

Year Group: Nursery
Term: Summer 1

Challenge pack (Cycle 1)
Community Heroes

Learning Challenge

How can we thank those who help us?



Class texts

Main texts for planning:

Real Superheroes
Dr Ranj A Super Hero Like You
Look Up
Splash
Serena Williams
Usain Bolt The Boy who Learned to Fly

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

CAF perseverance hammer



Noticing torch Absorption sponge managing distractions questioning



Hooks or memorable experiences

Visits from key workers e.g. Firefighters/ Police Officers

Public Product

Tea party for our community heroes to say thank you.

Key Questions—

What is a hero?
Who could be a hero?
Who is your hero?
What special jobs do people do that help others?



Worry Woos

Fuddle - how to make choices

	N	Term	Summer 1	Community Heroes	
SUBJECT FOCUS (delete as required)				Prior learning (Schemata)	Vocabulary
Personal, Social and Emotional Development Nur Exp	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. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Play with one or more other children, extending and elaborating play ideas. Talk with others to solve conflicts. Understand gradually how others might be feeling. 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			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	Understand a question or instructions that has two parts such as 'get your coat and wait at the door'. Uses talk to organise themselves and their play "lets go on a bus, you sit there.... I'll be the driver. Uses longer sentences of four to six words. Continue to know many rhymes, be able to talk about familiar books and tell a longer story. 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. Develop their pronunciation but may have problems saying: Some sounds r,j,th,ch and sh.			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	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.			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	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Nur Exp	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.			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	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 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...'			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.	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Nur Exp	Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. Show interest in different occupations.			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	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.			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
Term: Summer 1

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Community Heroes (Cycle 1)

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Dr Ranj A Super Hero Like You
Because
Look Up
One Hundred Step
Splash
Serena Williams
Usain Bolt The Boy who Learned to Fly

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Personal, Social and Emotional Development Rec Exp		Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		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.	Share, listen, take turns, look, manners, speak, unique, I can, I am, myself, me, you, family, together, us, rules
Communication and Language Rec Exp		Listening, Attention and Understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction		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.	Look, listen, wait, describe, instructions, jokes, ideas, thinking, feeling
Physical Development Rec Exp		Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		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.	Run, jump, skip, hop, over, under, travel, across, construct, build, make, change, right hand, left hand
Literacy Rec Exp		Comprehension -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		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 (digraphs) 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.	Sound, letter, finger space, full stop, initial, middle, final, tricky words, page, front cover, title, author, picture, illustrator, sentence
Mathematics Rec Exp		Number and Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. Continue to count objects, actions and sounds to 10. Subitise (recognise quantities without counting) up to 5. Link the number symbol (numeral) with its cardinal number value to 10. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number. Begin to recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.		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.	Number, order, sequence, next, before, after, bigger, smaller, touch, count, number name, up, on
Understanding the world Rec Exp		People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Past and Present -Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		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.	Family, friends, same, different, computer, screen, touch, move, ipad, board,
Expressive Art and Design Rec Exp		Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		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.	Song, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,