***Challenge Pack***

*Reception*

*Stories, Poems and Rhymes*

**Class texts*-*** *whole class reading, extracts, thematic books*

***Mr Wiggle and Mr Waggle*** Love Monster Big Book of Cuddles Poems

***Three little pigs*** This Our House Polly Put the Kettle On

***Rama and Sita*** Why do we Celebrate Five Brown Conkers

***Three Billy Goats Gruff*** Owl Babies Animals went in 2 by 2

***The Bear*** Bear Hunt House of the Bears

***Nativity***

**Concept Questions**

* Are stories real?
* Can a story, poem or rhyme be about real life?
* Why do people tell stories?
* What makes a great story/poem/rhyme?

**Key Questions**

* Can I tell a story?
* What links can be made to other stories/characters?
* What is the difference between a story, poem or a rhyme?
* Do you recognise any patterns? 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 to …?

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**Hooks or memorable experiences**

* ***Visit from a Smethwick Librarian***
* ***Trip to the theatre***
* *Perform in front of an audience*
* *Story clues to introduce each story*
* *Experiences linked to each story, poem and rhyme*

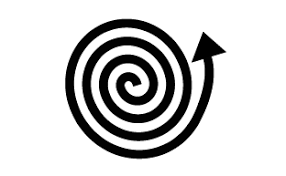
**Public Outcome***?*

**To create a bag of stories and rhymes based on ‘The Bear’ so that we can share with our Families.**

***Learning Challenge***

*Can I create a story bag so that I can share a story with my family.*

**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.

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| **Year Group** | **R** | **Term** | **Autumn** | **Challenge pack** | Stories, Poems and Rhymes | |
| **SUBJECT FOCUS** | | Children will know …  **(Declarative knowledge)** | | Children will know how to **…**  **(Procedural knowledge)** | Prior learning **(Schemata)** | Vocabulary |
| Personal, social, emotional development  ***Characteristics of effective learning***  ***how to begin to do things independently that they have been previously taught.***  ***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.*** | | The names of emotions-  Angry, disgust, worried,  What makes them a good person  What respect means  What a personal opinion is  The power of ‘not YET’ and understand what resilience, perseverance or not giving up mean  Words for feelings and recognise the signs of these in themselves and others | | ..identify and moderate their own feelings socially and emotionally.  …see themselves as a valuable individual.  …build constructive and respectful relationships.  …respect the perspectives and opinions of others  …show resilience and perseverance in the face of challenge.  …express their feelings and consider the feelings of others | Sad, happy  Follow nursery rules and routines  accept simple rules and understanding why they are important, e.g. need to sit when you drink, stop running when told, will respond to reasoning, though not consistently.  Select and use activities and resources with help when needed.  Develop a sense of responsibility and membership of Nursery.  Play with one or more children extending and elaborating play ideas.  Talk about their feelings using words like sad or happy.  (Devonshire Nursery children). | Names of emotions- disgust,  worried, angry, anxious, proud  listen, wait, kind, please, thank you,  relationships, emotions, family, culture, manners, improve, feelings, breathing tool, bucket fillers, happy place, explore, independent, |
| Communication and Language  ***Characteristics of effective learning***  ***guiding their own thinking and actions by talking to themselves while playing.***  ***explaining their own ideas while in pretend play.*** | | What is the beginning, middle and end of a story.  The positional language- on, in, behind, in front and under.  What a rhyme is and how it is different to a story.  What a question is and the common words we use to ask questions- why, how and when at the beginning.  What a connecting word is - and, but and so | | …tell longer stories with prompts.  …listen and talk about their thoughts around stories.  …understand and use an increasing number of prepositions.  …recite a familiar rhyme and begin to fill in missing words in new rhymes and songs  …ask and answer questions  …connect one idea or action using a simple connective.  …confidently talk about the sentences they are making and how to make them better. | listen carefully while sitting in a small group.  started to voice their needs to an adult in nursery.  can repeat some simple nursery rhymes.  say if they are happy or sad and add a simple explanation.  start a conversation on a one to one basis.  Use talk to organise their play.  (Devonshire nursery children) | Story ,rhymes, rhyme, sequence, sentence,  Prepositions on not on, in not in, behind not behind, in front not in front, under not under,  instruction  why, how, when  listen  wait, look, retell, actions, story map, pattern, links, similar, different, repetition  connective and, but, so, because. |
