

Challenge Pack

Reception

Me and My World

Learning Challenge

Can I find out about me and the people in my community who help us so that we can find a way to give back to our community?



Hooks or memorable experiences

Visits from people who help us

- | | |
|-----------------------|-------------------------|
| • Fire service visit | Walk around local area |
| • Police | dentist |
| • Nurse | visit to the local park |
| • Librarian | coronation celebration |
| • Food bank volunteer | sports day |

Key texts-

Mr Gumpy's Outing

Bear about town

The Town and Country Mouse

Light House Keeper's lunch

Not now Noor

Coming to England

Handa's Surprise

The Kindest Red

What makes me, me!

Its ok to be different

Arti Beat likes to...

Three Billy Goats Gruff

Love Monster

The Proudest Blue

My first Atlas

My Body

Queen Elizabeth book

Hair Love

You Choose

Everyone Eats Rice

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

- What is a community?
- Is school a community?
- Who are the people who help us?
- What is a Coronation?
- How can we keep ourselves healthy?
- Where does the king live?
- Where do we live in the UK?
- What is global Warming?
- Are all countries the same?

P4C questions

- Would you rather live in a town or the country? Why?
- Would you like it to snow all year round?
- Would you want to be part of the royal family?

Public Outcome –

We want to give back to our local community by collecting for the local food bank.

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

Year Group	R	Term	Summer	Challenge pack	Me and My World
SUBJECT FOCUS		Children will know (Declarative knowledge)	Children will know how to ... (Procedural knowledge)	Prior learning (Schemata)	Vocabulary
<p>personal, social, emotional development</p> <p><i>Characteristics of effective learning</i> <i>how to begin to do things independently that they have been previously taught.</i></p> <p><i>how to begin to respond to new experiences which help them to develop their learning.</i></p> <p><i>how to begin to make independent choices.</i></p> <p><i>developing a range of strategies to reach a goal they have set themselves.</i></p> <p><i>reviewing and checking how well they are doing to</i></p>		<p>Family and Friends what makes a person important to you.</p> <p>the similarities and differences between their own lives and the lives of others using a rich bank of vocabulary.</p> <p>Caring Friendships the importance of considering the feelings of others.</p> <p>Internet safety the steps that would need to be taken if they feel unsafe when using the internet</p> <p>Being safe the importance of knowing who their safe adult is if/when they are feeling unhappy or unsafe.</p> <p>the Pants rule.</p> <p>how to stay safe around water</p> <p>Mental Health it is important to appreciate themselves as a valuable member of society.</p> <p>how to cope with the transitional change in school.</p> <p>it is important to express their feelings in a constructive way.</p> <p>Health and Prevention the importance of warming up and cooling down before and after exercise.</p>	<p>...describe the qualities of a person who is important to them.</p> <p>...recognise and describe the similarities and differences in their lives and the lives of others.</p> <p>... the importance of being considerate to other people's feelings.</p> <p>...follow the simple steps if they feel unsafe when using the internet.</p> <p>...go to an identified adult if they feel worried or unsafe.</p> <p>...keep themselves safe and understand the PANTS rule.</p> <p>...keep themselves safe around water and what to do in case of an emergency.</p> <p>...Identify their personal qualities and value themselves as an important member of society.</p> <p>...cope with change in a positive way, learning strategies which will help them cope.</p> <p>...manage emotions and develop a sense of self.</p> <p>...talk about exercise, healthy eating and the importance of sleep when making lifestyle choices.</p>	<p>Family and Friends What is a family and that some families are different.</p> <p>Caring Friendships The power of kindness in society.</p> <p>The importance of friendship and what to do if a friendship is making them unhappy</p> <p>Respectful relationships</p> <p>The importance of telling the truth.</p> <p>The importance of working together and the name for this is Collaboration.</p> <p>Internet safety That not all popular internet sites are appropriate.</p> <p>Being safe How to stay safe when using the internet for either education or pleasure.</p> <p>Mental Health How to identify how they are feeling and use the correct name to describe it.</p> <p>Identify the changes that have happen in our life.</p> <p>Health and prevention what to do to keep themselves healthy and well.</p>	<p>Listen, value, respect, wait, kind, express, confidence, behaviour, emotion, sensitive, feelings, goals, reasoning, rules, wellbeing, confidence, co-operate, resolve, healthy eating, worry, danger, fear</p>

