

Challenge Pack

Nursery

Stories, Poems and Rhymes

Learning Challenge

Can I learn new songs and rhymes to be able to perform them for my family.



Class texts- whole class reading, extracts, thematic books

Fairytales for Mr Barker

Little Red Riding Hood When Goldilocks Went...

Goldilocks

Hansel and Gretel

Twinkle Twinkle

The Three Little Pigs

Rapunzel

Miss Polly Had a Dolly

Jack and the Beanstalk

3 Billy Goats Gruff

Head, Shoulders, Knees, Toes

Sleeping Beauty

Rama and Sita

Days of the Week song

Nativity

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.



Hooks or memorable experiences

- **Bedtime Story Pyjama Day hook**
- *Creating a lifesize character to represent each story we learn on our story display.*
- *Collaborative writing of song verses to match each story.*
- *Perform final song in front of an audience.*
- *Experiences linked to each story, poem and rhyme.*

Public Outcome

To write and perform our own version of When Goldilocks Went to the House of the Bears for our families to show our knowledge of new stories.

Concept Questions

- What is a rhyme? What is a story?
- How are they different?
- Does everyone have the same favourite?

Key Questions

- Can I learn a rhyme?
- What links can be made to other stories/rhymes?
- Can you find the rhyming words?
- How did feel? Why?
- What do you like about...?
- What do you dislike...?
- What would happen if the character...?
- What questions would you ask...?

Year Group	N	Term	Autumn	Challenge pack	Stories, Poems and Rhymes				
SUBJECT FOCUS		Children will learn about		Children will know HOW To...	Prior learning (Schemata)	Vocabulary			
Personal, social, emotional development Characteristics of effective learning how to begin to respond to new experiences which help them to develop their learning. how to begin to make independent choices. developing a range of strategies to reach a goal they have set themselves. reviewing and checking how well they are doing to achieve their goal.		Choosing and using activities and resources, with help when needed. Becoming more outgoing with unfamiliar people in the safety of a familiar setting. Showing more confidence in new social situations. The rules in our nursery and why we need them. The names of their emotions- happy and sad. Our imagination and how we use this in our play with others. Organised games such as hide and seek and ring games. Telling someone what we need or want using gesture and single words.		Choose an activity and use it correctly, with an adult's help if needed. Talk and share with other children and adults at Nursery. Explore the new nursery setting safely and confidently. Follow the rules to keep themselves safe at school. Identify and regulate their emotions, with an adult's support if needed. Talk about the ideas in their heads with others and use their imagination in play. Join in and take turns in a game with an adult to support. Express their needs or wants to a child or adult using words, signs and gestures.		Choosing and using activities at home or in other settings. Experiencing different social situations through community and other early years settings. Imaginative play within the home. Playing organised games with others in the family or in other settings. Using gesture and simple words to communicate (in home language if appropriate)		Rule, safe, like, happy, share, take turns, please, thank you, manners, sad, family, Nursery, imagination, choose.	
Communication and Language Characteristics of effective learning		A wide range of stories. The vocabulary we use to talk about the world.		Enjoy stories told in a group and sometimes relate these to their own experiences. Use words and signs to communicate.		Listening to short stories at other settings, such as the library. Song, rhyme, story, good sitting, good listening, sounds, hear, see, feelings, think, sentence, talk.			

