

Challenge Pack

Changes

Learning Challenge

To create a flip book on changes to share with our grown up.



Hooks or memorable experiences

- **Guess Who**
- *Perform in front of an audience*
- *Story clues to introduce each story*
- *Class caterpillars*
- *Experiences linked to each story, seasons, growth farm animals*
- **Visit to a farm**

Class texts- whole class reading, extracts, thematic books

<i>So Much</i>	<i>Jack Frost</i>	<i>Can't You Sleep Little Bear</i>
<i>Monkey Puzzle</i>	<i>The Gruffalo's Child</i>	
<i>Hungry caterpillar</i>	<i>Tree: Seasons come, seasons go</i>	
<i>Rosie's Hat</i>	<i>Nature stories: Little Acorn (look for others in selection too)</i>	
<i>Jaspers Bean Stalk</i>	<i>Once there were giants</i>	
<i>Dora's eggs</i>	<i>Sam plants a sunflower</i>	
<i>Farmer Duck</i>	<i>Every thing Spring</i>	
<i>What the ladybird heard</i>		

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.



Concept Questions

- Why do things change?
- Why do people change?
- Would it be good/bad if things never changed?
- How do you know things have changed?

Key Questions

- What is change?
- What changes do you notice?
- Do you recognise any patterns?
- How do the changes make you feel?
- Why does... happen?
- What questions would you like to ask...?
- When do things change?

Public Outcome?

To plan a celebration around changes. Present our flip book on changes, sing a song which we have adapted about the seasons and make a guess who game to share with our grown ups.

Year Group	R	Term	Spring	Challenge pack	Changes			
SUBJECT FOCUS		Children will know ... (Declarative knowledge)		Children will know how to ... (Procedural knowledge)	Prior learning (Schemata)		Vocabulary	
Personal, social, emotional development <i>Characteristics of effective learning how to begin to do things independently that they have been previously taught.</i> <i>how to begin to respond to new experiences which help them to develop their learning.</i> <i>how to begin to make independent choices.</i> <i>developing a range of strategies to reach a goal they have set themselves.</i> <i>reviewing and checking how well they are doing to achieve their goal.</i>		Family and Friends What is a family and that some families are different. Caring Friendships The power of kindness in society. The importance of friendship and what to do if a friendship is making them unhappy Respectful relationships The importance of telling the truth. The importance of working together and the name for this is Collaboration. Internet safety That not all popular internet sites are appropriate. Being safe How to stay safe when using the internet for either education or pleasure. Mental Health How to identify how they are feeling and use the correct name to describe it. Identify the changes that have happen in our life.		... name who is in their family and understand that some families are different. ... say what kindness is and how it makes them feel. ... understand the importance of kindness in society today. ... be a good friend and to express their feelings to others when something is making them unhappy. ...say why it is important to tell the truth. ...work together to complete a challenge and identify this as working collaboratively. ... keep themselves safe and to ask an adult first before accessing a new site. ... follow simple safety rules to ensure safe use of the internet for education or pleasure. ... to express their feelings using the correct name. ... recognise that some changes have happened to all of us and other changes are personal to them.		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		Family, friendship, kindness, popular, safety, truth, collaboration, society, internet, rules, safe, changes, healthy,

