

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:		YEAR GROUP: Year 1	DATE: Autumn 2, 2017
Twinkle Twinkle little star! How do we celebrate?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	
Parents community- xmas decorations (Wednesday 5 th december 2018) Christingle (date to be confirmed) Christmas Concert (Monday 10 th /Tuesday 11 th December)	Week 1: watch fireworks/Guy Fawkes, and remembrance assembly. Week 2: Diwali and children in need. Artist (RW) Week 3: Collecting leaves/dot story Artist (RW) Week 4: Dressing up in pajamas. Week 5: Write a letter to Santa. Week 6: A king is born (Christmas concert) Week 7: Let's celebrate!	1. Does anyone know someone called Guy Fawkes? / Why do people wear poppies? 2. What is a 'festival of light'? 3. Why do trees make orange leaves? (Artist- RW) 4. What do I like to do at bedtime? 5. Are chocolate advent calendars the only ones? 6. Who celebrates Christmas? 7. How do you decorate your Christmas tree?	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations (EYFS ELG 40-60mths+)	At Expectations	Exceeding Expectations
History		<ul style="list-style-type: none"> I can join in with family customs and routines I can talk about past and present events in own life and lives of family members I am aware that other children don't always enjoy the same things and am sensitive to this I know about similarities and differences between myself and others I know about similarities and differences among families, communities and traditions 	<ul style="list-style-type: none"> I can use words and phrases like 'old', 'new' and 'a long time ago'. I recognize that we celebrate certain events, such as bonfire night, because of what happened many years ago I can talk about things that happened when I was little I can recognize that a story that is read to me may have happened a long time ago I can retell a familiar story set in the past 	<ul style="list-style-type: none"> I can use the words before and after correctly I can talk about an important historical event that happened in the past I can say why I think a story was set in the past
Science			<ul style="list-style-type: none"> I can talk about what I <see, touch, smell, hear, taste>. I can show my work using pictures, labels and captions I can observe changes across the four seasons I can name the four seasons in order I can name different sources of light I can name and identify different sources of light e can see I can explain what darkness is I can compare sources of light I can observe and observe and describe shadows throughout the day. 	<ul style="list-style-type: none"> I can find out by watching, listening, tasting, smelling and touching. I can talk about similarities and differences I can use ICT to show my working I can observe features in the environment and explain that these are related to a specific season I can observe and talk about changes in the weather I can talk about weather variation in different parts of the world I can describe changes in light resulted from actions I can describe how light and temperature are different during the day and night.
Geography		<ul style="list-style-type: none"> I can talk about changes 	<ul style="list-style-type: none"> I can answer questions about the weather I am aware of the different countries and continents around the world. 	<ul style="list-style-type: none"> I can make plausible predictions about what the weather may be like later in the day or tomorrow
R.E.	What is important to you? C1 – who is important? What is important to a Christian? What is important to a Muslim?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can observe and recount different ways of expressing identity and belonging I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life I can explain the meanings behind different beliefs and practices I can ask and respond to questions about what communities do 	<ul style="list-style-type: none"> I can explore questions about belonging, meaning and truth

			<ul style="list-style-type: none"> I can ask and respond to questions about why communities do different things I can ask and respond to questions about what communities do and why communities do different things. I can identify what difference belonging to a community might make. I can find out and respond with ideas to examples of cooperation between people who are different, believe in different religions and world views. 	
PSHE	Mrs T.	<ul style="list-style-type: none"> I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults I am confident to talk to other children when playing, and will communicate freely about own home and community. I show confidence in asking adults for help. I can inhibit own actions/behaviours, e.g. stop myself from doing something I shouldn't do. I have a growing ability to distract self when upset, e.g. by engaging in a new play activity 	<ul style="list-style-type: none"> I can initiate conversations, attend to and take account of what others say. I can explain own knowledge and understanding, and ask appropriate questions of others. I can take steps to resolve conflicts with other children, e.g. finding a compromise. <p>I am confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> I can describe self in positive terms and talk about abilities. 	•
Art and Design		<ul style="list-style-type: none"> I can create simple representations of events, people and objects.(40-60 mths) I can choose particular colours to use for a purpose (40-60 mths) 	<ul style="list-style-type: none"> I can draw using pencil and crayons I can communicate something about myself in my drawing I can communicate something about myself in my painting I can draw lines of different shapes and thickness, using 2 different grades of pencil I can name the primary and secondary colours I can paint a picture of something I can see I can cut, roll and coil materials such as clay, dough or plasticine I can cut and tear paper and card for my collage I can describe what they can see and like in work of another artist I can ask sensible questions about a piece of art. I can create moods in my painting. I can add texture through using tools. I can make different types of shapes 	•
Design Technology		<ul style="list-style-type: none"> I construct with a purpose in mind, using a variety of resources.(40-60 mths) I use simple tools and techniques competently and appropriately(40-60 mths) 	<ul style="list-style-type: none"> I can cut materials using scissors I can think of some ideas of my own I can explain what I want to do I can explain what I am making I can explain which tools I am using I can talk about my own work and things other people have done 	•
Dance		<ul style="list-style-type: none"> I can experiment with different ways of moving (40-60mths) I understand the need for safety when tackling new challenges, and consider and manage some risks (40-60mths) I can create movement in response to music. (30-50 mths) 	<ul style="list-style-type: none"> I can use different parts of the body singly and in combination I can choose appropriate movements for different dance ideas I can remember and repeat short dance phrases and simple dances I can move with control I can describe how my heart and lungs work when dancing Movement literacy and movement skills 	•
Music		<ul style="list-style-type: none"> I can make up rhythms. (30-50 mths) I am beginning to build a repertoire of songs and dances I can explore the different sounds of instruments 	<ul style="list-style-type: none"> I can copy sounds I can make loud and quiet sounds I can clap short rhythmic patterns I can say how a piece of music makes me feel I can say whether I like or dislike a piece of music I can use instruments to perform I look at my audience when I am performing I know that the chorus keeps being repeated 	•

