

Challenge Pack

Reception
All about me

Learning Challenge

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



Hooks or memorable experiences

Visits from people who help us

- New Mum and baby
- Fire service visit
- Police
- Nurse
- Vet
- Food bank volunteer
- Local park visit
- Walk around local area
- dentist

Class texts- whole class reading, extracts, thematic books

So much

Bear about town

Goldilocks and the three bears

Owl babies

Three little pigs

Three Billy Goats Gruff

All are welcome here

What makes me, me!

Its ok to be different

Miras Curly hair

Love Monster

My Two Grandads

Mammals

My first Atlas

My Body

Arti Beat likes to...

Babies

My History

Firefighters

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.



Public Outcome – How will this demonstrate learning?

We want to give back to our local community by collecting for the local food bank before Christmas.

Concept Questions

- What is a family?
- Why do we need people to help us?
- Why do we celebrate?

Key Questions

- What makes me a good friend?
- How to look after myself?
- Who is in my family?
- How have I changed?
- Who can help us?
- How can we help others?

Year Group	R	Term	Autumn	Challenge pack	All About Me	
SUBJECT FOCUS		Children will learn about...		Children will know how to ... Highlighted parts show missed learning from last year-Covid recovery	Prior learning (Schemata)	Vocabulary
personal, social, emotional development		<p>identifying and moderating their own feelings socially and emotionally.</p> <p>see themselves as a valuable individual.</p> <p>build constructive and respectful relationships.</p> <p>thinking about the perspectives of others</p> <p>showing resilience and perseverance in the face of challenge.</p> <p>expressing their feelings and consider the feelings of others.</p>		<p>select own resources (not as much as we usually would due to covid) also links to</p> <p>approach adults and children and makes contact appropriately e.g. smiles, says hello</p> <p>cooperate in play with other children</p> <p>share and take turns</p> <p>not interrupt or answer for other children</p> <p>assert self appropriately with adults and other children</p> <p>respond readily to verbal directions or reasoning e.g., if you tidy up quickly we can have a story</p>	nursery rules and routines accept simple rules, e.g. need to sit when you drink, stop running when told, will respond to reasoning, though not consistently (Devonshire nursery children)	listen, wait, kind, please, thank you, disgust, happy, sad, worried, angry, anxious, proud, emotions, family, culture, manners, improve, feelings, breathing tool, bucket fillers, happy place.
communication and language		<p>understanding how to listen carefully and why listening is important.</p> <p>understand a question or an instruction that has two parts</p> <p>engaging in story times</p> <p>listening to and talk about stories to build familiarity and understanding.</p> <p>learning rhymes, poems and songs.</p>		<p>tell a long story.</p> <p>can fetch three objects at a time when asked</p> <p>can follow instructions to carry out an activity step by step</p> <p>understand increasing number of prepositions and descriptive words, include some referring to feelings and emotions</p> <p>shows understanding of stories told to group of twelve children</p> <p>has some understanding of rhyming and can fill in missing words in familiar rhymes and songs</p>	circle time started to voice their needs to an adult in nursery can repeat some simple nursery rhymes (Devonshire nursery children)	sentence why, how, when listen wait, look, retell, actions, story map, pattern, links, similar, different, repetition
physical development		<p>developing their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>		<p>choose the right tool for a job</p> <p>use scissors (all should be able to hold and snip but not as much as we would usually have done)</p> <p>use a knife and fork.</p> <p>make healthy choices- food, drink, exercise and toothbrushing (no visit from the dentist this year and not the amount we would usually do on exercise)</p> <p>sit crossed legged. will do so while listening in a small group of up to twelve children.</p>	explorative play with tools dressed with help use outdoor space safely (Devonshire nursery children)	safe, careful, choose, challenge, zip, coat buttons, jumper/cardigan, shoes cutting, snipping tools