<p><i>guiding their own thinking and actions by talking to themselves while playing.</i></p> <p><i>explaining their own ideas while in pretend play.</i></p>	<p>Simple why and what questions and how to answer these.</p> <p>A wide repertoire of songs and rhymes.</p> <p>Communicating with others using talk with short sentences of 2 or more words.</p>	<p>Answer a why or what question and how to use because.</p> <p>Sing 5 or more action songs and nursery rhymes by heart, using the correct signs or actions.</p> <p>Use talk to communicate their needs and wants and to talk about their feelings and emotions.</p> <p>Listening to longer stories and remembering what happens.</p> <p>Fetch 1/2 objects at a time when asked.</p>	<p>Singing simple songs and rhymes learnt at home.</p> <p>Following simple instructions given by parents and family members.</p>	
<p>Physical Development</p> <p><i>Characteristics of effective learning</i></p> <p><i>participating and predicting familiar routines.</i></p> <p><i>using a range of strategies to achieve a goal they have set themselves.</i></p> <p><i>responding and exploring a range of new experiences.</i></p>	<p>One-handed tools and equipment, such as pens, pencils and paint brushes and how to use these.</p> <p>How we hold a pen or pencil when we are mark making.</p> <p>Lunchtime routines and how we feed ourselves.</p> <p>Looking after our own self-care needs such as using the toilet, washing hands and putting on our coats.</p> <p>The space around us and how we can move in this space in different ways.</p>	<p>Use large muscle movements to wave, paint and make marks on lots of different media.</p> <p>Use a comfortable grip with good control when holding pens and pencils (with developmentally appropriate writing tools).</p> <p>Eat independently, using fingers or a fork, with support as needed.</p> <p>Use the toilet independently, wash our hands and put on our coat, with support as needed.</p> <p>Run and turn corners.</p> <p>Jump forwards and backwards in response to instructions.</p> <p>Respond to simple directions eg move slowly/quickly.</p> <p>March in time to a clapped beat.</p> <p>Sit appropriately and comfortably in a small group.</p>	<p>Experience using mark making materials at home or in other settings.</p> <p>Toilet training carried out at home.</p> <p>Moving and negotiating space at home or in the community, such as at the park.</p>	<p>Button, coat, zip, pencil, grip, up/down. Stairs, safely, stop, speed, direction, toilet, wash hands.</p>

		<p>Thread large beads or reels onto a lace with stiffened ends. Roll playdough.</p> <p>Complete a large jigsaw. (3/5 pieces)</p>		
<p>Literacy</p> <p>Characteristics of effective learning</p> <p>planning and thinking ahead.</p> <p>having perseverance to keep on trying when things are difficult.</p> <p>checking on how well they are doing on a task.</p>	<p>Three of the five key concepts about print -it has meaning -we read English left to right and top to bottom -page sequencing</p> <p>Developing phonological (sound) awareness so they can count and clap syllables.</p> <p>Stories and how we talk about these with others.</p> <p>The different reasons you might see words eg stories, signs or instructions.</p> <p>Rhymes and how we spot these in pairs or groups of words.</p> <p>Recognising words that have the same initial sound.</p>	<p>Hold a book, look at the pictures and talk about these with friends or adults.</p> <p>Play with sounds in words, for example, saying the initial sounds with an adult or clapping the right number of times for the syllables in a word.</p> <p>Hold a conversation, taking turns to speak and listen with an adult to talk about a familiar story.</p> <p>Begin to identify texts that have been written for different purposes, for example giving meaning to a familiar shop sign.</p> <p>Spot rhymes and suggest other words that would also rhyme.</p> <p>Spot words with the same initial sound and suggest other words which also begin with the same sound.</p> <p>Draw horizontal and vertical lines and circles with crayons and pencils.</p>	<p>Looking at books and home, turning the pages and being read to.</p> <p>Awareness of some nursery rhymes from home experiences.</p> <p>Spotting familiar signs or words when in the community.</p> <p>Mark making activities at home or in other settings.</p>	<p>Hold, grip, help, circle, line, shape, story, words, what, read, rhyme, alliteration, same.</p>
<p>Mathematics</p> <p>Characteristics of effective learning</p> <p>beginning to correct their mistakes themselves.</p>	<p>Recognising numbers of items without having to count them individually. (subitising)</p> <p>Quantities and the language we use to talk about these, such as more than/fewer than.</p> <p>The shapes- circle, triangle and square and the words we use to talk about them.</p>	<p>Subitise 2 items so they don't have to count but simply recognise 0, 1 or 2 items.</p> <p>Talk about quantities using the language of more than and fewer than correctly.</p> <p>Recognise a circle, triangle and square and talk about them using informal or</p>	<p>Using everyday language to talk about quantities they see around them.</p>	<p>Numbers, 1 2 3 , same, different, more than, fewer than, subitise. Now, next, fit, join, build, make, connect, construct, shape, size, colour, on, under, big, little.</p>