<p>achieve their goal.</p>	<p>the importance of healthy food and lifestyle choices.</p> <p>Respectful relationships</p> <p>What the work 'truth' means and the importance of telling the truth.</p> <p>Know what rules are and why we have them.</p>	<p>...say why it important to tell the truth.</p> <p>...say what a rule is and the important role they play in society.</p>		
<p>communication and language</p> <p>Characteristics of effective learning guiding their own thinking and actions by talking to themselves while playing.</p> <p>explaining their own ideas while in pretend play.</p>	<p>Listening and understanding</p> <p>Know question words such as who, what, why, when and where and can use them to ask questions to clarify their understanding</p> <p>to engage in class discussions by listening carefully and responding with action and words.</p> <p>to listen carefully and respond to a story using actions and words.</p> <p>Speaking</p> <p>new and appropriate vocabulary and how to speak in a full sentence during small group or one to one correspondence.</p> <p>the importance of using the correct past, present and future tense when talking about future or past events.</p> <p>Children can offer an explanation extending their explanation by using new vocabulary.</p>	<p>...ask and answer a range of different questions to help them clarify their own and others understanding.</p> <p>...express themselves effectively, showing awareness of listeners' needs.</p> <p>...listen to stories, accurately anticipating key events and respond to what they hear.</p> <p>...develop their own narratives and explanations by connecting ideas or events</p> <p>.... use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>...develop an in depth explanation using specific and new vocabulary.</p>	<p>Listening and Understanding</p> <p>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</p> <p>How to engage in an exchange of back and forth conversation with peers and adults.</p> <p>Begin to speak in full sentences 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>Sentence, story, rhyme, humour, joke</p> <p>Why, where, when, what who</p> <p>Listen, wait, look, retell, actions, story map, pattern, links, similar, different, repetition</p> <p>past, present, future</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 goal they have set themselves.</i></p> <p><i>responding and exploring a range of new experiences.</i></p>	<p>Athletics the differences between sprinting and jogging. the need to use their arms to run faster</p> <p>how to pivot to change direction quickly</p> <p>Can I make different shape jumps? how to take off and land on two feet. the names of some different shaped jumps like star, straight and half tun.</p> <p>how to jump for height and distance the need to use my arms to jump how to land safely, bending my knees</p> <p>Fine Motor how to use small tools correctly including pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Athletics Running: explore running and stopping safely. Jumping: begin to explore take-off and landing safely, explore jumping and hopping safely. Throwing: explore throwing at a target.</p> <p>Dance Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p> <p>...to use small tools safely and correctly to create an effect.</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 Can I throw and catch? I know that the ball will go in the direction of my open hand. I know that I need to have an open hand to catch. I know that it is important to watch the ball into my hand, or onto my foot Can I throw an object at a target? Understand that I need to look at the target as I throw How does exercise affect my body? 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>Safe, careful, choose, challenge, cutting, snipping tools, rolling, throwing, catching, balancing, obstacles, negotiating space, experimenting, jump, roll, climb, kick, move, twist, tiptoe, turn, pivot, curl, reach, freeze, team, instructions, stretch</p>
<p>Writing/reading</p> <p><i>Characteristics of effective learning</i></p> <p><i>planning and thinking ahead.</i></p> <p><i>developing goal-directed behaviour.</i></p>	<p>Comprehension recognise key events in a story and begin to link them to other stories.</p> <p>blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>read common exception words sure, pure, said, when, do, so, what, like, some, come, love, one, were, here, little,</p>	<p>...listen to and talk about stories making links through key events</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>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>To start a sentence with a capital letter</p>	<p>Curl letters, line family letters, bouncy letters, zig-zag letters phonics, phoneme, sticky sounds, grapheme, syllables , tricky words, diagraphs, tri graph, talking hands, blend, break up, point and sweep, sentence, question, full stop, question mark,</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>says, there, out, what, today, children, know, off, its, have one.</p> <p>form lower-case and capital letters correctly.</p> <p>spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>read common exception words that match the school's phonic programme.</p> <p>read words with fluency and build up their confidence.</p> <p>check for mistakes in their sentences e.g. looking for missed words or full stops</p> <p>write simple phrases and sentences that can be read by others.</p> <p>write recognisable letters, most of which are correctly formed.</p> <p>spell words by identifying sounds in them and representing the sounds with a letter or letters.</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, question marks and exclamation marks.</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>exclamation mark, letter, list, capital letter, re-read, blend, fiction, non-fiction</p>
<p>Number</p> <p>Characteristics of effective learning beginning to do things independently which they have been previously taught.</p>	<p>how to represent a quantity of objects by selecting the correct numeral.</p> <p>numbers to 20 and place them in the correct order.</p> <p>subject related vocabulary used to describe an amount; more, fewer, least, equal</p> <p>what add and subtract means when working with two single-digit numbers using quantities of objects.</p>	<p>...match a numeral to a quantity</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>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. 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>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><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>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>number bonds up to 5 and some number bonds to 10, including double facts.</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>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</i></p>	<p>My World the names and buildings of local places that they visit; park, library, supermarkets, mosque, Gurdwara and churches.</p> <p>their school and the local community has changed from past to present day.</p> <p>the similarities and differences between themselves; families, communities and traditions.</p> <p>the name and region of where they live in the UK.</p> <p>British values</p> <p>about past and current history linked to the Kings coronation.</p> <p>London is the capital city of the UK</p>	<p>...recognise and name key local places of interest and importance to themselves.</p> <p>...talk about key local places of interest and explain how they are important to the local community.</p> <p>...identify changes that have occurred over time to their school and local area.</p> <p>...name different communities which they belong to</p> <p>... Talk about how they fit into different communities.</p> <p>...explore similarities and differences between themselves, families, communities and traditions.</p> <p>...explain what British values are and why they are important to their community.</p> <p>...explain the importance of the Kings Coronation and what happens.</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>How some materials can change state-melting, freezing, wet and dry.</p>	<p>Park, library, supermarket, Asda, Morrisons, Tesco, Sainsburys, school mosque, gurdwara church, changes, communities, families, traditions, region, UK transport, car, train, lorry, scooter, motorbike, farm, tractor, fields, feed, hunger, thirst, discomfort, pain, disease, injury, normal behaviour, fear, distress. Move, eat, drink, grow, senses, Countryside, town, seasons, similar, capital city, different, religion, culture, British values, United Kingdom, England, London, Queen, King past, present</p>

