

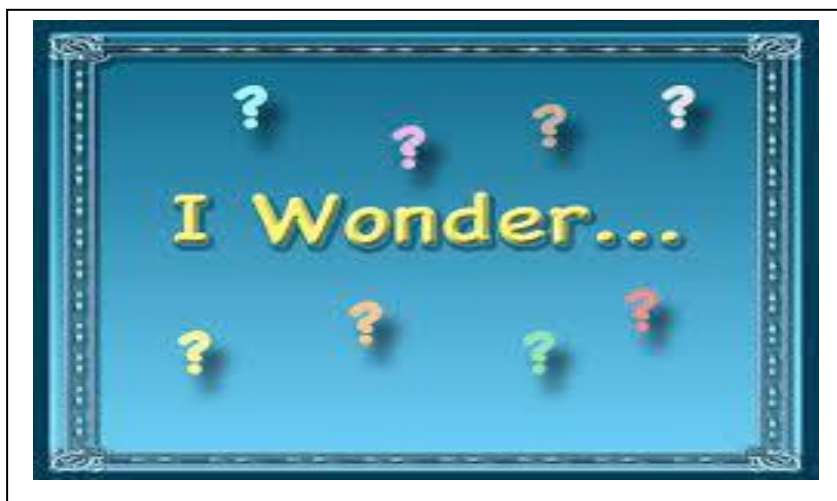
Challenge Pack

Nursery

I wonder

Learning Challenge

Can I create a box of wonders so that I can talk about what I know.



Hooks or memorable experiences

- **Guess What is in the box**
- **Puddle splashing**
- **All about me day**
- **Build a rocket to the moon**
- **Making a wormery**
- **Planting and growing**
- **Making rock cakes**
- **Parent Workshop to share work**

Class texts- whole class reading, extracts, thematic books

Superworm	Monkey Puzzle	Night Monkey Day Monkey
The Oak Tree	One Mole Digging a Hole	It's a Little Baby
The Smeds and Smoos		Book of Cuddles
What the Ladybird heard	Gruffalo	Gruffalo Child
Tabby McTat	Chocolate Moose for Greedy Goose	
Jack and the Bean Stalk		Sam Plants a Sunflower
So much	Hello Puddles	Little Moon
The Moon. Earths Best Friend		

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

- Where do puddles come from?
- How have I changed?
- Where does the moon go in the day time?
- How do plants grow?
- How do worms move?

Key Questions

- Why do things change?
- Why does... happen?
- When do things change?
- Do worms have legs?
- How do plants grow?

Public Outcome – *How will this demonstrate learning?*

To share a box of what the children have found out about the world around them during this term.

Year Group	N	Term	Spring	Challenge pack	I wonder	
SUBJECT FOCUS		Children will learn about		Children will know HOW To...	Prior learning (Schemata)	Vocabulary
Personal, social, emotional development		The rules in our nursery and why we need them.		Follow the rules to keep themselves safe at school.	Settling in period at nursery means all children are well settled in to routines. Discussion of feelings when reading stories and books and during check-in sessions. Ad hoc discussions about how we can help each other and play appropriately. Chances to carry out small jobs for adults and peers.	Toilet, dress, brush, happy, sad, angry, tired, hungry, scared, jobs, help, change, right, wrong, excellence
<i>Characteristics of effective learning</i>		Organised games such as snap, Kim's Game.		Join in and take turns in a game with an adult to support.		
<i>how to begin to respond to new experiences which help them to develop their learning.</i>		Responsibility and how we are members of the school community.		Take on some responsibility in school by carrying out small jobs and chores.		
<i>how to begin to make independent choices.</i>		Playing with other children, extending and building on play ideas as part of a group.		Approach others and make contact appropriately. Give others instructions in play. Take turns in conversation and not answer for other children.		
<i>developing a range of strategies to reach a goal they have set themselves.</i>		Conflict in play and what we can do to find solutions to conflicts that arise in play.		Solve any issues and conflicts that arise in play with adult support as needed. Use appropriate ways of being assertive with peers.		
<i>reviewing and checking how well they are doing to achieve their goal.</i>		Our emotions and how others may be feeling.		Recognise when others need help. Identify and regulate their emotions, with an adult's support if needed.		
Communication and Language		Right and wrong within the nursery.		Accept discipline and show an understanding of what is right and wrong.		
		The Trust Values		Talk about being the best that you can be.		
Communication and Language		Simple why and what questions and how to answer these.		Answer a why or what question and how to use because when answering.	Use of sound talk in stories means some children are beginning to hear	begin, fairy tale, story, character, next, travel, hop, skip, jump, run, farm, pig, cow, sheep, goat,
<i>Characteristics of effective learning</i>						

