

Challenge Pack

Early Years

Over the Hill and Faraway

Learning Challenge

Can we put on our own Mini MasterChef so that we can share our knowledge about fruit and vegetables and how we might eat them?



Hooks or memorable experiences

- Visit to the Allotments
- Story clues to introduce each story
- Experiences linked to each area of learning
- Mini MasterChef shared experience delivered by a Chef

Public Outcome – How will this demonstrate learning?

We will organise a Mini MasterChef to celebrate a variety of ways to present food for everybody to try eating something new and healthy.

Class texts- whole class reading, extracts, thematic books

	Summer 1		Summer 2
Mr Gumpy's Outing	The Town and Country Mouse	Handa's Surprise	What the Lady Bird Heard
Oliver's Vegetables	Oliver's Fruit Salad	Why do We Eat?	Good Enough to Eat
Light House Keepers Lunch	Little Red Tractor	Farmer Duck	Little Helpers
	The Day of the Big Surprise		Cookbook

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

- How many countries are in the UK and what are they called?
- Where does our food come from?
- What is the difference between a town and village?
- What is the UK and how many countries are there in it?
- What is a vegetable?
- What is a fruit?
- Do you know what is different between a vegetable and a fruit?
- Can you name one vegetable that grows under the ground and one that grows on top of the ground?
- How many baby farm animals can you name?
- What food do we eat that comes from the sea?

Year Group	R	Term	Summer	Challenge pack	Over the Hills and Far away	
SUBJECT FOCUS		Children will learn about...		Children will know how to ...	Prior learning (Schemata) Vocabulary	
Personal, social, emotional development		<p>being independent in the face of challenges.</p> <p>regulating their own behaviour accordingly.</p> <p>following instructions involving several ideas and actions.</p> <p>the reason for why we have rules and why it is important to follow them.</p> <p>taking turns with others</p> <p>the different factors that support their overall health and wellbeing</p> <p>showing an awareness of their own needs and why it is important.</p> <p>-</p>		<p>set themselves simple goals and have the confidence in their own problem solving skills.</p> <p>manage emotions and develop a sense of self.</p> <p>have the confidence in their own ability to follow instructions involving several ideas.</p> <p>respect rules and behave correctly towards others.</p> <p>co-operate and resolve conflicts peaceably.</p> <p>talk about exercise, healthy eating and the importance of sleep.</p> <p>talk about how to keep themselves safe and understand the PANTS rule.</p> <p>explain about sensible amounts of screen time.</p> <p>go to an identified adult if they feel worried or unsafe.</p>	<p>Ask for help when needed.</p> <p>Express different types of emotions appropriately.</p> <p>Maintain concentration for a prolonged period of time.</p> <p>Challenge themselves with new activities</p> <p>Dress and undress on their own, except for difficult fastenings.</p> <p>Know the front and back of clothing and how to turn clothes the right way ready for dressing.</p> <p>Use a knife and fork and understand that many people use different utensils to eat with.</p> <p>Make healthy choices that will support their well being such as having a sensible amount of screen time.</p> <p><i>Ask for help when needed</i></p>	<p>Listen, value, respect, wait, kind, express, confidence, behaviour, emotion, sensitive, feelings, goals, reasoning, rules, wellbeing, confidence, kind, respect, co-operate, resolve healthy eating, worry.</p>
Communication and Language		being an effective communicator by asking questions to clarify their understanding.		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	<p>Become story tellers</p> <p>Retell stories using story maps and actions</p> <p>How to maintain attention during an appropriate activity</p> <p>Speak in sentences</p>	<p>Sentence, story, rhyme, humour, joke</p> <p>Why, how, when</p> <p>Listen, wait, look, retell, actions, story map, pattern, links, similar, different, repetition</p> <p>past, present, future</p>