	<p>Health and prevention what to do to keep themselves healthy and well.</p>	<p>...list the things they need to do to keep them well- good sleep, healthy diet and medicine</p>		
<p>Communication and Language</p> <p><i>Characteristics of effective learning 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>Listening and Understanding How to use a how, why, when question to clarify their understanding.</p> <p>Listen and respond using actions comments to respond to a story.</p> <p>Speaking How to engage in an exchange of back and forth conversation with peers and adults.</p> <p>What a full sentence needs and to use them during whole, small group or one to one correspondence.</p> <p>The importance of using the correct past, present and future tense when talking about their own experiences.</p> <p>How to offer explanations for why things might happen using recently introduced vocabulary.</p>	<p>...ask and answer a range of different questions to help them to clarify their understanding.</p> <p>... respond a story using appropriate actions, comments.</p> <p>... to listen attentively and respond, engaging in a back and forth conversation to clarify their understanding.</p> <p>... speak in full sentences during whole and small group or one to one interaction.</p> <p>... using the correct tense when they are talking about and comparing their own experiences.</p> <p>...use new knowledge and new vocabulary to give an explanation.</p>	<p>What is the beginning, middle and end of a story?</p> <p>The positional language- on, in, behind, in front and under.</p> <p>What a rhyme is and how it is different to a story.</p> <p>What a question is and the common words we use to ask questions- why, how and when at the beginning.</p> <p>What a connecting word is - and, but and so</p>	<p>Change</p> <p>Different</p> <p>Grow</p> <p>Passages of time</p> <p>Baby, child, adult, elderly</p> <p>Body</p> <p>Animals and their babies-pigs-piglet, goat-kid, cat-kitten, dog-puppy, cow-calf, sheep-lamb, horse-foal, chickens-chicks, ducks-ducklings,</p> <p>Seasons-autumn, winter, spring, summer</p> <p>Weather-rain, wind, ice, hot, cold, foggy, dry, snow, chilly, frosty, sunny</p>
<p>Physical development</p> <p><i>Characteristics of effective learning participating and predicting familiar routines.</i></p> <p><i>using a range of strategies to achieve a</i></p>	<p>Sending and Receiving 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</p> <p>Can I throw and catch?</p>	<p>Sending and Receiving Space: recognise their own space. Sending: explore sending an object with hands and feet Sending & receiving: explore s&r with hands and feet using a variety of equipment. Catching: explore catching to self and with a partner.</p>	<p>That we use knife fork and spoon at meal times and why this is important.</p> <p>Safety rules and why they are important</p> <p>Can I move safely and stay in a space? Understand what is a space.</p>	<p>Space, sending, receiving, throw, catch, ball, hand, direction, foot, dropping, bounce, watch, object, tracking, dribbling, stop, scissors, cutlery, exercise, body, exercise.</p>

<p>goal they have set themselves.</p> <p>responding and exploring a range of new experiences.</p>	<p>I know that the ball will go in the direction of my open hand.</p> <p>I know that I need to have an open hand to catch.</p> <p>I know that it is important to watch the ball into my hand, or onto my foot</p> <p>Can I throw an object at a target?</p> <p>Understand that I need to look at the target as I throw</p> <p>How does exercise affect my body?</p> <p>Notices that breathing gets louder, faster and heavier, body feels hotter, face may go redder.</p> <p>Fine Motor</p> <p>How to use small tools correctly including scissors cutlery and paint brushes.</p> <p>How to hold a pencil correctly.</p>	<p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>... handle tools for cause and effect on a variety of different media.</p> <p>...draw objects with a degree of accuracy and care.</p>	<p>Understand that I need to move into space and be careful of others in order to be safe</p> <p>Can I perform a balance?</p> <p>How to balance and know what a balance is.</p> <p>Understand how to hold my body still.</p> <p>How does exercise affect my body?</p> <p>Notices that breathing gets louder, faster and heavier, body feels hotter, face may go redder.</p> <p>Know how to skip</p> <p>I know that I need to hop from one leg to the other to skip.</p>	
<p>Literacy</p> <p>Characteristics of effective learning</p> <p>planning and thinking ahead.</p> <p>developing goal-directed behaviour.</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>Word reading and writing</p> <p>How to read the letter sounds -h,b,j,v,w,xT,y,z,</p> <p>That some letters when put together make a different sound -ff,ll,sszz,qu,ng,th,ch,sh,</p> <p>To correctly form letters from learnt letter sounds.</p> <p>How to read a word by segmenting and then blending it back.</p>	<p>...read and say individual letters.</p> <p>...read some letter groups that represent one sound (digraphs).</p> <p>...form recognisable letters to make simple words.</p> <p>...blend sounds so that they can read short words made up of known letter-sound correspondences.</p> <p>...use lower-case and capital letters correctly.</p>	<p>How to read and write the letter sounds s, a, t, p, i, n, m, d, g, oc,k,ck,e,u,r,</p> <p>That letters have a lower case and Capital letter shape.</p> <p>The letters that make their own name and can recognise it when written.</p> <p>Begin to correctly form letters from their name.</p>	<p>Curl letters, line family letters, bouncy letters, zig-zag letters phonics, phoneme, sticky sounds, grapheme, syllables, tricky words, digraphs, talking hands, blend, diagraph, capital letters, full stop, finger spaces. fiction, non fiction.</p>