	<p>progressing towards a more fluent style of moving, with developing control and grace.</p> <p>developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>travel around, under, over, and through balancing and climbing equipment</p> <p>runs confidently and safely, changing direction when instructed</p> <p>fit Duplo, Lego, bricks together. will talk about what they are making or have made</p> <p>complete large piece jigsaw, five pieces adjacent or three-piece interlocking</p> <p>draw horizontal and vertical lines and circles with crayons and pencils</p>		
writing	<p>reading individual letters by saying the sounds for them.</p> <p>forming lower-case and capital letters correctly.</p> <p>reading a few common exception words matched to the school's phonic programme.</p> <p>blending sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>writing short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>use different text for different purposes</p> <p>trace over simple writing patterns from left to right</p> <p>roll plasticine etc, into balls</p> <p>make recognisable drawings and paintings</p> <p>trace over simple shapes</p>	<p>mark making opportunities using different media</p> <p>(Devonshire nursery children)</p>	<p>start at the top</p> <p>curl letters, line family letters,</p> <p>bouncy letters, zig-zag letters</p> <p>phonics, phoneme, sticky sounds,</p> <p>tricky words</p>
number	<p>counting objects, actions and sounds.</p> <p>subitising</p> <p>linking the number symbol (numeral) with its cardinal number value.</p> <p>comparing numbers</p> <p>exploring the composition of numbers to 5</p>	<p>understand the cardinal principle</p> <p>compare quantities using language: 'more than', less than and 'fewer than'</p> <p>identify the properties of 3d shape</p> <p>describe a familiar route (journey to school)</p> <p>make comparisons between objects relating to weight and capacity</p> <p>notice and correct an error in a repeating pattern</p> <p>sequence three to four objects e.g. straws for size (smallest to biggest)</p> <p>group objects, pictures and shapes by colour size, shape and texture</p> <p>copy and continue more complex patterns with pegs</p>	<p>counting songs and rhymes</p> <p>recognise and name 2d shapes</p> <p>able to complete a repeated pattern</p> <p>(Devonshire nursery children)</p>	<p>count, match, number,</p> <p>number names, next,</p> <p>one more, one less, fewer,</p> <p>many</p>
understanding the world	<p>talking about members of their immediate family and community.</p>	<p>understand the key features of the life cycle of a plant and an animal.</p>	<p>new friends from previous nursery/setting experiences</p>	<p>ourselves, friends, family,</p> <p>homes, community, jobs</p>

	<p>naming and describe people who are familiar to them.</p> <p>understanding that some places are special to members of their community.</p> <p>describing what they see, hear and feel whilst outside</p> <p>explore the natural world around them.</p>	<p>understand the need to respect and care for the natural environment and all living things. explore and talk about different forces they can feel.</p> <p>talk about recent past experiences talks about things that are going to happen shows understanding of discussion of recent events by commenting or responding to questions understand what will happen next? what will happen if? what could we do next? understand why, when and how</p>	<p>beginning to be aware of their own needs understand theirs and other people's feelings (Devonshire nursery children)</p>	
expressive arts	<p>creating collaboratively sharing ideas, resources and skills.</p> <p>listening attentively, move to and talk about music, expressing their feelings and responses. develop storylines in their pretend play.</p> <p>watching and talk about dance and performance art, expressing their feelings and responses.</p>	<p>explore different materials freely, in order to develop their ideas about how to use them and what to make. mix colours. sing the pitch of a tone sung by another person ('pitch match'). sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>select tools (glue, spanners, etc) and use them with reasonable control to make things or join them together march in time to clapped beat make simple movements in simple sequences use and adapts other children's or adult's ideas in play in imaginative and creative ways take different role in group play (hospital, café, shop) will improvise props</p>	<p>nursery and home experiences explored sand and water joined in with role play experiences within nursery listened to a range of stories and rhymes (Devonshire nursery children)</p>	<p>favourite, happy, excited, stick, purpose, create, engage</p>