

Challenge Pack

Nursery
All about me

Learning Challenge

Can I find out about me and my community so that we can find a way to give back to our community?



Hooks or memorable experiences

- Parents coming in to launch the 'Me in a bag' activity.
- Trip to the post box.
- Show and share day.
- Visitor to launch toy collection.

Public Outcome – How will this demonstrate learning?

To give back to our local community by collecting toys as Christmas presents for local charitable organisations.

Class texts- whole class reading, extracts, thematic books

Happy to be me.

Dirty Bertie

The Three Little Pigs

Pete and Polo's Nursery School Adventure

Charlie Cook's Favourite Book

The Jolly Postman

Thinking and Learning skills and tools – We use Building Learning Power and some thinking organisers to help us be good learners. We learn how to work independently and not give up even when we face a challenge.



Key Questions- those asked to measure understanding of pupils at key milestone points during the term

- What do I look like?
- Who lives in our home?
- What is my home like?
- What do we do during the school day?
- What makes us special?
- What can we see in the area around us?
- How do we celebrate special occasions?
- How do others help us?
- How can we help others?

Year Group	N	Term	Autumn	Challenge pack	All About Me	
SUBJECT FOCUS		Children will learn about		Children will know HOW To...	Prior learning (Schemata)	Vocabulary
Personal, social, emotional development		<p>Selecting and using activities and resources, with help when needed.</p> <p>Becoming more outgoing with unfamiliar people in the safety of a familiar setting.</p> <p>Showing more confidence in new social situations.</p> <p>Increasingly following rules.</p> <p>Beginning to talk about their emotions using words such as happy and sad.</p>		<p>Share and take turns, with encouragement.</p> <p>Engage in imaginative play with other children.</p> <p>Co-operate in group activities led by an adult.</p> <p>Join in with organised games (with an adult).</p> <p>Begin to respond, through talk, to other children in an activity.</p> <p>Sometimes cooperate when encouraged to share and tidy up.</p> <p>Select and play purposefully on their own or with others for up to 5-10 minutes.</p> <p>Express needs, wants and choices using gesture and single words.</p>	<p>Some children may feel happy being separated from main carer.</p> <p>Some children will have experience of how to express their preferences without conflict.</p> <p>Some children will have experience of rules and appropriate boundaries.</p>	<p>Rule, safe, like, happy, share, take turns, please, thank you, manners, come back soon, how can I help?</p>
Communication and Language		<p>Enjoying listening to a story.</p> <p>Using a wider range of vocabulary.</p> <p>Sometimes understanding simple why questions.</p> <p>Singing a repertoire of 5 songs.</p> <p>Knowing 5 rhymes.</p> <p>Developing their communication and talk.</p> <p>Using sentence of 2 or more words.</p> <p>Starting a conversation with an adult or a friend.</p> <p>Using simple talk to organise themselves and their play.</p>		<p>Enjoy stories told in a group and sometimes relate to their own experiences.</p> <p>Sing 5+ action songs and nursery rhymes by heart.</p> <p>Do the correct actions to a song.</p> <p>Fetch 1/2 objects at a time when asked.</p> <p>Understand descriptive words, including those that relate to feelings and emotions.</p> <p>Begin to understand what and why questions.</p>	<p>Some children will already know some simple songs and rhymes.</p> <p>Some children will have listened to stories and will be able to sit and concentrate for a short time.</p> <p>Some children will be able to use short sentences to communicate their needs and wishes.</p>	<p>Song, rhyme, good sitting, good listening, boy/girl, sounds, hear, see, feelings, think, sentence,</p>
Physical Development		<p>Using large muscle movements to wave, paint and make marks.</p> <p>Sometimes matching their physical skills to tasks and activities effectively.</p> <p>Beginning to use one –handed tools and equipment.</p> <p>Using a comfortable grip with good control when holding pens and</p>		<p>Sit appropriately and comfortably in a small group.</p> <p>Run and turn corners.</p> <p>Begin to respond to simple directions eg move slowly/quickly.</p> <p>Develop the ability to balance and tiptoe.</p> <p>Jump forwards and backwards in response to instructions.</p> <p>Begin to show increasing awareness of space around them.</p> <p>March in time to a clapped beat.</p> <p>Thread large beads or reels onto a lace with stiffened ends.</p> <p>Roll playdough.</p>	<p>Children should be aware of when they need to go to the toilet and should be able to use the bathroom independently.</p> <p>Children should be able to move around safely in a familiar environment.</p> <p>Some children should be aware of danger and how</p>	<p>Button, coat, zip, pencil, grip, up/down. Stairs, safely, stop, speed, direction, toilet, wash hands.</p>

