

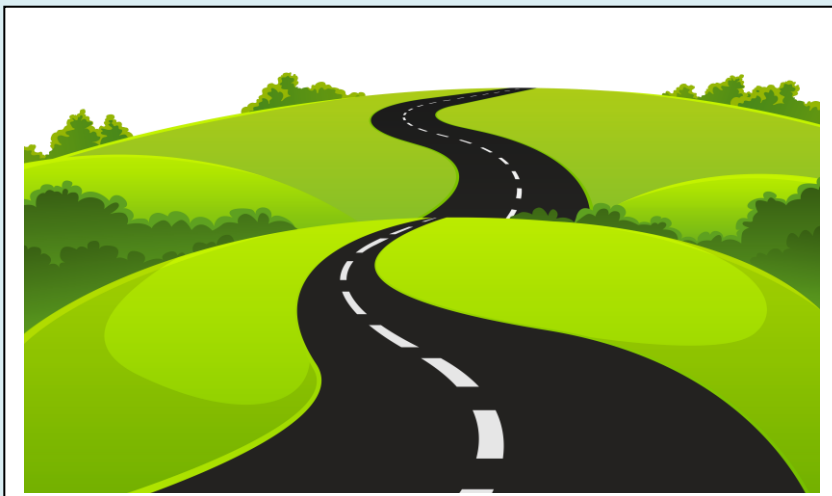
## Challenge Pack

Early Years

Over the Hill and Far Away

### Learning Challenge

Can we put on our own Mini MasterChef so that we can share our knowledge about fruit and vegetables and how we might eat them?



#### Hooks or memorable experiences

- Story clues to introduce each story
- Planting and growing in the classroom and the Allotment.
- Mini MasterChef shared experience delivered by a Chef

Public Outcome – How will this demonstrate learning?

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

Class texts- whole class reading, extracts, thematic books

Summer 1		Summer 2	
Mr Gumpy's Outing	The Enormous Turnip	Light House Keepers Lunch	Town Mouse and Country Mouse
Oliver's Vegetables	Oliver's Fruit Salad	What the Ladybird Heard	Handa's Surprise
Kitchen Disco	The Little Mouse, the Ripe Red Strawberry	Dora's Eggs	

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 vegetable and what is a fruit?
- How many countries are in the UK and what are they called?
- Where does our food come from?
- What is the difference between a town and village?

#### Key Questions

- What is the UK and how many countries are there in it?
- What is a vegetable?
- What is a fruit?
- Do you know what is different between a vegetable and a fruit?
- Can you name one vegetable that grows under the ground and one that grows on top of the ground?
- How many baby farm animals can you name?
- What food do we eat that comes from the sea?

Year Group	N	Term	Summer	Challenge pack	Over the Hill and Far Away	
<b>SUBJECT FOCUS</b>		Children will learn about...		Children will know how to ...	Prior learning ( <b>Schemata</b> ) Vocabulary	
Personal, social, emotional development		Developing appropriate ways of being assertive. Beginning to understand how others might be feeling. Following a rule without the need for adult intervention or reminders.		Begin to take turns in conversation and not answer for other children. Begin to give others instructions.	Children have been supported to follow rules and resolve conflicts and will now try to do it themselves. Children are used to following increasingly complex instructions.	Argument, rules, excited, nervous, worried, instruction.
Communication and Language		Using longer sentences of four to six words. Telling a long story. Expressing a point of view and beginning to debate when they disagree with an adult or a friend. Continuing a conversation for many turns.		Understand an increasing range of prepositions (words to talk about position- in/behind etc.) Begin to understand talk about future events.	Children are beginning to retell stories when looking at books. Children have some experience of positional language. Some children talk about the future during check in sessions and can use appropriate vocabulary for this.	Sentence, beginning, middle, end, conversation, in/on/under/in front/behind/between, where, future.
Physical Development		Using ball skills- throwing, catching, hitting, rolling and receiving. Showing a preference for a dominant hand. Choosing the right resource to carry out their own plan. Getting dressed and undressed independently. Making healthy choices regarding food, drink, activity and tooth brushing.		Work in pairs on physical activities with support as needed (eg kicking a ball back and forth) Position themselves near/in front/behind etc another child. Throw a small ball towards an adult.	Some children have good ball skills from playing with family at home. Children can put on coats and shoes independently from getting ready for Forest Schools. Some children already have knowledge about what is healthy/unhealthy from conversations with family and discussions at lunch time.	Throw, catch, roll, receive, hit, healthy, unhealthy, active, in front/behind/near.
Literacy		Recognising words that have the same initial sound. Beginning to write some or all of their name. Writing some letters accurately. Understanding that print has different uses.		Experiment with their own symbols and marks as well as numerals.	Children are able to break simple words down into their sounds and some can say which is the initial sound. Some children are already able to write their first names. Some children identify print they see in other places- such as signs and shop names.	Segment, blend, break down, initial sound, name, letters.

<p>Mathematics</p>	<p>Knowing that the last number reached when counting tells you how many there are (cardinal principle) Talking about and exploring 2D shape using informal and mathematical language. Linking numerals and amounts, up to 5. Understanding position through words alone. Discussing routes and locations using positional words. Talking about and identifying 3D shapes.</p>	<p>Begin to notice and correct an error in a repeating pattern. Attempt to produce their own 2 or 3 colour repeating pattern. Recite numbers past 5. Solve real world mathematical problems with numbers to 5. Describe a familiar route. Talk about weight and capacity using simple mathematical language. Begin to describe a sequence of events using words such as first, then etc. Show finger numbers to 5.</p>	<p>Most children can identify the 4 basic shapes and are beginning to talk about these. Some children are able to use everyday language to talk about where they have been and to describe a route. Some children are able to create an AB pattern and are beginning to correct these if there are any mistakes. Most children can show finger numbers to 3 and are beginning to work to 5.</p>	<p>Last number, counting, finger numbers, circle/square/triangle/rectangle, corner, side, directions, places, basic 3D shape names, pattern, number names to 10, heavy, light, full, empty, first, next, then.</p>
<p>Understanding the World</p>	<p>Identifying key features of an animal. Talking about the differences between materials and changes they notice. Beginning to know that there are different countries in the World and talk about differences they have experienced or seen in photos. Understanding the key features of the life-cycle of a plant and an animal. Exploring and talking about different forces they can feel.</p>	<p>Plant seeds and care for growing plants.</p>	<p>Most children can talk about the features they see on an animal. Some children have visited other countries and places and are able to talk about how these are different from where we live. Some children have experience of planting and growing from home.</p>	<p>Features, animal names, change, different, same, the World, country names, Earth, the UK, life-cycle, plant, seeds, grow.</p>
<p>Expressive Arts</p>	<p>Taking part in simple pretend play, using an object to represent something else even though they are not similar. Responding to what they have heard, expressing their thoughts and feelings.</p>	<p>Sing the pitch of a tone sung by another person. Create closed shapes and lines and begin to use these to represent objects. Draw with increasing complexity and use drawing to represent ideas. Show different emotions in their drawings and paintings. To sing the melodic shape of familiar songs. To create their own songs or improvise around a song they already know.</p>	<p>Children have had lots of opportunities to take part in pretend play. Most children are beginning to represent shapes and objects in their drawing or writing. Children have been encouraged to join in with changing songs and making them up during music sessions.</p>	<p>Pretend, feelings, thoughts, sing, high/low, draw, shapes, feelings.</p>