<p><i>have been previously taught.</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><i>persevering when things become difficult.</i></p> <p><i>how their actions have an effect on the world.</i></p>	<p>the names of different types of transport used in the town and in the country.</p> <p>some of the effects of global warming is having on nature.</p> <p>Me what is meant by the word community</p> <p>the names of the different professions who help us in the community; police, fire brigade, doctors and nurses, librarians, shop assistants and dentists.</p> <p>what things they need to do to keep themselves healthy, routines for sleep, hygiene and how to express emotions.</p> <p>what it means to eat healthy.</p> <p>the benefits of regular exercise</p>	<p>...name the capital city of UK ...say who is the king of England and the role he will play in the coronation.</p> <p>....use the correct name for different types of transport and say whether they are found in a town or the country.</p> <p>... describe how a community is formed</p> <p>...keep themselves fit, healthy and happy.</p> <p>...name the different professionals who help them</p>		
<p><i>expressive arts</i></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>the primary colours and that these can be mixed together to create a different shade,</p> <p>the names and techniques of some famous artists.</p> <p>that expressing their thought about somebody else's work is important.</p> <p>Beat and that songs have a beat</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>...use paint to create a landscape.</p> <p>...describe the work of the artist Monet.</p> <p>...use pastels to create cityscapes.</p> <p>...describe the work of Stephen Wiltshire.</p> <p>...use colour, texture and line in a landscape and cityscape in the style of Stephen Wiltshire</p> <p>...draw famous London Landmarks.</p> <p>...name a few famous landmarks in London.</p> <p>...talk about the similarities and differences between Monet and Wiltshire art and techniques.</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>That expressing their thought about someone else work is important.</p> <p>How to follow a simple beat in a song.</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</p>

<p><i>making independent choices.</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 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>people are creative when they express themselves in lots different ways- making things, painting and drawing, singing songs, role playing.</p> <p>to use their experiences and what they learn to help imagine new stories and experiences.</p>	<p>... sing songs, make music and dance in tune to the music.</p> <p>...how to follow a simple beat in a song.</p> <p>...use what they have learnt about media and materials in original ways, thinking about uses and purposes.</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>Bridge, Charing Cross Bridge, Houses of Parliament, smudge. texture, line, landscape, style, describe, artist, water pots, paintbrushes, thick, thin, round, flat, bright, colours</p> <p>Stephen Wiltshire, 3D, draw, pencils, black pens, template, square paper, lines, straight, angle, bright colours, names of famous London landmarks, London</p> <p>Songs, rhymes, dances, stories, imagination, developing, combining, mixing, primary colours, performance, audience, show.</p>
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