	<p>pencils (with developmentally appropriate writing tools). Starting to eat independently. Being increasingly independent when putting on own coat. Being increasingly independent when meeting their own self-care needs (using the toilet, washing hands.)</p>	Complete a large jigsaw. (3/5 pieces)	to deal with dangerous situations.	
Literacy	<p>Beginning to understand the 3 of the 5 key concepts about print (it has meaning, we read English left to right and top to bottom, and page sequencing.) Developing phonological (sound) awareness so they can count and clap syllables. Beginning to hold conversations about stories with an adult, learning new vocabulary.</p>	<p>Begin to play with sounds in words, for example, saying the initial sounds with an adult. Draw horizontal and vertical lines and circles with crayons and pencils.</p>	Some children know that sounds make words.	Hold, grip, help, circle, line, shape, story, words, what.
Mathematics	<p>Having fast recognition of up to 2 items, without having to count them (subitising) Beginning to compare quantities using language such as more than/fewer than. Beginning to recognise and talk about circle, triangle and square using informal and mathematical language. Beginning to talk about and identify patterns around them.</p>	<p>Sometimes talk about pictures and stories using a range of colour, size and position words. Copy simple patterns. Sort objects by colour and type. Attempt to count. Say one number for each item up to 3. Show finger numbers up to 3. Make comparisons between objects relating to length, size.</p>	<p>Some children will be able to count in rote using number rhymes. Some children will know how shapes and blocks fit together.</p>	<p>Numbers, 1 2 3 4 5 , same, different, more than, fewer than, subitise. Now, next, fit, join, build, make, connect, construct</p>
Understanding the World	<p>Using their senses in hands-on exploration of natural materials. Exploring collections of materials with similar and/or different properties. Talking about what they see, using simple, familiar vocabulary. Beginning to make sense of their own life within their family.</p>	<p>Give full name and attempt to give address (number and road.) Begin to talk about recent past experiences using some time vocabulary such as yesterday/last night. Fit bricks and blocks together and will say what they have made. Screw and unscrew construction toys together. Explore how things work.</p>	<p>Knowledge of simple family members- Mum, Dad, me, baby. Some children may have some knowledge of local places of interest.</p>	<p>Mum, dad, grandma, grandad, brother, sister, baby, aunt, uncle, family, post box, letter, church, touch/taste/see/smell/ hear.</p>

	Beginning to understand the need to respect and care for all living things.			
Expressive Arts	<p>Beginning to develop their own stories using small world equipment such as animals and dolls.</p> <p>With adult support, deciding what materials to use to express their ideas.</p> <p>Listening with increased attention to sounds.</p> <p>Beginning to respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Clap in time to rhymes or music.</p> <p>Identify a musical instrument from a choice of 4 and copy a simple sequence of sounds.</p> <p>Seek the company of other children in domestic play (playing house/mums and dads.)</p> <p>Paint using a (developmentally appropriate) brush, without undue mess.</p> <p>Begin to colour in and talk about the picture.</p> <p>Take part in simple pretend play.</p> <p>Join materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control.</p>	<p>Knowledge of body parts.</p> <p>Some children may already have a repertoire of simple songs.</p>	<p>Hair, eyes, nose, mouth, ears, face, song, music, sound, bang, instrument, scrape, click.</p>