

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: I wonder Snowman and the snowdog		YEAR GROUP: FS2	DATE: January 2019
Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	Outdoor Learning Focus
Week 1: 7th January Theme: First week back. Recapping Christmas holidays	Bring in/email a photo of something you did over the holidays.	LIT: Recording highlights of the holiday Name writing assessment NUM: Ordinal numbers CLL: Taking an interest in what others say	Sharing and talking to friends Rekindle friendships
Week 2: 14th January Theme: Watch Snowman and Snowdog Freezing/melting	Footprint from the snowman/snowdog. Freezing and melting experiments.	LIT: Snowy adjectives NUM: Building snowmen using 3D shapes EAD: Using mixed media to create snow scenes	What can you make with the snow? How else can you make a snow man? Ice sculptures Freezing and melting
Week 3: 21nd January Theme: Arctic. Where do Polar bears live? Where is the north pole?	Watch David Attenborough – planet earth	LIT: Finding information from nonfiction books NUM: Addition UTW: Make observations about animals	Being Steve Backshaw/ David Attenborough searching for animals.
Week 4: 28th January Theme: Arctic	Fake snow	LIT: Labelling animals. Arctic fox, Arctic hare etc NUM: Addition UTW: Talk about how environments differ	Creating igloos in the garden using white material
Week 5: 4th February Theme: Antarctic Where do penguins live? Where is the south pole?	STAND ALONE DAY – 5 TH FEB CHINESE NEW YEAR	LIT: Sorting animals – North and South pole Children talk about the different animals and where they live NUM: Subtraction CLL: Listens and responds to ideas expressed by others	Chinese dragon dances
Week 6: 11th February Theme: Antarctic	Welly day Wednesday 13th!	LIT: Animal fact file NUM: Subtraction UTW: Explain what has happened and talk about change	Penguin obstacle races

COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		30-50 months	40-60 months	ELG
Personal, Social and Emotional*	• Making Relationships	<ul style="list-style-type: none"> *Initiates play, offering cues to peers to join in. *Keeps play going by responding to what others are saying or doing. 	<ul style="list-style-type: none"> *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge and understanding. 	<ul style="list-style-type: none"> *Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	• Self Confidence and self-awareness	<ul style="list-style-type: none"> *Can select and use activities and resources with help. *Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> *Confident to speak to others about their own needs, wants, interests and opinions. *Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> *Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	• Managing Feelings and Behaviour	<ul style="list-style-type: none"> *Aware of own feelings, and knows that some actions and words can hurt others' feelings. *Can usually adapt behaviour to different events and social situations. 	<ul style="list-style-type: none"> *Aware of boundaries set and of the behavioural expectations in the setting. *Understands that their actions affect others *Beginning to negotiate and solve problems without aggression 	<ul style="list-style-type: none"> * Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development*	• Moving and Handling	<ul style="list-style-type: none"> *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 *Holds a pencil between thumb and two fingers *Can copy some letters *Uses one-handed tools and equipment 	<ul style="list-style-type: none"> *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 recognisable letters *Uses a pencil and holds it effectively to form recognizable letters – most of which are correctly formed 	<ul style="list-style-type: none"> *Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	• Health and Self Care	<ul style="list-style-type: none"> *Can usually manage washing and drying of hands *Dresses with help *Observes the effects of activities on their bodies 	<ul style="list-style-type: none"> *Usually dry and clean during the day *Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks *Eats a healthy range of foodstuffs *Practices some appropriate safety measures 	<ul style="list-style-type: none"> * Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Communication and Language*	• Listening Skills	<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 *Joins on with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> *Maintains attention, concentrates and sits quietly during appropriate activities *Two-channelled attentions 	<ul style="list-style-type: none"> *Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in