| physical development  ***Characteristics of effective learning***  ***participating and predicting familiar routines.***  ***using a range of strategies to achieve a goal they have set themselves.***  ***responding and exploring a range of new experiences.*** | | That we use knife fork and spoon at meal times and why this is important.  Safety rules and why they are important  **Can I move safely and stay in a space?**  Understand what is a space.  Understand that I need to move into space and be careful of others in order to be safe  **Can I perform a balance?**  How to balance and know what a balance is.  Understand how to hold my body still.  **How does exercise affect my body?**  Notices that breathing gets louder, faster and heavier, body feels hotter, face may go redder.  **Know how to skip**  I know that I need to hop from one leg to the other to skip. | | …hold and use a knife and fork  …draw horizontal and vertical lines and circles with crayons and pencils.  **Space**: recognise their own space.  Running: explore running and stopping. Explore changing direction safely.  Balancing: explore balancing whilst stationary and on the move.  Hopping: explore hopping on both feet.  **Skipping**: explore skipping as a travelling action.  **Strength**: explore taking weight on different body parts. **Stamina:** explore moving for extended periods of time  **Shapes**: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body  Notice how breathing changes when you run.  I can be confident to try new activities and show independence, resilience and perseverance.  I can give focused attention to what U am doing | 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, knife, fork  under, over, through, around, balance, strength, core, engage successfully, dance, catching, throwing, working together  complete, fit, travel, exercise, healthy  horizontal, vertical, lines, circles, mark making, form, left right. |
| Literacy  ***Characteristics of effective learning***  ***planning and thinking ahead.***  ***developing goal-directed behaviour.***  ***having perseverance to keep on trying when things are difficult.***  ***checking on how well they are doing on a task.*** | | What is on the front cover of a book.  How to handle books correctly  How to read and write the letter sounds s, a , t, p, i ,n,m, d, g, oc,k.ck,e,u,r,h,b,ff,ii,ss.  That letters have a lower case and Capital letter shape.  The letters that make their own name and can recognise it when written.  Begin to correctly form letters from their name.  A few common exception words -the, I, no, go, she, her, we, me and be.  That letters can be blended together to make or read a word  That words are put together to make sentences when we speak and that they can also be written.  That some letters work together to make different sounds.  That texts can be used for many different purposes- name some of these | | …recognise key feature on the front of a book.  … turn the pages in a book    …form simple writing patterns from left to right.  …make recognisable drawings and paintings.  …form lower-case and capital letters correctly.  …read and say individual letters.  …segment and blend sounds to begin to make simple words.  …read from sight tricky words.  …blend sounds so that they can read short words made up of known letter-sound correspondences.  …spell simple words by identifying the sound and then writing the sound with letter/s.  … form short sentences with words with known letter-sound correspondences using a capital letter and full stop and  read back what they have written.  …read some letter groups that represent one sound (digraphs).  …use texts for different purposes | mark making opportunities using different media  know some phonemes and graphemes s a t p I n  recognise words that rhyme  sing songs and rhymes independently.  Print has meaning  Recognise words with same initial sound.  Engage in a conversation about stories.  Use some of their print and letter knowledge in their early writing  (Devonshire nursery children) | Read, write letters sounds  Stories, rhymes, poem, rhyme, fiction, non-fiction, title, author, illustrator, blurb, spine, book,  start at the top  curl letters, line family letters,  bouncy letters, zig-zag letters  phonics, phoneme, sticky sounds,  tricky words, phonics, grapheme, digraph, blending segmenting  left to right, capital letter, caption, sentence, full stop |
| Mathematics  ***Characteristics of effective learning***  ***beginning to do things independently which they have been previously taught.***  ***beginning to correct their mistakes themselves.***  ***planning and thinking ahead.***  ***developing goal directed behaviour.***  ***using a range of strategies to reach a goal set by themselves.***  ***Noticing and correcting their own mistakes.*** | | Where each number sits on a number line.  How to use a five frame-to know that each number has a value.  Count objects, actions and sounds.  Subitise up to 5 – using their skills to know the amount without counting.  simple mathematical words to make comparisons when looking at differences e.g. light and heavy, big bigger, biggest and small, smaller and smallest.  What a repeated pattern looks like,  How to look at similarities and differences so that they can begin to sort into group with a clear explanation using why and how | | …counting in order to 10 when looking at a number line.  …recognise that each number represents a set amount on a five frame.  … count out aloud the amount of either objects, actions or sounds they hear.  …. To use their natural skills to see instantly a amount of objects in a group up to 5.  ….to see a pattern with in a group to enable them to work out how many there are.  …compare quantities using language: ‘more than’ ‘fewer than’ or ‘the same as’ when talking about objects in a group.  …sequence three to four objects e.g. straws for size (smallest to biggest)  …notice and correct an error in a  …group objects, pictures and shapes by colour size, shape and texture | counting songs and rhymes  recognise and name 2d shapes  able to complete a repeated pat  subitise to 3  (Devonshire nursery children) | count, match, number, number names, next,  one more, one less, fewer, many, equally, odd, even, double, patterns, subitise, conceptual, perceptual, represent, quantity, colour, size, shape, |
