

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE: I wonder Where do Tusker and Stanley live?		YEAR GROUP: FS2	DATE: Summer 2019
Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	Outdoor Learning Focus
Week 1: 29/4/19 Where is Africa? What is in Africa? Geography	'Flying' to Africa to find out where it is and what it's like there	Lit – Writing passports to travel to Africa Num – Maps, positional language and directions KU – The World – using Atlases to find out about the geography of Africa	Travelling to Africa, packing appropriately transport and travel methods LIT – Travel plans, labelled maps
Week 2: 6/5/19 What do our animal homes look like? Comparing African habitats	Bank holiday Monday Going on Safari in the Maasai Mara – looking at animals and homes	Lit – Letters home to tell people what it is like in Africa Num – Sharing out fruits between animals EAD – 3D art – decorating cereal boxes to put an animal in its habitat -Making binoculars to search for wildlife	Making a boma to stay safe on safari Animal spotting and hunting in the environment Wildlife count NUM - Sharing
Week 3:13/5/19 Who Keeps our class pet safe? Who might be friends with our class pet?	Letter from the carers of our class pets explaining how they look after them and protect them in the wild	Num – Solving sharing problems Lit – Labelling features of habitats EAD – Making representations of animals on safari/Maasai Mara huts – African art	African 'mud' huts Being park rangers & catching hunters Num - pictograms and recording quantities
Week 4: 21/5/19 Would I like to be African?	Handa's surprise – comparing lifestyles MODERATION - FRIDAY	Lit – Recount Handa's surprise Num – Ordering fruits by weight and size KU – Comparing cultures and appreciating differences	Handa's surprise resources – role play Shop – Labelling foods, prices and writing receipts

DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ Atlases ▪ Phonic books ▪ Handa's Surprise ▪ Tinga Tales ▪ Elmer ▪ Ronnie Rhino ▪ Tallulah's atishoo ▪ Lion's roar 	<ul style="list-style-type: none"> ▪ Letters ▪ Labelling ▪ Learning red words ▪ Recounts ▪ Simple stories 	<ul style="list-style-type: none"> ▪ Pictograms and bar charts ▪ Addition & subtraction ▪ Counting in 2's, 5's, 10's ▪ Ordinal numbers ▪ Sharing (division) 	<ul style="list-style-type: none"> ▪ Comparing sizes and weights ▪ Measuring lengths
PERSONAL, SOCIAL AND EMOTIONAL	PHYSICAL DEVELOPMENT	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> • Showing an interest in others • Understanding differences • Managing our own feelings appropriately • Taking turns and sharing resources 	<ul style="list-style-type: none"> • Developing handwriting 	<ul style="list-style-type: none"> • Finding out about other cultures • Finding out locations of other countries • Comparing habitats and wildlife • Understanding differences between people 	<ul style="list-style-type: none"> • Creating representations of animals • Trying traditional African art techniques • Natural arts
		TECHNOLOGY	
		<ul style="list-style-type: none"> • Using ICT for research • Recording recounts of stories 	

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	*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.	*Aware of boundaries set and of the behavioural expectations in the setting. *Understands that their actions affect others	* 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	*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	*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	*Usually dry and clean during the day	* Children know the importance for good health

			*Shows and understanding of the need for safety when tackling new challenges, and considers and manages some risks	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	*Maintains attention, concentrates and sits quietly during appropriate activities	*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
	• Understanding skills	*Responds to simple instructions e.g. to get or put away an object	*Responds to instructions involving a two-part sequence *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)	*Uses language to imaging and recreate roles and experiences in play situations *Links statements and sticks to a main theme or intention	*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.	*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.	* 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	* 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

		*Writes own name		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. *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)	*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	* 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.
	• 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 familiar objects and common shapes to create and recreate patterns and build models *Orders and sequences familiar events	* 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.	*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	• Exploring and using	*Sings a few familiar songs.	*Begins to build a repertoire of songs and dances	* Children sing songs, make music and dance, and

and Design	media and materials	<ul style="list-style-type: none"> *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"> *Constructs with a purpose in mind *Uses simple tools and techniques competently and appropriately *Explores what happens when they mix colours 	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 	* 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.

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"> • Parent readers • Frogs £5 • Moderation • Understanding other cultures • Starting transition • Homework 	<p>ORACY / PRESENTATION: (Communication and Language)</p> <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. • Re-enacting and recording stories