	<p>offering explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>listening with interest and answering questions with an appropriate response.</p> <p>being an effective, active listener</p>	<p>their own narratives and explanations by connecting ideas or events.</p> <p>follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>listen attentively in a range of situations.</p> <p>listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>Ask and answer questions using why, who and how and in response to stories or events.</p> <p>Use eye contact (where appropriate)</p> <p>Hold a short conversation, taking turns when speaking and listening to others</p> <p>Maintain attention and listen carefully, understanding what they have been asked to do</p> <p>Use a range of tenses to explain what is or what might happen next</p>	
Physical Development	<p>how to negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>how to demonstrate overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>To experiment with different ways of moving</p> <p>To collaborate with peers to develop skills in throwing and catching</p> <p>Further develop and refine a range of ball skills including: throwing, catching, catching, kicking, passing, batting, and aiming.</p> <p>To use a pincer grip when holding a writing tool and forming the letters correctly</p>	<p>Continue to use good posture when sitting at a table or sitting on the floor.</p> <p>Develop muscle and control</p> <p>Select and use some tools appropriately</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills</p> <p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p>Safe, careful, choose, challenge, cutting, snipping tools, rolling, throwing, catching, balancing, obstacles, negotiating space, experimenting, jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch</p>

	<p>how to use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>how to develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>			
Writing/reading	<p>how to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>how to form lower-case and capital letters correctly.</p> <p>how to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>how to read common exception words that match the school’s phonic programme.</p> <p>how to read words with fluency and build up their confidence.</p> <p>how to check for mistakes in their sentences e.g. looking for missed words or full stops</p> <p>how to write simple phrases and sentences that can be ready by others.</p> <p>how to write recognisable letters, most of which are correctly formed.</p> <p>how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>listen to and talk about stories</p> <p>read individual letters by saying the sounds for them.</p> <p>read CVC words with fluency</p> <p>read and recognise taught tricky words</p> <p>blend sounds using new digraphs and trigraphs into words</p> <p>write and read simple captions and sentences use capital letters, finger spaces and a full stop.</p> <p>form most letters correctly.</p> <p>write name their independently</p> <p>listen to and understand a story told to a large group.</p> <p>begin to use adjectives in their writing</p> <p>use different punctuation such as full stops and question marks.</p>	<p>Listen to and talk about stories</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words</p> <p>Write and read simple captions and sentences use capital letters, finger spaces and a full stop.</p> <p>form most letters correctly.</p> <p>Write name their independently</p> <p>Listen to and understand a story told to a large group.</p>	<p>Curl letters, line family letters, bouncy letters, zig-zag letters</p> <p>phonics, phoneme, sticky sounds, grapheme, syllables , tricky words, digraphs, robot arms, talking hands, blend, break up, point and sweep, sentence, question, full stop, question mark, letter, list,</p>

<p>Number</p>	<p>counting reliably with numbers from zero to 20.</p> <p>placing numbers 0 to 20 in correct order.</p> <p>saying which number is one more or one less than a given number.</p> <p>adding and subtracting two single-digit numbers using quantities or objects.</p> <p>recalling number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>count reliably with numbers from 0 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>solve problems, including doubling, halving and sharing.</p> <p>identify number bonds to 5 and some to 10 recall some double facts.</p> <p>explore and represent patterns within numbers up to 10; including odds and evens and how quantities can be distributed equally.</p>	<p>Select the correct numerals to represent 1 to 10 objects</p> <p>In practical activities begin to use vocabulary to discuss the process of addition and subtraction</p> <p>Begin to record using mathematical signs for addition and subtraction</p> <p>Say a number sentence involving addition and subtraction</p> <p>Estimate how many objects they can see and check by counting</p>	<p>Count, match, number, next, one more, one less, fewer, many, addition, add, more, plus, subtraction, take away, minus, less, equals, same as, left, altogether, estimate, guess, compare, check, objects first, then now. Subitising, tens frames estimate, double, equal to, same as, number bonds,.</p>
<p>Understanding the World</p>	<p>the natural world around them and how to care for it.</p> <p>the changing seasons and names of these.</p> <p>the differences and similarities between the countryside and town.</p> <p>plants and animals, and how they change over time.</p> <p>how living things need to be cared for.</p> <p>some similarities and differences between religious and cultural communities in this country.</p> <p>British values and United Kingdom.</p>	<p>Observe, draw, write and talk about animals and plants.</p> <p>Identify the differences and similarities between the natural world around them and other environments.</p> <p>Identify the four seasons and how they change.</p> <p>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.</p> <p>Talk about the country they live in.</p> <p>Know who the queen of England is and the capital city of England.</p>	<p>Compare their knowledge about people who have made a difference to the environment both in this country and abroad.</p> <p>respect the many different beliefs of their community, understand key facts and come together to celebrate special times in different ways.</p> <p>Respect their local environment and begin to understand how to look after it.</p> <p>start to describe what they observe about the changes of the natural environment during the different seasons.</p> <p>Begin to understand the different climates throughout the world.</p>	<p>Sheep, lamb, cow, calf, horse, foal, goat, kid, pig, piglet, dog, puppy, cat, kitten, duck, duckling, chicken, chick. Caged, free range, shelter, transport, farm, tractor, pen, stable, fence, farmer, field, straw, mud, pond, feed, hunger, thirst, discomfort, pain, disease, injury, normal behaviour, fear, distress. Move, eat, drink, grow, senses, flowers, leaves, stem, roots, water, sunlight, healthy, unhealthy, survive, seeds, dandelion seeds, pea seeds, apple pips, sycamore seeds, life cycle. Fruit vegetables, potatoes, cereals, wholegrain, bread, fish meat, eggs, milk, cheese, butter, water, sugar.</p> <p>Plants, light, growth, changes, natural, animals, decay, environment, care, nurture, living, not living</p>

