

CHALLENGE OVERVIEW

I Wonder...

How can we Spring into Summer?!!

PRIME LEARNING CHALLENGE:		YEAR GROUP: FS1	DATE: April 2019
Weekly Focus	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES	Outdoor Learning Focus
<p>Week 1 ~ 29th April Intro to growing and changing and looking in detail at the signs of Spring all around, what do plants and flowers need to grow?</p>	<p>Set up a garden centre.</p>	<p>Week1 ~ Let's Spring into Spring</p> <p>Focus: K& U ~ Identifying and sorting using different criteria CLL~ Story writing / Labelling plants with different parts Numeracy~ Money and solving real life problems</p>	<p>Flower shop role play outside Gardening tools, buckets, trowels, gardening gloves</p>
<p>Week 2 ~ 6th May (4 days as Bank Holiday)</p> <p>Where do Creepy Crawlies live and what do they like</p>	<p>Bug hunt around the school, look at habitats.</p>	<p>Week 2 ~ Where do creepy crawlies live?</p> <p>Focus: K& U ~ Bugs and their habitats Numeracy~ Sorting bugs by their properties and reasoning CLL~ Descriptive Language</p>	<p>Bug Finding: Magnifying glasses Bug boxes Camouflage Tent Wings to transfer children into minibeast</p>

<p>Week 3 ~ 13th May How do butterflies get their wings?</p>	<p>Tasting the different foods in the hungry caterpillar story. Life cycle of a caterpillar Buy caterpillars and watch them change</p>	<p>Week 3 ~ How do butterflies get their wings?</p> <p>Focus: PSHE ~ Trying new things, talk about what they like Numeracy ~ ordering, sequencing days of the week CLL ~ Recount, Mini story books</p>	<p>Re-create the story outside Different props and stations Large leaves Make large flowers</p>
<p>Week 4~ 20th May Where do frogs legs come from? / Why does a snail have a shell?</p> <p>What is my favourite minibeast?</p>	<p>Sharing a shell story Why do you think snails have shells? African snakes Life cycle of a frog</p> <p>Children create their favourite minibeast using collage materials.</p> <p>Build a bug garden with family and friends</p>	<p>Week 4 ~ Where do Frogs Legs come from?</p> <p>Focus: K& U ~ The life cycle of a frog / Observing snails and insects CLL ~ Alliteration snail work Numeracy ~ 3D shapes using shapes to make shells for snails</p> <p>Focus: K& U ~ More on growth of plants CLL ~ Using describing words / Write a fact file about their favourite minibeast. Numeracy ~ Shape and shadows / Introduction to doubling using ladybirds and spots</p>	<p>Magnifying glasses and bug boxes to observe snails. What do snails eat? Where are they?</p> <p>Magnifying glasses, bug boxes, camouflage tent, bug fancy dress</p>

COVERAGE

SUBJECT:	EYFS CONTENT LINKS: (Take from EYFS Development Matters Document)	SUBJECT SKILLS; DEVELOPMENT MATTERS SKILLS		
		22-36 months	30-50 months	40-60+ months
Personal, Social and Emotional*	<ul style="list-style-type: none"> • Making Relationships 	<ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • May form a special friendship 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 • Initiates play, offering cues to peers to join them • Keeps play going by responding to what others are saying or doing • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others are saying • Explains own knowledge and understanding, and asks appropriate questions of others • Takes steps to resolve conflicts with other children •
	<ul style="list-style-type: none"> • Self Confidence and self-awareness 	<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"> • Enjoys responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people and more confident in new social situations? • Confident to talk to other children when playing, and will communicate freely about own home and community 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities

			<ul style="list-style-type: none"> Shows confidence in asking adults for help Can select and use activities and resources with help 	
	<ul style="list-style-type: none"> Managing Feelings and Behaviour 	<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 Responds to the feelings and wishes of others Aware that some actions can hurt others Can inhibit own behaviours/actions 	<ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Aware of own feelings, and knows that some actions and words can hurt others' feelings 	<ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Beginning to be able to negotiate and solve problems without aggression.
Physical Development*	<ul style="list-style-type: none"> Moving and Handling 	<ul style="list-style-type: none"> Can kick a large ball Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Climbs confidently and is beginning to pull themselves up on nursery 	<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 Runs skilfully and 	<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 obstacles Travels with confidence and skill around, under,

		<p>climbing equipment</p> <ul style="list-style-type: none"> • 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 	<p>negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown • Can catch a large ball • Draws lines and circles using gross motor movements • Uses one handed tools and equipment (scissors) • Can copy some letters, e.g. letters from their name. • Holds pencil between thumb and to fingers, no longer using whole hand grip, uses it with good control 	<p>over, and through balancing and climbing equipment</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Handles tools, objects, construction and malleable materials safely and with increasing control • Shows a preference of a dominant hand • Uses simple tools to effect changes to materials. • Begins to form recognisable letters
	<ul style="list-style-type: none"> • Health and Self Care 	<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 • Beginning to be independent in self-care, but still often needs adult support. 	<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 • Understands that equipment and tools have to be used safely • Observes the effects of 	<ul style="list-style-type: none"> • Usually dry and clean during the day • Shows understanding of how to transport and store equipment safely • Eats healthy range of foodstuffs and understand need for variety in food. • Shows understanding for the need for safety when tackling new challenges, and considers and

			activity on their bodies	<ul style="list-style-type: none"> manages some risks Shows understanding of how to transport and store equipment safely
Communication and Language*	<ul style="list-style-type: none"> Listening Skills 	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes. Recognises and responds to many familiar sounds Listens with interest to the noises that adults make when they read stories Single channelled attention, responds when name is used 	<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) Focusing attention- still listen or do, but can shift own attention Joins in 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 activity Two channelled attention, can listen and do for short span
	<ul style="list-style-type: none"> Understanding skills 	<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 responds. (Put your toys away and then we’ll read a book). Understands ‘who’, ‘what’, ‘where’ in simple 	<ul style="list-style-type: none"> Responds to simple instructions e.g. to get or put away an object Understands ‘who’, ‘what’, ‘where’ in simple questions (eg who’s that? What’s that? Where is?) extend to why and how Shows understanding of prepositions such as under, on top, behind, by carrying out an action or selecting a picture 	<ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion Responds to instructions involving two part sequence. Understands humour, e.g. joins in nonsense rhymes and jokes Able to follow a story without pictures and prompts

		questions	<ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion 	
	<ul style="list-style-type: none"> • Speaking skills 	<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. • Beginning to use word endings • Uses a variety of questions • Beginning to use simple sentences 	<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) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Uses a range of tenses (eg play, playing, played, will play) • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play. (This box is my castle) • Questions why things happen and gives 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play

			<p>explanations</p> <ul style="list-style-type: none"> • Uses intonation, rhythm and phrasing to make the meanings clear to others 	
Literacy	<ul style="list-style-type: none"> • Reading 	<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 • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Handles books carefully • Knows that information can be replayed in the form of print • Holds books correct way 	<ul style="list-style-type: none"> • Hears and says the initial sound in words • Continues a rhyming string • Links sounds to letters, naming and sounding the letters of the alphabet • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Knows that information can be retrieved from books and computers

			<ul style="list-style-type: none"> up and turns pages Beginning to be aware of the way stories are structured Describes main story setting, events and principal characters 	
	<ul style="list-style-type: none"> Writing 	<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. 	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Links sounds and letters, naming and sounding the letters of the alphabet Writes own name and some labels and captions Hears and says the initial sounds in letters Continues a rhyming string Can segment the sounds in simple words and blend them together Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence
Mathematics	<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Selects a small number of objects from a group 	<ul style="list-style-type: none"> Uses some number names and number language 	<ul style="list-style-type: none"> Recognises numerals 1 to 5

