

## **Challenge Pack**

Nursery  
All about me

### **Learning Challenge**

*Can I find out about me and my community so that we can find a way to give back to our community?*



#### **Hooks or memorable experiences**

- Parents coming in to launch the 'Me in a bag' activity.
- Trip to the post box.
- Show and share day.
- Visitor to launch toy collection.

#### **Public Outcome** – How will this demonstrate learning?

*To give back to our local community by collecting toys as Christmas presents for local charitable organisations.*

#### **Class texts-** whole class reading, extracts, thematic books

*Happy to be me.*

*The Three Little Pigs*

*Charlie Cook's Favourite Book*

*Cleversticks*

*Guess How Much I Love You All Year Round*

*The Christmas Story*

*Dirty Bertie*

*Pete and Polo's Nursery School Adventure*

*The Jolly Postman*

*Diwali Story*

*Monkey Puzzle*

*Santa's Busy Day*

**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.



**Key Questions-** those asked to measure understanding of pupils at key milestone points during the term

- What do I look like?
- Who lives in our home?
- What is my home like?
- What do we do during the school day?
- What makes us special?
- What can we see in the area around us?
- How do we celebrate special occasions?
- How do others help us?
- How can we help others?

Year Group	N	Term	Autumn	Challenge pack	All About Me	
SUBJECT FOCUS		Children will learn about		Children will know HOW To...	Prior learning (Schemata)	Vocabulary
Personal, social, emotional development		<p>I know who my main carer is in Nursery and will begin to work with other adults in the Nursery</p> <p>I know that rules are important to help me stay safe.</p> <p>I know that it is important to follow instructions given to me.</p> <p>I know when I am feeling sad, happy or excited.</p>		<p>To be able to leave their main carer with support from staff when completing activities in the nursery.</p> <p>Be friendly towards other children and adults and will play in a group.</p> <p>To talk about their preferences and interests.</p> <p>Tell others what I like and do not like.</p> <p>Put together simple sentences to describe themselves "I have brown hair."</p>	<p>Some children may feel happy being separated from main carer.</p> <p>Some children will have experience of how to express their preferences without conflict.</p> <p>Some children will have experience of rules and appropriate boundaries.</p>	<p>Rule, safe, like, happy, share, take turns, please, thank you, manners, come back soon, how can I help?</p>
Communication and Language		<p>I know and can retell a selection of nursery rhymes such as twinkle twinkle and wind the bobbin up.</p> <p>I know that it is important to listen to others</p> <p>Listen to stories with increasing recall.</p>		<p>Recognise and identify a range of familiar sounds such as water running, the telephone etc.</p> <p>To talk about what they see, hear, think and feel.</p> <p>To speak in simple sentences to talk about the world around them.</p> <p>To sit and listen with interest to the adult during story time.</p> <p>To use the words: behind, in front, next to and under.</p> <p>To ask simple questions about what I am doing.</p>	<p>Some children will already know some simple songs and rhymes.</p> <p>Some children will have listened to stories and will be able to sit and concentrate for a short time.</p> <p>Some children will be able to use short sentences to communicate their needs and wishes.</p>	<p>Song, rhyme, good sitting, good listening, boy/girl, sounds, hear, see, feelings, think, sentence,</p>
Physical Development		<p>Know that my coat keeps me warm.</p> <p>Begin to know what is a risk and what is safe.</p>		<p>Hold a writing tool using a good grip to be able to make marks accurately.</p> <p>To fasten and unfasten a coat on my own.</p> <p>Know how to use alternate feet when climbing steps.</p> <p>To begin to run safely- changing speed and direction and being able to stop as needed.</p> <p>To move around confidently: rolling, sliding, jumping, skipping and hopping</p> <p>To be able to go to the toilet and wash their hands.</p>	<p>Children should be aware of when they need to go to the toilet and should be able to use the bathroom independently.</p> <p>Children should be able to move around safely in a familiar environment.</p> <p>Some children should be aware of danger and how to deal with dangerous situations.</p>	<p>Button, coat, zip, pencil, grip, up/down. Stairs, safely, stop, speed, direction, toilet, wash hands.</p>
Writing		<p>I know the marks I make on the page mean something or say something.</p> <p>I know which hand I like to hold my pencil with.</p>		<p>Make a mark on paper and give it a meaning (adult to scribe meanings)</p> <p>Begin to draw shapes and pictures.</p> <p>To begin to use a tripod grip to hold a mark making tool and make marks.</p>	<p>Some children know that sounds make words.</p>	<p>Hold, grip, help, circle, line, shape, story, words, what.</p>

Number	I know some number names such as my age or house number I know that I can count many different things like steps, claps or jumps.	I can sort objects into groups: teddies, colour, size To begin to count and use numbers when playing. To count in order to 5 and then 10. To join in with number stories and repeated counting patterns	Some children will be able to count in rote using number rhymes.	Numbers, 1 2 3 4 5 , same, different.
Shape Space Measure	I know words that describe size: big, little I know and understand words that tell me about the past, present and future: now, next, later, before, later.	To begin to use blocks to create simple structures. To know how to connect blocks and shapes together. Use shapes to build, connect and draw. Use the language of shape: round, tall, long, short.	Some children will know how shapes and blocks fit together.	Now, next, fit, join, build, make, connect, construct
Understanding the World	Know the names of important family members; Mum, Dad, Sister, Brother etc. Know the names of local landmarks/places that are important to them e.g post box, church. Gudwara etc. Beginning to know the 5 senses and what they are used for.	Write, post and receive a letter. To use simple ICT toys in a way that elicits a sound/movement/mark.	Knowledge of simple family members- Mum, Dad, me, baby. Some children may have some knowledge of local places of interest.	Mum, dad, grandma, grandad, brother, sister, baby, aunt, uncle, family, post box, letter, church, touch/taste/see/smell/hear.
Expressive Arts	Know that I need to add features when painting a portrait; hair, eyes, nose, mouth, ears, face. Know a range of simple, familiar rhymes and songs. Know that colours change when they are mixed.	Use marks to express their idea for example: using shapes to create a face. To create music and sounds using a range of objects, including musical instruments. To tap out a simple repeated rhythm. To begin to use their imagination in pretend play with others.	Knowledge of body parts. Some children may already have a repertoire of simple songs.	Hair, eyes, nose, mouth, ears, face, song, music, sound, bang, instrument, scrape, click.