

CHALLENGE OVERVIEW

| PRIME LEARNING CHALLENGE: I wonder What happened once upon a time? Traditional tales | | YEAR GROUP: FS2 | DATE: February 2019 |
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| Weekly Focus | WOW STARTERS / ACTIVITIES | BREAKDOWN OF CHALLENGES | Outdoor Learning Focus |
| Week 1: 25th February Theme: Three Little Pigs | Sing song stories session. 1 hour session per class linked to a storybook. | LIT: Retelling the story using puppets. Film for tapestry. NUM: Subtraction – counting down PD: Use a variety of tools to construct houses from different materials. Nuts, bolts, screws, hammers etc. | Using different materials to construct. 3 little pigs building site – hi vis jackets and hard hats. |
| Week 2: 4th March Theme: Goldilocks and the Three Bears | Different sized chairs and porridge bowls in the classroom. Crime scene in the role play area. Who committed the crime? World book day | LIT: Making wanted posters. NUM: Measuring using standard and non-standard measures. CLL/UTW: Talking about our houses and listening to others. Children talk about similarities and differences. | Make porridge in tuff spot. |
| Week 3: 11th March Theme: The Gingerbread man | Gingerbread men to make and taste. ARTS WEEK Red Nose Day | LIT: Create story road as a class. Children record characters in the story in the correct order. Gingerbread man, man, dog, cat etc NUM: Ordinal numbers. 1 st /2 nd /3 rd etc EAD: Making gingerbread men. Using tools to shapes and decorate. | Story roads using chalk outside. Encourage children to re-tell the story using their story road. |
| Week 4: 18th March Theme: Little Red Riding Hood | Little Red Riding Hoods basket of clues. | LIT: Children record their favourite part of the story. NUM: Subtraction – counting back using number line PSE: Stranger danger. | Make Grandma’s house using material. Props to role play. |
| Week 5: 25th March Theme: Jack and the beanstalk | Large beanstalk in the role play area and a golden egg. Where did it come from? Mother’s day – stay and play | LIT: Writing a letter to the Giant from Jack. NUM: Addition - revisit EAD: Creating a giant beanstalk using different materials. Drawing and designing the giants castle. | Planting and digging in the outdoor area. |
| Week 6: 1st April Theme: The Enormous Turnip | Planting and growing vegetables. Tasting different vegetables. | LIT: Instructions for growing plants/vegetables. NUM: Sharing – sharing out the vegetables equally. PD/UTW: Healthy eating and growing vegetables. | Planting and digging in the outdoor area. |
| Week 7: 8th April Theme: Easter | Easter egg hunt | LIT: Easter cards NUM: Symmetry UWT: Religious celebration. How do we celebrate Easter? | Easter egg hunt |

COVERAGE

| SUBJECT: | EYFS CONTENT LINKS: (Take from EYFS Development Matters Document) | SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS | | |
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| | | 30-50 months | 40-60 months | ELG |
| Personal, Social and Emotional* | • Making Relationships | *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. | *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 | *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. | *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 | *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. | *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 | * 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 | *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 | *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 | *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 | *Can usually manage washing and drying of hands *Dresses with help *Observes the effects of activities on their bodies | *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 | * 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 | *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 *Is able to follow directions | *Maintains attention, concentrates and sits quietly during appropriate activities *Two-channelled attentions | *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 another activity |

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| | <ul style="list-style-type: none"> • Understanding skills | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> * Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. |
| | <ul style="list-style-type: none"> • Speaking skills | <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) *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 | <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 *Introduces a storyline or a narrative into their play *Uses talk to organise, sequence, clarify thinking, ideas, feelings and events | <ul style="list-style-type: none"> *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 | <ul style="list-style-type: none"> • Reading | <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 *Knows that print carries meanings | <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. *Continues a rhyming string *Begins to read words and simple sentences *Knows that information can be retrieved from books and computers | <ul style="list-style-type: none"> * 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. |
| | <ul style="list-style-type: none"> • Writing | <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. | <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 to communicate meaning, representing some sounds correctly *Writes own name and other things such as labels *Attempts to write short sentences in meaningful contexts | <ul style="list-style-type: none"> * 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 | <ul style="list-style-type: none"> • Numbers | <ul style="list-style-type: none"> *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 up to three or four objects by saying one | <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. *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 *Begins to identify own mathematical problems | <ul style="list-style-type: none"> * 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. |

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| | | number name for each item (40-60+ months) | based on own interests and fascinations | |
| | • Shape and Space | <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. *Uses positional language *Uses shape appropriately for tasks *Beginning to talk about shapes of everyday objects | <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 *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 | <ul style="list-style-type: none"> * 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 | <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"> * 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 | <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. *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 | <ul style="list-style-type: none"> *Looks at similarities, differences, patterns and change | <ul style="list-style-type: none"> * 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 | <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) | <ul style="list-style-type: none"> *Uses ICT to interact with age appropriate software *Can select and choose technology for a purpose | <ul style="list-style-type: none"> * 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 | <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. *Realises tools can be used for a purpose *Joins construction pieces together *Beginning to construct, stacking blocks vertically | <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 *Manipulates materials to achieve a planned effect * Selects appropriate resources and adapts work *Selects tools and techniques needed to shapes, assemble and join materials | <ul style="list-style-type: none"> * 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 | <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 *Introduce a storyline and narrative into play *Play cooperatively as part of a group to develop and act out a narrative | <ul style="list-style-type: none"> * 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. |

| LITERACY | | NUMERACY | | |
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| Reading | Writing | Number | Shape, Space and Measure | |
| <ul style="list-style-type: none"> Three little pigs Little red riding hood Goldilocks and the three bears Gingerbread man The enormous turnip Easter stories Alternative stories | <ul style="list-style-type: none"> Name writing every morning Pencil control and fine motor activities Hand writing and spellings Writing letters Segmenting using sound mats Creating story maps/roads Labelling characters Writing instructions Discuss story language | <ul style="list-style-type: none"> Counting daily – lines, register Number songs Addition using objects and number lines Sharing Subtraction using objects and number lines Number recognition 1-20 Ordinal numbers | <ul style="list-style-type: none"> Measuring using standards and nonstandard measures Talking about size Ordering by size Using shapes to construct Using mathematical language to describe shapes | |
| 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 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">COMMUNITY</p> <ul style="list-style-type: none"> Joining the school community. Assemblies Stranger danger – yellow badges. Twitter Class emails Parent stay and play days Visit to the library | <p style="text-align: center;">ORACY / PRESENTATION: (Communication and Language)</p> <ul style="list-style-type: none"> ECaT Acting out stories using puppets Discussing their favorite part of a story Talking about how to look after a plant Talking about similarities and differences between ourselves and others Retelling stories Use story language and new vocabulary in play |