		<p>when asked</p> <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. • Creates and experiments with symbols and marks representing ideas of number • Uses some language of quantity 	<p>spontaneously</p> <ul style="list-style-type: none"> • Uses number names in play • Sometimes matches quantity and numerals correctly. • Recites numbers in order to 10 • Shows an interest in numerals in the environment. • Compares two groups of objects, saying when they have the same number • Knows that numbers identify how many objects are in a set • Beginning to represent numbers using fingers, marks on paper or pictures • Separates a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same • Shows an interest in number problems • Shows an interest in representing numbers and symbols 	<ul style="list-style-type: none"> • Counts up to three or four objects by saying one number name for each item • Counts objects to 10 and beginning to count beyond 10 • Uses the language of more and fewer to describe sets • Finds the total • Can identify one more and one less of a given number • Records using marks they can interpret and explain
	<ul style="list-style-type: none"> • Shape and Space 	<ul style="list-style-type: none"> • Notices simple shapes 	<ul style="list-style-type: none"> • Shows an interest in 	<ul style="list-style-type: none"> • Orders and sequences

		<p>and patterns in pictures to</p> <ul style="list-style-type: none"> • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future • Anticipates some time based events 	<p>shape and space by playing with shapes or making arrangements with objects.</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Uses positional language • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects, e.g. round, tall • Talks about shape in construction activities 	<p>familiar events</p> <ul style="list-style-type: none"> • Orders two or three items by length, height. • Orders two items by weight or capacity • Can describe their relative position such as behind or next to • Uses familiar objects and common shapes to create and recreate patterns and build models. • Begins to use 3d and 2d shape names • Uses everyday language related to time • Measures short periods of time in simple ways
<p>Understanding the World</p>	<ul style="list-style-type: none"> • People and Communities 	<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"> • Enjoys joining in with family costumes and routines

	<ul style="list-style-type: none"> • The World 	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as farm, garage or train track • 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 • Developing an understanding of growth. • Talk about why things happen and how things work • Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change
	<ul style="list-style-type: none"> • Technology 	<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. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control • Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones • Knows that information can be retrieved from 	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Shows an interest in technological toys or real objects such as cameras

			computers	
Expressive Art and Design	<ul style="list-style-type: none"> • Exploring and using media and materials 	<ul style="list-style-type: none"> • Joins in singing favourite songs • Experiments with blocks, colours and marks. • Shows an interest in the way musical instruments sound • Creates sound by banging, shaking, tapping and blowing 	<ul style="list-style-type: none"> • Sings a few familiar songs. • Enjoys joining in with dancing and ring games. • Beginning to move rhythmically. • Imitates movement in response to music • 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 • Taps out simple repeated rhythms • Explores and learns how sounds can be changed • Understands that they can use lines to enclose a space, and then begin to use these spaces to represent objects • Joins construction pieces together to build and balance • Begin to use tools for a 	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect • Explores the different sounds of instruments • Explores what happens when they mix colours • Experiments to create different textures • Beginning to understand that that different media can be combined to create new effects • Construct with a purpose in mind, using a variety of resources • Selects tools and techniques needed to shape, assemble and join materials they are using • Selects appropriate resources and beginning to adapts ideas as necessary

			purpose	
	<ul style="list-style-type: none"> • Being Imaginative 	<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 range of media, such as music, dance, paint and other materials or words • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Builds stories around toys 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group to develop and act out a narrative • Create simple representations of events, people and objects • Introduces a storyline or narrative into their play. • Chooses particular colours to use for a purpose • Plays alongside others who are engaged in the same theme • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

