. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Manipulates materials to achieve a planned effect (40-60+months)
	<ul style="list-style-type: none"> Being Imaginative 	<ul style="list-style-type: none"> Pretends that one object represents another, especially when objects have characteristics in common. 	<ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a lone and saying "That's me". Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> Developing preferences for forms of expression Creates movement in response to music 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. Uses available resources to create props to support role play Captures experiences and responses with a

				<p>range of media, such as music, dance, paint and other materials or words</p> <ul style="list-style-type: none"> Plays cooperatively as part of a group to develop and act out a narrative (40-60+ months)
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DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> The Owl who was afraid of the dark Owl Babies Whatever next Simple Guy Fawkes book (PowerPoint) Poems and rhymes (read me first collection) Laura's Star Grandma's Bill Eid and Ramadan PowerPoint stories Kippers Birthday Peace at Last Wedding Stories (Molly's wedding) Jolly Christmas Postman Mister Men Christmas Snowman and Snow Dog Other Christmas fiction Festivals and Celebrations The first Christmas (Nativity Stories) The night before Christmas 	<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 Writing labels and captions (Firework sounds) Beginning to use Mark making station 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 Start RWInc Sessions Messages in cards, on dove etc Writing invitations Favourite memories Descriptive writing / fact finding Party lists. Equipment, guests Recount of events Mind maps Class big book 	<ul style="list-style-type: none"> Counting every day in play Number recognition at registration time. Ordering numbers 1-10 Counting 1-10 and matching numerals Sing simple number rhymes Number formation Comparing two numbers, comparing quantities, recognizing who has less, who has more Counting forwards and backwards Sharing objects 	<ul style="list-style-type: none"> ordering size, comparing lengths and using the language of comparison Measuring heights using cubes etc Using bee bott for directions Role play shops Shapes in the environment Making shapes 2d and 3d Recognising shapes 2d and 3d Positional language Symmetry and pattern Ordering and sequencing events simple time
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 	<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 	<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 Find out about communities and traditions Discuss similarities and differences about each other Talk about their past 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. Select a colour for a purpose and with intent Explore textures and materials Manipulate materials for planned effect Use what they know about resources effectively Play cooperatively as a group to plan out a narrative

<ul style="list-style-type: none"> • 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"> • Wash hands independently 	<ul style="list-style-type: none"> • Talk about the changes in the environment • Discuss why changes happen <p>TECHNOLOGY</p> <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 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 • See Computing curriculum • Select technology for a purpose • Use a mouse reliably 	
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SCHOOL VALUES				
<p>Characteristics of Learning: Playing and Exploring (Engagement)</p> <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 • Seeking a challenge 	<p>Characteristics of Learning: Active Learning (Motivation)</p> <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 • Paying attention to detail <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>Characteristics of Learning : Creating and Critical Thinking (thinking)</p> <p><u>Having their own ideas:</u></p> <ul style="list-style-type: none"> • Thinking of ideas. • Finding new ways to do things. • Making predictions <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. 	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Inviting the local community to Christmas Concert • Attending Christingle at Trinity Church • Making something for the FrOGS Christmas Fair • Looking at how the local community celebrates different special occasions • Visit the local church to look at the first Christmas celebrations • Invite Families from other countries to talk about how they celebrate Christmas. • Invite parents to discuss other celebrations and cultures 	<p>ORACY / PRESENTATION: (Communication and Language)</p> <ul style="list-style-type: none"> • Talking in small groups about themselves and their families and how they celebrate special occasions • Share photos of special occasions • Presentation and discussion about similarities and differences about how people celebrate especially Christmas • Nursery Christmas Concert • Listen to stories on a cd player • Role play area using own experiences as a basis of play. • Sharing experiences • Listening skills and games