	<p>some similarities and differences between life in this country and life in other countries.</p>	<p>Identify some similarities and differences of how London is now and how it was in the past. Explain the British values.</p>		<p>Countryside, town, seasons, similar, different, religion, culture, British values, United Kingdom, England, London, Queen, past, present</p>
<p>Expressive Arts</p>	<p>exploring a variety of materials, tools and techniques to create a finished product, safely.</p> <p>exploring and experimenting with colours, design, texture, form and functions.</p> <p>explaining the process in making their creation.</p> <p>creating props and materials for role play.</p> <p>singing a range of songs, rhymes and perform dances.</p> <p>using imaginative play to create stories and rhymes.</p> <p>how to move in time with music.</p> <p>using instruments to enhance stories and rhymes.</p>	<p>Use paint to create a landscape. Describe the work of the artist Monet. Use pastels to create cityscapes. Use colour, texture and line in a landscape and city scape in the style of Van Gogh. Describe the work of the artist Van Gogh. Draw 3D cityscapes. Describe the work of Stephen Wiltshire. Draw famous London Landmarks. Name a few famous landmarks in London. Use colour and pattern to create a landscape in the style of Metzinger. Describe the work of the artist Metzinger. Create a mosaic collage landscape in the style of Metzinger. Take about the similarities and differences between Metzinger, Van Gogh and Monet art and techniques. Children sing songs, make music and dance in tune to the music. 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.</p>	<p>Create collaboratively, share ideas, resources and skills. Develop imagination and creativity Share interests Begin to become deeply involved in imaginative expression Represent their ideas and thoughts in their play Develop an enquiring mind Begin to use their imagination to invent stories Act out a favourite story Use talk to describe their senses Explore with different shades of colour Represent what they see and know in their drawings Create 3D models Choose the correct vocabulary to describe objects they see. Use stories and rhymes in their play Put on a performance for an audience to celebrate the stories and rhymes they have learnt Combine colours for a purpose Experiment with colours and textures</p>	<p>Monet, garden, like, dislike, explore, artists, similarities, differences, thoughts, emotions, improve, colour, texture, describe, paint, landscape. Cotton buds, sugar paper, bright coloured paints, impressionism, founder, outdoors, scene, light, seasons, bold, brushstrokes landscape, cityscape, building, pastels, colour, light, reflection, stormy, sunset, shape, sky, clouds, Impressionism, Waterloo Bridge, Charing Cross Bridge, Houses of Parliament, smudge. Van Gogh, texture, line, landscape, style, describe, artist, water pots, paintbrushes, thick, thin, round, flat, bright, colours Stephen Wiltshire, 3D, draw, pencils, black pens, template, square paper, lines, straight, angle, bright colours, names of famous London landmarks, London Metzinger, mosaics, pattern, style, create, compare, Van Gogh, Monet, example, design, squares, craft paper. Songs, rhymes, dances, stories, imagination, developing, combining, mixing, primary colours, performance, audience, show.</p>