DESCRIPTION OF LEARNING

LITERACY		NUMERACY	
Reading	Writing	Number	Shape, Space and Measure
<ul style="list-style-type: none"> ▪ The Hungry Caterpillar ▪ Signs of Spring Stories ▪ Charlie Chick ▪ What's in the Egg? ▪ The Living Egg ▪ Chickens to the rescue ▪ Chicken Licken ▪ Chicken Little ▪ An extraordinary egg ▪ Edward the Emu ▪ The plot chickens ▪ The Little Red hen ▪ Factual Books ▪ Bugs! ▪ Norman the slug with the silly shell ▪ Snail and the whale ▪ Fifi stories ▪ Insect Soup ▪ The very busy spider ▪ The bad tempered Ladybird 	<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 (life cycles / factual and fiction eggs and creatures) ▪ 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 ▪ Continue RWInc Sessions ▪ Story boards about eggs ▪ Writing invitations to Easter 	<ul style="list-style-type: none"> ▪ Counting every day in play ▪ Number recognition at registration time. ▪ Ordering numbers 1-10 (and beyond for HA) ▪ 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 ▪ Subtraction ▪ Beginning to solve number problems ▪ Beginning to record number 	<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 (space mat) ▪ Shapes in the environment ▪ Making shapes 2d and 3d ▪ Recognising shapes 2d and 3d ▪ Positional language ▪ Beginning to describe position ▪ Ordering and sequencing events simple time ▪ Recognising patterns ▪ Can create and recreate patterns ▪ Language associated to time and sequencing different life

<ul style="list-style-type: none"> ▪ Francis the Firefly ▪ Born to be a butterfly ▪ Shaun the Sheep and the chicks ▪ Rebecca Pecky 	<p>Party</p> <ul style="list-style-type: none"> ▪ Descriptive writing / fact finding ▪ Recount of events ▪ Mind maps ▪ Class big book ▪ Writing simple sentences ▪ Using phonics for writing 	<p>sentences</p> <ul style="list-style-type: none"> ▪ Uses language of more and less 	<p>cycles</p> <ul style="list-style-type: none"> ▪ Ability to anticipate events and time scales
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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 • Begin to think about a healthy diet and lifestyle • More independence in getting dressed 	<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 • Talk about the changes in the environment • Discuss why changes happen • Looking at simple chronology of objects and events • Discussions about seasons • Shows an interest in the past and the lives of people familiar to them 	<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 • Mixing colours • Designing different eggs and small world props of what might be inside • Using tools for a purpose • Combines and manipulate materials to make new effect • Builds stories around toys

		<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 • Tommy Zoom games (CBeebies) • Animaniacs Planet song (you tube) • What's the big idea (CBeebies / looking at what a friend is like) 	
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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 	<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 	<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 	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Sessions with learning buddies to share story making • Stay and play sessions 	<p>ORACY / PRESENTATION: (Communication and Language)</p> <ul style="list-style-type: none"> • Talking in small groups about themselves and their feelings

<p>around them.</p> <ul style="list-style-type: none"> • Engaging in open ended activities. • Showing particular interests. <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. • Taking on a role in their own play <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 • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p>period of time.</p> <ul style="list-style-type: none"> • 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>to do things.</p> <ul style="list-style-type: none"> • Finding ways to solve problems <p><u>Making Links:</u></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experiences. • Making predictions <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. 	<ul style="list-style-type: none"> • Reading Café • Possible professional production • Celebrating inclusion and diversity in the local area • Looking at the seasons in the local area • Visit by pet shop owner or other expert on eggs • Visit local pet shop • Parent bug hotel building session 	<ul style="list-style-type: none"> • Talking about different minibeasts • Use “The big idea” to promote discussion out how they feel. • Use puppets to make up stories about minibeasts • Presentation and discussion about similarities and differences between themselves and other people • Listen to stories on a cd player • Role play area using own experiences as a basis of play. • Sharing experiences • Listening skills and games • Presentation of life cycle information • Learning flip book to present different ideas. • Reasoning and supporting own judgements • Describing bugs and their habitats •
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