<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>The word when and that we use this when talking about the time things will happen.</p> <p>Listening to longer stories and remembering much of what happens in the story.</p> <p>Understanding a question or instruction with 2 parts.</p> <p>Using longer sentences of four to six words when talking.</p> <p>Prepositional words and how these can be used to talk about where things are.</p>	<p>Understand and answer when questions.</p> <p>Talk about what has happened in a story using longer sentences to express ideas.</p> <p>Follow an instruction correctly that has 2 parts.</p> <p>Use longer sentences when speaking, including using some joining words such as and and because.</p> <p>Understand and use a range of prepositional words such as in, on, under and behind correctly.</p> <p>Join in with conversations about recent events by commenting or answering questions.</p> <p>Talk about future events in the near future eg tomorrow or at the weekend.</p>	<p>sounds in words when broken down. Story time daily. L+S sessions mean that children are really tuning in to sounds and are able to use specific vocabulary to talk about long/short loud/quiet etc. Free access to books in all areas of the nursery. Daily talk time allows children to formulate simple sentences already.</p>	<p>chicken, hen, family members, body parts, exercise, weather, when, in, on, under, behind.</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>The space around us and how we can move in this space in different ways.</p> <p>Working in collaboration with other children and how we negotiate play and create our own games.</p> <p>Sequences and patterns of movement, related to music and rhythm (eg short dance routines.)</p>	<p>Jump forwards and backwards in response to instructions. Respond to simple directions eg move slowly/quickly. March in time to a clapped beat. Climb up steps, stairs or apparatus using alternate feet.</p> <p>Take part in group activities that children make up for themselves.</p> <p>Use and remember patterns of movements to show simple dance routines.</p>	<p>Creative activities mean children are beginning to use tools effectively. Dance and play activities mean children are learning a wide range of ways to move and travel. Free play outside is encouraging children to clime and move creatively. Daily Yoga sessions for balancing.</p>	<p>Hop, skip, jump, climb, stop, healthy, heart, safe, scissors, tool names, cut, careful, travel, space, balance, throw, catch, roll, near, in front, behind.</p>

<p>responding and exploring a range of new experiences.</p>	<p>Working with others to manage large items such as wooden planks and obstacle course equipment outside.</p> <p>The correct pencil grip and how we usually show a preference for a dominant hand.</p>	<p>Work with friends to move and transport larger items together to achieve a goal.</p> <p>Hold a pencil correctly and show a preference for a dominant hand.</p> <p>Thread large beads or reels onto a lace with stiffened ends.</p> <p>Complete a large jigsaw. (3/5 pieces)</p> <p>Work in pairs on physical activities with support as needed (eg kicking a ball back and forth)</p> <p>Position themselves near/in front/behind etc another child.</p> <p>Throw a small ball towards an adult. Begin to take turns.</p> <p>Talk about what they are doing when rolling playdough.</p>	<p>Daily access to playdough develops finger motor skills.</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>The five key concepts about print</p> <ul style="list-style-type: none"> -it has meaning -we read English left to right and top to bottom -page sequencing -that print can have different purposes -the name of different parts of a book <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>The initial sound of their name and may begin to write some or all of their name.</p>	<p>Identify texts that have been written for different purposes, for example giving meaning to a familiar shop sign.</p> <p>Name the different parts of a book.</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>Exploration of body sounds, mouth sounds and percussion sounds through L and S sessions daily.</p> <p>Use of sound talk in stories means some children are beginning to hear sounds in words when broken down.</p> <p>Free access to writing table means some children are beginning to</p>	<p>sound, rhyme, story, letter, word, sentence, name, writing, shape, pattern, form.</p>

