

Year Group: Nursery
Term: Spring 1/2 (cycle 2)

Challenge pack
Wonders of the World!
Learning Challenge

How can we tell people about the exciting places in our world?



Class texts

The tiger child
the magic bojabi tree
Over in the Arctic
Handa's surprise
Lifesize
We're going on a lion hunt
The great race
Diary of a wombat
The Koala who could
Polar bear Polar bear what do you see?

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



CAF - Places we could visit



PMI—The places we could go real or imaginary



Positives and Negatives about certain visits

Hooks or memorable experiences

- Around the world dance workshop
- Animal man visit
- Cannock Chase

Public Product

Around the world museum
Framed art work

Key Questions—

What places could we visit?
What places have you visited with your family?
Where is the United Kingdom?
What other countries are in our world?
What are the similarities and differences between these places?
Where would you like to visit? What would it be like?
What could you do there? Who would you see?



Worry Woos

Nola— developing friendships
Twitch— How to deal with our frustrations

	N	Term	Spring 1 & 2	Let's Visit	
SUBJECT FOCUS (delete as required)				<p><i>Prior learning (Schemata)</i></p> <p><i>Vocabulary</i></p>	
Personal, Social and Emotional Development Nur Exp			Able to manage their own needs e.g. toileting, handwashing and making healthy snack choices. Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them. 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 ...". Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Make choices between activities showing preferences.	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.	Share, listen, take turns, look, manners, speak, unique, I can, I am, myself, me, you, family, together, us, rules
Communication and Language Nur Exp			Can follow instructions with three key words such as 'get your coat'. Enjoys listening to longer stories and can remember much of what is happening. Pay attention to more than one thing at a time, which is difficult Understand 'why' questions like 'why do you think the caterpillar got so fat'? Uses a wider range of vocabulary. Knows many rhymes, be able to talk about familiar books. Start a conversation with an adult or a friend and continue it for many turns.	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	Look, listen, wait, describe, instructions, jokes, ideas, thinking, feeling
Physical Development Nur Exp			Continue to develop their movements, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use large-muscle movements to wave flags and streamers, paint and make marks Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Start taking part in some group activities which they make up for themselves, or in teams	Gain control of their whole body through continual practice of large movements such as waving. Kicking, rolling, crawling and walking Develop manipulation and control	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Nur Exp			Knows that print has meaning and print can have different purposes Begin to talk about something that happens in a story focusing on the main character and the key things that they notice. Continue to use Granny Fantastic and the lenses from the Reading Rainbow to support this. Recognise their name and begin to copy some letters from their name Beginning to copy letters and know some initial sounds	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	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 5. Say one number for each item in order: 1,2,3,4,5 (and beyond if ready) Explore making numbers to 5 (Number parties) Know that the last number reached when counting a small set of objects to 5- tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Talk about and explore 2D (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Combine shapes to make new ones - an arch, a bigger triangle, etc. Explore toys that relate to size, length, weight and capacity. Extend and create ABAB patterns - stick, leaf, stick, leaf.	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.	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Nur Exp			Explore collections of materials with similar and/or different properties. 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. Plant seeds and care for growing plants. 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.	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.	Family, friends, same, different, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Nur Exp			Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. 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. Begin to play instruments with increasing control.	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.	Sond, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,

Year Group: Reception
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Personal, Social and Emotional Development Rec Exp	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian Build constructive and respectful relationships.	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.	Share, listen, take turns, look, manners, speak, unique, I can, I am, myself, me, you, family, together, us, rules
Communication and Language Rec Exp	Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	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.	Look, listen, wait, describe, instructions, jokes, ideas, thinking, feeling
Physical Development Rec Exp	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (Yoga). Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes Develop the foundations of a handwriting style which is fast, accurate and efficient.	Revise and refine the fundamental movement skills they have already acquired: rolling, rawling, walking, umping, 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.	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Rec Exp	Read stage appropriate books to build up their confidence in their understanding and enjoyment. Retell a simple story focussing on the beginning, middle and end and main characters. Read individual letters by saying the sounds for them (all sounds) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (CVC words) Read some letter groups that each represent one sound and say sounds for them (diagraphs) Read a few common exception words matched to the school's phonic programme (first list of red words) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words e.g. It is a cat. Read stage appropriate books to build up their confidence in word reading and their fluency. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s (emergent writing and CVC words) Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	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.	Sound, letter, finger space, full stop, initial, middle, final, tricky words, page, front cover, title, author, picture, illustrator, sentence
Mathematics Rec Exp	Recite numbers beyond 10. Count objects, actions and sounds to 10. Subitise beyond 3. Link the number symbol (numeral) with its cardinal number value to 8. Compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers to 10. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Exploring doubling and sharing within numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue and copy repeating patterns.	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.	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Rec Exp	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	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.	Family, friends, same, different, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Rec Exp	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	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.	Sond, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,