		*Is able to follow directions		another activity
	• Understanding skills	*Responds to simple instructions e.g. to get or put away an object *Beginning to understand how and why questions *Shows an understanding of preposition	*Responds to instructions involving a two-part sequence *Able to follow a story without pictures or props *Listens and responds to ideas expressed by others in conversation and discussion	* Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	• Speaking skills	*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) *Beginning to use more complex sentences to link thoughts *Uses a range of tenses *Builds up vocabulary that reflects the breadth of their experiences *Uses talk to pretend that objects stand for something else in play	*Uses language to imagine and recreate roles and experiences in play situations *Links statements and sticks to a main theme or intention *Introduces a storyline or a narrative into their play *Uses talk to organise, sequence, clarify thinking, ideas, feelings and events	*Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Literacy	• Reading	*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 *Knows that print carries meanings	*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. *Continues a rhyming string *Begins to read words and simple sentences *Knows that information can be retrieved from books and computers	* Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	• Writing	*Sometimes gives meaning to marks as they draw and paint. *Ascribes meaning to marks that they see in different places.	*Hears and says initial sounds in words *Can segment the sounds in simple words and blend them together. *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly *Writes own name and other things such as labels *Attempts to write short sentences in meaningful contexts	* Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	• Numbers	*Sometimes matches quantity and numerals correctly. *Shows an interest in numerals in the environment. *Uses some number names in play *Show curiosity about numbers, offering comments and asking questions *Show an interest in number problems *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same *Realises not only objects but anything can be counted. *Recognises numerals 1 to 5 (40-60+ months)	*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. *Counts an irregular arrangement of up to ten objects. *Uses language of more and fewer *Finds the total number of items in two groups by counting all of them *Records using marks that they can interpret and explain *Finds one more or one less	* Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

		*Counts up to three or four objects by saying one number name for each item (40-60+ months)	*Begins to identify own mathematical problems based on own interests and fascinations	
	• Shape and Space	*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. *Uses positional language *Uses shape appropriately for tasks *Beginning to talk about shapes of everyday objects	*Uses familiar objects and common shapes to create and recreate patterns and build models *Orders and sequences familiar events *Uses mathematical names for solid 3D shapes and 2D shapes and mathematical terms to describe shapes *Selects a particular named shape *Orders two or three items by length or weight *Orders two items by capacity	* Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	• People and Communities	*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.	*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	* Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	• The World	*Comments and asks questions about aspects of their familiar world such as the place they live or the natural world. *Can talk about some of the things they have observed such as plants, animals, natural and found objects *Talks about why and how things happen and work *Shows care and concern for living things	*Looks at similarities, differences, patterns and change	* Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	• Technology	*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)	*Uses ICT to interact with age appropriate software *Can select and choose technology for a purpose	* Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Art and Design	• Exploring and using media and materials	*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. *Realises tools can be used for a purpose *Joins construction pieces together *Beginning to construct, stacking blocks vertically	*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 *Manipulates materials to achieve a planned effect * Selects appropriate resources and adapts work *Selects tools and techniques needed to shapes, assemble and join materials	* Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	• Being Imaginative	*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)	*Creates simple representations of events, people and objects *Plays alongside others engaged in the same activity *Chooses particular colours for a purpose *Introduce a storyline and narrative into play *Play cooperatively as part of a group to develop and act out a narrative	* Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ Williams Winter Wish ▪ Snowbabies ▪ The Great Journey North ▪ Polar bears/Penguin fact books ▪ Winter themed storybooks ▪ Atlases and maps ▪ Nonfiction animal books 	<ul style="list-style-type: none"> ▪ Independently choosing mark making tools from the areas indoors and outdoors ▪ Experimenting with mark making in sand, ice, Cornflour and water ▪ Labelling colours ▪ Role play ▪ Recognising their names at self-registration time ▪ Writing own name ▪ Tracing different patterns to help with letter shapes ▪ Simple letter formation on iPads ▪ Writing labels and captions ▪ Using sound mats to write ▪ RWI ▪ Nonfiction fact file writing ▪ Writing up science investigations 	<ul style="list-style-type: none"> ▪ Counting every day in play ▪ Number recognition ▪ Counting ▪ Ordering numbers 1-5/10/20 ▪ Counting 1-5/10/20 and matching numerals ▪ Adding amounts by counting all and counting on ▪ Subtracting by counting back using a number line 	<ul style="list-style-type: none"> ▪ Ordering by size ▪ Measuring and comparing capacities ▪ Using shapes to make snowmen ▪ Comparing sizes, lengths and temperatures. ▪ Giving directions and using positional language ▪ Exploring shape
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"> • Talks about their immediate environment and compares it to other environments • Make predictions • Melting and freezing • Asking questions about the world • Animals and their environments – how do animals adapt • Hot and cold investigation – how do we stay warm 	<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

<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 	<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 <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. <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"> • Joining the school community. • Assemblies • Stranger danger – yellow badges. • Twitter • Class emails 	<p>ORACY / PRESENTATION: (Communication and Language)</p> <ul style="list-style-type: none"> • Talking in small groups about animals. • Presentation and discussion about animals/countries. • Discuss similarities and differences between north and south pole • Talk about different animal/countries – use adjectives • Role play area – creating stories and acting out experiences.
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