<p><i>planning and thinking ahead.</i></p> <p><i>developing goal directed behaviour.</i></p> <p><i>Noticing and correcting their own mistakes.</i></p>	<p>Patterns in the world around us and how we can talk about them using descriptive words.</p> <p>Colour, size and positional words we can use to talk about pictures and stories such as big, little, on, under, red, yellow, blue.</p> <p>The properties of objects, such as their colours, shapes and sizes.</p> <p>Numbers 0-3, how we count them and how we represent them in a range of different ways.</p>	<p>mathematical language such as sides, corners etc.</p> <p>Identify patterns around us and talk about these using describing words such as stripy, spotty etc.</p> <p>Talk about pictures they see using appropriate descriptive language relating to mathematical concepts they might see in the pictures.</p> <p>Sort objects by colour and type.</p> <p>Make comparisons between objects relating to length, size.</p> <p>Attempt to count.</p> <p>Say one number for each item up to 3.</p> <p>Show finger numbers up to 3.</p>	<p>Shape language learnt at home or in other settings.</p> <p>Everyday language used to talk about patterns in the world around us.</p> <p>Rote counting learnt from number rhymes or in other settings.</p>	
<p>Understanding the World</p> <p><i>Characteristics of effective learning making choices and exploring different resources and materials.</i></p> <p><i>making independent choices.</i></p> <p><i>using their own interests and fascinations to help them learn.</i></p>	<p>Our 5 senses and how we use these to experience to world around us.</p> <p>Similarities and differences within collections of materials and natural items.</p> <p>Our families, including the words we use to label to different people that make up or families and that everyone's is different.</p> <p>What a living thing is and how we can respect and care for all living things.</p> <p>Our names and the names of important others around us.</p> <p>The recent past and the time vocabulary we can use to talk about things that have already happened such as yesterday/last night.</p>	<p>Talk about what they see, hear, smell, touch and taste using simple, familiar vocabulary.</p> <p>Talk about what is the same or different when looking at a collection of items.</p> <p>Name the different members of their families.</p> <p>Talk about what a living thing is and how they can care for it.</p> <p>Give their full name and the names of other people who are important to us.</p> <p>Talk about things that have already happened using appropriate vocabulary.</p>	<p>Knowledge of family members in the household Mum, Dad, Baby etc.</p> <p>Care for pets or plants at home or in other settings.</p> <p>Own name and those of important people at home.</p>	<p>Mum, dad, grandma, grandad, brother, sister, baby, aunt, uncle, family, touch/taste/see/smell/hear, name, important, yesterday, build, join, fit.</p>

<p><i>developing a range of strategies to achieve a set goal.</i></p> <p><i>persevering when things become difficult.</i></p> <p><i>how their actions have an effect on the world.</i></p>		<p>Fit bricks and blocks together and say what we have made.</p> <p>Screw and unscrew construction toys together.</p> <p>Explore how things work.</p>	<p>Construction activities carried out at home or in other settings.</p>	
<p>Expressive Arts</p> <p><i>Characteristics of effective learning</i></p> <p><i>making choices and exploring different resources and materials.</i></p> <p><i>responding to new experiences.</i></p> <p><i>developing their own interests and fascinations to help them in their learning.</i></p> <p><i>developing goal directed behaviour.</i></p>	<p>Showing our ideas and stories through play.</p> <p>Choosing materials to use to express their ideas and emotions.</p> <p>Listening with increased attention to sounds and music using vocabulary such as fast, slow, high, low to talk about the sounds they hear.</p> <p>Responding to what they have heard, expressing their thoughts and feelings through dance and movement.</p>	<p>Develop their own stories using small world equipment such as animals and dolls.</p> <p>Seek the company of other children in domestic play (playing house/mums and dads.)</p> <p>Join materials and explore different textures.</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>Remember and sing entire songs.</p> <p>Play instruments with increasing control</p> <p>Paint using a (developmentally appropriate) brush, without undue mess.</p> <p>To colour in and talk about the picture.</p> <p>Take part in simple pretend play.</p>	<p>Play acted out at home or in other settings.</p> <p>Dance and movement activities at home or in other settings.</p> <p>Songs and rhymes learnt at home or in other settings.</p>	<p>Hair, eyes, nose, mouth, ears, face, song, music, sound, bang, instrument, scrape, click., fast, slow, high, low.</p>

taking part in simple pretend play to think beyond the here and now to understand another perspective.

coming up with their own ideas confidently.

making links between stories, songs, poems and rhymes.

managing their distractions so that they can achieve a planned goal.

Explore colour and colour-mixing.

Colour names learn through play and similar activities.