

Year Group: Nursery
Term: Autumn 1

Challenge pack
You and Me

Learning Challenge

How can we share our school experiences with our families?



Class texts

Main texts for planning:

My Mum and Dad Make Me Laugh
Funnybones
Titch
The everywhere bear
The Paper Dolls
All about Faces

Cognitive skills / Meta-learning— specific teaching examples to use in learning

Introduce and revisit CAF



Introduce the Noticing torch



Hooks or memorable experiences

Walk to the local area/places of interest.
Explore our school and surrounding area.
Visit to the park.
Teddy bears picnic
Chatterboxes

Public Product

Starting school memento—
photograph/handprint/name writing

Key Questions—

- Tell me about your family and your favourite things to do together?
- What do you like about our school?
- What activities can we do with our families?
- What does family mean?



Worry Woos

Squeek and Wince- focus on worries about new things and how we can overcome them.

Year group	N	Term	AUTUMN 1	You and Me	
SUBJECT FOCUS (delete as required)				<p><i>Prior learning (Schemata)</i></p> <p><i>Vocabulary</i></p>	
Personal, Social and Emotional Development Nur Exp			Learn to use the toilet with help, and then independently. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Show more confidence in new social situations. Begin to learn what the class/school rules are and follow these with adult support. Begin to explore activities in the classroom with help from adults.	Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently.	Share, listen, take turns, look, manners, speak, unique, I can, I am, myself, me, you, family, together, us, rules
Communication and Language Nur Exp			Listen and respond to a simple instruction. Listen to simple stories and understand what is happening. Listen to other peoples talk with interest but can easily be distracted. Understand simple questions about 'who', 'what' and 'where' but not 'why'. Understand frequently used words such as 'all gone', 'no', and 'bye bye'. Can sing a number of Nursery Rhymes. Can develop a conversation often jumping from topic to topic	Make themselves understood, and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Look, listen, wait, describe, instructions, jokes, ideas, thinking, feeling
Physical Development Nur Exp			Gain control of their whole body through continual practice of large movements such as waving, Kicking, rolling, crawling and walking Develop manipulation and control	Walk, run, jump and climb - and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Nur Exp			Enjoy sharing books with an adult. Begins to notice print within the environment i.e. familiar logos Start to talk about the pictures in a story book. Adults to model new vocabulary using Granny Fantastic and the Fantastic lenses from the Reading Rainbow. Recognise the initial sound in their name and begin to copy the initial sound	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Sound, letter, finger space, full stop, initial, middle, final, tricky words, page, front cover, title, author, picture, illustrator, sentence
Mathematics Nur Exp			Recite numbers to 3. Say one number for each item in order: 1,2,3 (and beyond if ready) Know that the last number reached when counting a small set of objects to 3- tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 3. Begin to use some positional language such as in and on. Explore shapes through play. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Explore filling and emptying different sized containers. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Nur Exp			Use all their senses in hands-on exploration of natural materials. Explore how things work. Explore the natural environment- what can they see, hear, touch and smell? Begin to make sense of their own life-story and family's history.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Family, friends, same, different, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Nur Exp			Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Explore colour and colour-mixing. Listen with increased attention to sounds.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Sond, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,

Year Group: Reception
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What if We Were All the Same
Only One You
Funnybones
The everywhere bear
The Skin you Live in

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Introduce and revisit CAF



Introduce the Noticing torch



Hooks or memorable experiences

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Personal, Social and Emotional Development Rec Exp	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. See themselves as a valuable individual. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Share, listen, take turns, look, manners, speak, unique, I can, I am, myself, me, you, family, together, us, rules
Communication and Language Rec Exp	Engage in story times. Engage in non-fiction books. Learn new vocabulary and uses new vocabulary through the day. Develop social phrases. Learn rhymes, poems and songs.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Look, listen, wait, describe, instructions, jokes, ideas, thinking, feeling
Physical Development Rec Exp	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, unping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control, grace and combine different movements with ease and fluency. (dance/gymnastics). Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (games). Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Rec Exp	Engage in extended conversations about stories, learning new vocabulary - Introduce the Reading Rainbow- Fantastic lenses- Granny Fantastic Talk about key events in stories. Read individual letters by saying the sounds for them for the first two sets of Read Write Inc sounds- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f. Begin to form lower-case letters correctly. Begin to write initial sounds for words.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary. Continue to use Granny Fantastic and the lenses from the Reading Rainbow to support this. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Able to write their first name independently. Use some of their print and letter knowledge in their early writing eg. Writing a pretend shopping list that starts at the top of the page	Sound, letter, finger space, full stop, initial, middle, final, tricky words, page, front cover, title, author, picture, illustrator, sentence
Mathematics Rec Exp	Recite numbers to 10. Count objects, actions and sounds to 5. Subitise to 3. Link the number symbol (numeral) with its cardinal number value to 5. Compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers to 5. Explore the composition of numbers to 5. Explore ways to make 5. Explore sharing within numbers to 6. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' and use them to create pictures and models. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to size, length, weight and capacity.	Recite numbers to 10. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Rec Exp	Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Explore the natural world around them.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Family, friends, same, different, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Rec Exp	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Take part in simple pretend play, using an object to represent something else. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Sond, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,