

**Year Group: Nursery**  
**Term: Summer 2**

**Challenge pack (Cycle 1)**  
**A Magical World**  
**Learning Challenge**

***Transform an area of our school into a magical world.***



**Class texts**

**Main texts for planning**

The Magic Garden  
Freddie and the Fairy  
Room on the Broom  
Zog  
Dragon Stew  
The Gruffalo  
The Jolly Postman

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



CAF - What Is a magical world?



PMI—The places we could go real or imaginary



Questioning/Imagining tool

Green Hat—creating their own fairy door/magical garden

**Hooks or memorable experiences**

Visit to Wonderland  
Telford

**Public Product**

Visit to our trans-  
formed magical world  
'forest school'

Fairy doors designed by  
children.

**Key Questions—**

- What is magic?
- What is a magical world?
- What would you see, hear and touch if you visited a magical place?
- How would you feel?
- Where would you find a magical world?
- How will we get to the magical world?
- How can we protect the magical world?



**Worry Woos**

Understanding and learning how  
to cope with feelings of jealousy.

Year group	R	Term	Summer 2	A Magical World	
<b>SUBJECT FOCUS</b> (delete as required)				<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
Personal, Social and Emotional Development Rec Exp		<b>Self-Regulation</b> - 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. <b>Managing Self</b> - 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. <b>Building Relationships</b> - 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		<b>Listening, Attention and Understanding</b> -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. <b>Speaking</b> - 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		<b>Gross Motor</b> - 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. <b>Fine Motor</b> -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		<b>Comprehension</b> -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 <b>Reading</b> - 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. <b>Writing</b> -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		<b>Number and Numerical Patterns</b> - 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		<b>People, Culture and Communities</b> - 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. <b>Past and Present</b> - 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. <b>The Natural World</b> - 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, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Rec Exp		<b>Creating with Materials</b> - 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. <b>Being Imaginative and Expressive</b> - 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,

**Year Group: Reception**  
**Term: Summer 2**

**Challenge pack (Cycle 1)**  
**A Magical World**  
**Learning Challenge**

***Transform an area of our school into a magical world.***



**Class texts**

**Main texts for planning**

The Magic Garden  
Freddie and the Fairy  
Room on the Broom  
Zog  
Dragon Stew  
The Gruffalo

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



CAF - What Is a magical world?



PMI—The places we could go real or imaginary



Questioning/Imagining tool

Green Hat—creating their own fairy door/magical garden

**Hooks or memorable experiences**

Visit to Wonderland  
Telford

**Public Product**

Visit to our trans-  
formed magical world  
'forest school'

Fairy doors designed by  
children.

**Key Questions**—

- What is magic?
- What is a magical world?
- What would you see, hear and touch if you visited a magical place?
- How would you feel?
- Where would you find a magical world?
- How will we get to the magical world?
- How can we protect the magical world?



**Worry Woos**

Understanding and learning how  
to cope with feelings of jealousy.

Year group	R	Term	Summer 2	A Magical World	
<b>SUBJECT FOCUS</b> (delete as required)				<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
Personal, Social and Emotional Development Rec Exp		<b>Self-Regulation</b> - 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. <b>Managing Self</b> - 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. <b>Building Relationships</b> - 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		<b>Listening, Attention and Understanding</b> -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. <b>Speaking</b> - 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		<b>Gross Motor</b> - 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. <b>Fine Motor</b> -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		<b>Comprehension</b> -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 <b>Reading</b> - 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. <b>Writing</b> -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		<b>Number and Numerical Patterns</b> - 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		<b>People, Culture and Communities</b> - 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. <b>Past and Present</b> -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. <b>The Natural World</b> - 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, change, computer, screen, touch, move, ipad, board,
Expressive Art and Design Rec Exp		<b>Creating with Materials</b> - 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. <b>Being Imaginative and Expressive</b> - 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.	Sond, high, low, instrument, tap, beat, clap, sing, colour, mix, happens, describe, tell me, story,