		<p>Say the initial sound of their name and begin to write some or all of the sounds in their name,</p> <p>Use some of their knowledge and writing pattern shapes for early writing activities.</p> <p>Experiment with their own symbols and marks as well as numerals to give their work meaning.</p>	<p>replicate letters and numbers.</p>	
<p>Mathematics</p> <p><i>Characteristics of effective learning</i></p> <p><i>beginning to correct their mistakes themselves.</i></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>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>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>The Cardinal Principle- that the last number reached when counting tells you how many there are.</p> <p>2D shapes, including the informal and mathematical language we use to talk about these.</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 mathematical language such as sides, corners 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. Make comparisons between objects relating to length, size.</p> <p>Count a small group of items and say how many there are without having to count again.</p> <p>Name 2D shapes and talk about them using language such as sides, corners, curved etc.</p>	<p>Lots of singing counting rhymes and representing this using our fingers. Counting children in a group. Some children already spontaneously use number language in their play. Experience of simple shapes circle, triangle, square. Sorting activities – big/small, colour, experience of making and exploring patterns. Experience of building using construction materials/toys.</p>	<p>1-5, count, how many? A lot, a few, more, less, more, same as, group, count, write, marks, draw, counting rhymes. Circle, square, triangle, rectangle, oval, semi-circle, star, red, black, brown, white, pink, blue, orange, green, grey, yellow, purple, in front, behind, next to, between, on, in, under, big, bigger, small, smaller, medium, pattern, shape, size.</p>

	<p>Repeated patterns- where a sequence is repeated several times to create a pattern.</p> <p>Recognising numbers of items without having to count them individually. (subitising)</p>	<p>Spot and talk about a repeated pattern, as well as noticing and correcting an error in a repeating pattern.</p> <p>Sort objects by function, and size.</p> <p>Select shapes appropriately for tasks.</p> <p>Combine shapes to make new ones.</p> <p>Subitise 2 items so they don't have to count but simply recognise 0, 1 or 2 items.</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><i>developing a range of strategies to achieve a set goal.</i></p>	<p>Our families, including the words we use to label to different people that make up our 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>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>The changes people go through as they grow up.</p> <p>What the moon is and where it is.</p> <p>The life cycle of different animals and how everyone and everything changes over time.</p> <p>Different materials and changes they notice when the materials are changed.</p>	<p>Talk about our families and understand that everyone is different.</p> <p>Identify a living thing and talk about how we can care for it.</p> <p>Talk about things that have already happened using appropriate vocabulary.</p> <p>Talk about the ways they have changed as they have grown and how this will continue as they get older.</p> <p>Identify and talk about the moon. When it can be seen and why it can be seen.</p> <p>Talk about how different animals change over time.</p> <p>Talk about changes to materials using appropriate vocabulary such as wet, melt etc.</p>	<p>Some children will have experience of different types of weather.</p> <p>Knowledge of their own family and their own simple needs.</p> <p>Children have had experiences in our forest school area and have described some of the plants outside.</p> <p>Diverse range of books and stories means children have experience of different countries and can talk about pictures.</p>	<p>Human, animal, grow, change, warmth, alive, dead, creature, environment, care, living, same, different, life cycle, animal names, plants, rain, wind, sunshine, hot, wet cold.</p>

<p><i>persevering when things become difficult.</i></p> <p><i>how their actions have an effect on the world.</i></p>	<p>The seasons and weather and notice how these change over time.</p> <p>Our body and how it is affected by exercise.</p> <p>The lifecycle of plants and how we care for them.</p> <p>Our natural world and the ways we experience it using our senses.</p>	<p>Talk about the weather they can see and how it makes them feel, including how this changes over time.</p> <p>Identify how their body changes as they exercise and talk about this.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore the natural environment and talk about what they experience with their senses.</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><i>taking part in simple pretend play to think</i></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>Making their own imaginative and complex 'small worlds' independently and with friends.</p> <p>Exploring different materials freely, using a wide range of vocabulary to talk about them and being able to decide what to do with them and how to use them.</p>	<p>Identify a musical instrument from a choice of 4 and copy a simple sequence of sounds.</p> <p>Engage in small world play freely, expressing ideas and sharing imagination with their friends.</p> <p>Use a wide range of materials to express their own ideas through creativity.</p> <p>Describe imaginative actions and events to self or others.</p> <p>Sing the pitch of a tone sung by another person.</p>	<p>Singing and role play activities completed throughout Autumn term.</p> <p>Children have enjoyed using construction equipment to build.</p> <p>Experienced using different paints in Autumn term.</p>	<p>Song, rhyme, sing, colour names, touch, feel, rough, smooth, bumpy, audience, perform, beat, instrument names, props, role, make, construct, sing, pitch, explore.</p>

*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.*

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