	<p>To start a sentence with a capital letter</p> <p>Read some common exception words – was, my, we, be, me, her, you, all, are said. when, do, so, some, come, one, were, have there, out, like little what.</p> <p>How to write simple sentences using known letter-sound correspondence,</p> <p>How to read simple sentences and books that have the previously learnt phonic sounds in.</p> <p>Comprehension How to retell a familiar story using their own words.</p> <p>Start to anticipate key event in stories.</p> <p>The key features of a non fiction book.</p> <p>the different purposes of text.</p>	<p>...read from sight tricky words.</p> <p>... form short sentences with words with known letter-sound correspondences using a capital letter and full stop and read back what they have written.</p> <p>...spell simple words by identifying the sound and then writing the sound with letter/s.</p> <p>...read simple sentences using known phonetic sounds.</p> <p>...retell a familiar story using new learnt vocabulary.</p> <p>...a story is structured into a beginning, middle and an end</p> <p>... find information quickly using the key features of a non fiction book</p> <p>...use texts for different purposes</p>	<p>A few common exception words - the, I, no, go, she, her, we, me and be.</p> <p>That letters can be blended together to make or read a word</p> <p>That words are put together to make sentences when we speak and that they can also be written.</p> <p>That some letters work together to make different sounds.</p> <p>That texts can be used for many different purposes- name some of these</p>	
<p>Mathematics</p> <p><i>Characteristics of effective learning beginning to do things independently which they have been previously taught.</i></p> <p><i>beginning to correct their mistakes themselves.</i></p>	<p>Where each number sits on a number line up to 10.</p> <p>How to use a tens frame-to know that each number has a value.</p> <p>Count objects, actions and sounds.</p>	<p>...counting in order to 20 when looking at a number line.</p> <p>...recognise that each number represents a set amount on a tens frame.</p> <p>... count out aloud the amount of either objects, actions or sounds they hear.</p>	<p>Where each number sits on a number line.</p> <p>How to use a five frame-to know that each number has a value.</p> <p>Count objects, actions and sounds.</p> <p>Subitise up to 5 – using their skills to know the amount without counting.</p>	<p>Count, subitise, next, more fewer, many, addition, add, more, plus, subtraction, take away, minus, less, equals, same as, left, altogether, total, estimate, guess, compare, check, objects, comparing, composition and combining, number bonds Rectangle circle square triangle 2D 3D</p>

<p><i>planning and thinking ahead.</i></p> <p><i>developing goal directed behaviour.</i></p> <p><i>using a range of strategies to reach a goal set by themselves.</i></p> <p><i>Noticing and correcting their own mistakes.</i></p>	<p>Subitise up to 10 – using their skills to know the amount without counting.</p> <p>simple mathematical words to make comparisons when looking at differences e.g. more fewer equal.</p> <p>How to look at similarities and differences so that they can begin to sort into group with a clear explanation using why and how</p> <p>How to recognise a pattern and how to carry on the pattern</p>	<p>.... To use their natural skills to see instantly a amount of objects in a group up to 10.</p> <p>....to see a pattern with in a group to enable them to work out how many there are.</p> <p>...compare quantities using language: 'more than' 'fewer than' or 'equal to' when talking about objects in a group.</p> <p>...notice and correct an error in a pattern</p>	<p>simple mathematical words to make comparisons when looking at differences e.g. light and heavy, big bigger, biggest and small, smaller and smallest.</p> <p>What a repeated pattern looks like,</p> <p>How to look at similarities and differences so that they can begin to sort into group with a clear explanation using why and how</p>	
<p>Understanding the World</p> <p><i>Characteristics of effective learning making choices and exploring different resources and materials.</i></p> <p><i>planning ahead about how the explore or play with objects.</i></p> <p><i>making independent choices.</i></p> <p><i>doing things independently which they have been previously taught.</i></p>	<p>How things change and why things change,</p> <p>Name the four seasons.</p> <p>How to recognise the characteristics of different weather in the UK.</p> <p>How to name the different types of weather.</p> <p>The stages in growth within humans, animals and insects.</p> <p>Know the names of young farm animals.</p>	<p>...what are the names of the four seasons and when each seasons happens.</p> <p>...observe the changes in weather and the effect it has on the environment</p> <p>... the life cycle of a caterpillar. ...the life cycle of a human.</p> <p>... name the animals of young farm animals.</p>	<p>The changes that happen in the different seasons Name and recognise the seasons</p> <p>Who is important to them.</p> <p>The names of people who are familiar to them.</p> <p>The classroom rules and why these are important.</p> <p>Appropriate BLP capacities and simple growth mindset</p> <p>Some similarities and differences between things in the past and now</p>	<p>Plants, light, growth, changes, natural, animals, decay, environment, care, nurture, living, not living, environmentalists, communities, celebrate</p>