| Understanding the World  ***Characteristics of effective learning making choices and exploring different resources and materials.***  ***planning ahead about how the explore or play with objects.***  ***making independent choices.***  ***doing things independently which they have been previously taught.***  ***using their own interests and fascinations to help them learn.***  ***developing a range of strategies to achieve a set goal.***  ***persevering when things become difficult*.**  ***how their actions have an effect on the world.*** | | The changes that happen in the different seasons  Name and recognise the seasons  Who is important to them.  The names of people who are familiar to them.  The classroom rules and why these are important.  Appropriate BLP capacities and simple growth mindset  Some similarities and differences between things in the past and now  Rules for keeping safe in outdoor learning  The words to describe what they see, hear and feel whilst outside.  That they can use prior experience to predict and reason  The names of faiths represented in our school – Christian, Muslim, Sikh.  The names of important religious festivals | | …observe the surrounding environment and spot changes  …talk about the people who belong to their family and the lives of people round them.  ...show respect for others in their class.  …grow good behaviours for learning  …talk about recent past experiences and new learning in class.  …show an understanding of discussion about recent events by commenting or responding to questions.  … explore the natural world around them safely.  …Observe, listen and communicate their experiences  …explore the natural world around them, making observations about plants and animals.  …talk about things that are going to happen.  …understand and respond to the questions- What will happen next? What will happen if? What could we do next?  …recognise some similarities and differences between religious and cultural communities in this country. | new friends from previous nursery/setting experiences  beginning to be aware of their own needs  understand theirs and other people’s feelings.  the natural environment and notice some changes that happen during different seasons.  (Devonshire nursery children) | ourselves, friends, family, homes, community, role, past, present, now, similarities, differences, experiences, seasons, changes, natural, environment, observation, why, how, when, where, what, animal, plant, choice, explain, describe. |
| Expressive Arts  ***Characteristics of effective learning***  ***making choices and exploring different resources and materials.***  ***planning and thinking ahead about how they will explore or play with items.***  ***making independent choices.***  ***responding to new experiences.***  ***developing their own interests and fascinations to help them in their learning.***  ***developing goal directed behaviour.***  ***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.*** | | That people express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.  That they are creative  Names of Primary and secondary colours  That some materials can be shaped by hands or tools. Name some  That marks and shapes can be transferred and repeated through printing  That materials can be joined together in different ways  Some simple songs  That a song has a rhythm and a beat  That we can use our experiences and what we learn to help us imagine new stories and experiences.  The difference between real events and made up/pretend ones  That expressing their thoughts about someone else’s work is important. | | …explore different materials freely, in order to develop their ideas about how to use them and what to make.  ….mix colours.  …manipulate dough or modelling material with hands or tools.  …make printed repeated marks with different objects  …select tools (glue, spanners, etc) and use them with reasonable control to make things or join them together.  …listen attentively, move to and talk about music, express their feelings and responses.  …sing the pitch of a tune sung by another person (‘pitch match’).  …sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  …march in time to clapped beat  make simple movements in simple sequences.  …use and adapt ideas in play in imaginative and creative ways.  …take different role in group play.  …develop storylines in their pretend play.  …make use of props and materials when role playing character in narratives and stories.  …share their creations, explaining the process they have used.  …give praise and feedback | nursery and home experiences  explored sand and water.  explore different materials and tools.  joined in with role play experiences within nursery.  listened to a range of stories and rhymes.  (Devonshire nursery children) | favourite, happy, excited, stick, purpose, create, engage, explore, ideas, mix, colour, sing, pitch, beat, sequence, adapt, imagination, creative, role play, tools, march, props, process, explain, narrative, stories, materials. |