Computing		<ul style="list-style-type: none"> I know that information can be retrieved from computers (30-50 mths) I can complete a simple program on a computer. (40-60 mths) I can use ICT hardware to interact with age-appropriate computer software. (40-60 mths) 	<ul style="list-style-type: none"> I can capture images with a camera I can print out a photograph from a camera with help I can record sound and play it back I can create a simple algorithm I can predict how a program may work I can use technology to create, organise, store, manipulate and retrieve digital content. I can recognise common use of technology beyond school. I understand the importance of e-safety. 	<ul style="list-style-type: none"> I can record pupils voice as a voice over.
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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"> I can say what I like or dislike about a text I can link what I read or hear read to my own experiences I can talk about the title and the events I can match 40+ graphemes to their phonemes I can blend sounds in unfamiliar words based on known GPCs I can read common words using phonic knowledge where possible Respond to a range of texts – narrative, non-fiction and poems. Retell key stories orally using narrative language Learn some poems and rhymes by heart. Talk about the title and the events. Make predictions based on the events in the text Talk about their responses in a group. Listen to others’ ideas about a text. 		<ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place I can use capital letters to start my names I can form digits 0-9 I know how to spell words containing each of the 40+ phonemes already taught I can say out loud what is to be written about I leave spaces between words Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Understanding and using adjectives 		<ul style="list-style-type: none"> I can ask questions about matters of immediate interest I understand how to take turns when speaking I can express feelings and ideas when talking about matters of immediate interest I can speak in complete sentences after modelling and as appropriate Retell a familiar story in sentences, using narrative language Recount an event or experience in sentences. 		<ul style="list-style-type: none"> Count to and across to at least 50 –forwards and backwards beginning with 0 and 1, or from any other given number. Read and write numbers to 20 and beyond in numerals and write numbers in words to 10 Count in 2s to 20 and beyond Count in 10s to 50 Identify one more and less than a given number to 20 and beyond Order objects using the terms 1st, 2nd, 3rd, 4th, 5th and beyond Find the missing number in a sequence up to 10 and beyond Add/subtract 2 1-digit numbers to 10, including 0 Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and name 3-D shapes: to include cuboids (including cubes), pyramid and sphere I can compare 2 objects and say which is longer and shorter Recognise and know the value of different denominations of coins and notes 			
GEOGRAPHY	ART and DESIGN	HISTORY	SCIENCE	DESIGN TECHNOLOGY	COMPUTING (Including e-safety)	PSHE	RE	DANCE	MUSIC
Daily weather chart Monitor changes in season Look at world map (Santa)	Wax and paint firework pictures based on Peter Thorpe. Make poppies and dove feathers Rangoli patterns Clay divas Rachel Wayne- orange (art project)	Story of Guy Fawkes Poppy day Children in need	Use senses to describe Bonfire Night Investigate light sources/ shadows	Build firework models Christingles, Christmas cards	Algorithm recording simple steps for creating a diva.	Friendships and worries Firework safety	Church visit Christingles Advent candle Retell nativity story	Learn dance sequences for performing Christmas concert	Learn new songs for concert performance Concert songs

SCHOOL VALUES				
LEARN TO LEARN SKILLS	ENVIRONMENT (including outdoor learning)	ENTERPRISE	COMMUNITY	ORACY / PRESENTATION
<p>Resourceful Thinker – I can think of my own ideas once given a starting point.</p> <p>We will develop our Learn to Learn skills with a weekly focus skill, practiced daily and celebrated in weekly assemblies.</p>	<p>Monitor the weather (daily) Monitor seasonal changes (around school and local area) Outdoor maths sessions in new Learning area and playground Visit to local church</p>	<p>Christmas fair</p>	<p>Christmas decorations- parents Visit to local church- Christingle</p>	<p>Plenary work presentations to class.</p>