<p><i>using their own interests and fascinations to help them learn.</i></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>How some materials can change state- melting, freezing, wet and dry.</p>	<p>... observe the changes that happen to some materials.</p>	<p>Rules for keeping safe in outdoor learning</p> <p>The words to describe what they see, hear and feel whilst outside.</p> <p>That they can use prior experience to predict and reason</p> <p>The names of faiths represented in our school – Christian, Muslim, Sikh.</p> <p>The names of important religious festivals</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>planning and thinking ahead about how they will explore or play with items.</i></p> <p><i>making independent choices.</i></p>	<p>How to create a class song for changes.</p> <p>The importance of preparation for a performance in front of an audience.</p> <p>How to mix primary coloured paint together to create a different colour or shade,</p> <p>The names and techniques of some famous artists.</p>	<p>... use the rhyme of a familiar song and change the words to sing about all the changes they have noticed in the different changes of winter through to spring.</p> <p>... develop a song so that it can be shared at the celebration of our learning challenge.</p> <p>... to add two primary colours of paint together will change the colour and by adding white to a primary colour will change the shade.</p> <p>...use different techniques and name a famous artist who used it.</p>	<p>That people express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p> <p>That they are creative</p> <p>Names of Primary and secondary colours</p> <p>That some materials can be shaped by hands or tools. Name some</p> <p>That marks and shapes can be transferred and repeated through printing</p> <p>That materials can be joined together in different ways</p>	<p>Colour names mix paint texture push pull smooth shiny rough prickly flat patterned jagged bump soft hard collage draw chalking lighter darker design plan model 3D make build construct banging shaking tapping blowing clapping songs instrument sound low high loud quiet repeat copy beat texture clay sand plaster stone pulse beat dynamics tempo timbre</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><i>taking part in simple pretend play to think beyond the here and now to understand another perspective.</i></p> <p><i>coming up with their own ideas confidently.</i></p> <p><i>making links between stories, songs, poems and rhymes.</i></p> <p><i>managing their distractions so that they can achieve a planned goal.</i></p>	<p>That expressing their thought about someone else work is important.</p> <p>How to follow a simple beat in a song.</p> <p>That different media can be joined together in different ways.</p> <p>that time to create a piece of art is important.</p> <p>That people are creative when they express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p> <p>That we can use our experiences and what we learn to help us imagine new stories and experiences.</p>	<p>...express their thoughts about another person's work is important (peer to peer or on a famous artist).</p> <p>... use musical instruments or body percussion to follow and carry on the beat in a song.</p> <p>...investigate the best way to joint different media together.</p> <p>... important it is to take time to create a piece of art and that it is ok to return to it to improve it.</p> <p>...that is good to be creative in different ways and that this should be though images and displays.</p> <p>...use our experiences to help us create new stories and experiences.</p>	<p>Some simple songs</p> <p>That a song has a rhythm and a beat</p> <p>That we can use our experiences and what we learn to help us imagine new stories and experiences.</p> <p>The difference between real events and made up/pretend ones</p> <p>That expressing their thoughts about someone else's work is important.</p>	