

Challenge Pack

Early Years

All about me

Learning Challenge

Can I find out about me and people in my community who help us so that we can find a way to give back to our community?



Hooks or memorable experiences

Visits from people who help us

- New Mum and baby
- Fire service
- Police
- Nurse
- Vet
- Food bank volunteer

Public Outcome – How will this demonstrate learning?

We want to give back to our local community by collecting for the local food bank before Christmas.

Class texts- whole class reading, extracts, thematic books

So much

Bear about town

Topsy and Tim's bonfire

Goldilocks and the three bears

Owl babies

I'm not cute

Harry and the dinosaurs

Fireman Sam

Three little pigs

Monkey puzzle

What makes me a me?

A very curious bear

Vicky the vet

Three Billy Goats Gruff

Little owl lost

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.



Concept Questions

- What is a family?
- Why do we need people to help us?
- Why do we celebrate?

Key Questions

- What makes me a good friend?
- What makes me me?
- Who is in my family?
- How have I changed?
- Who can help us?
- How can we help others?

Year Group	R	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>Know that it is important to understand and respect people's feelings</p> <p>Know some emotions and say how I am feeling: happy, sad, angry, worried, anxious</p> <p>Know that my actions can affect others' feelings and can cause conflict.</p> <p>Know and understand the class and school rules to keep myself and others safe</p>	<p>Take turns</p> <p>Listen carefully</p> <p>Tell someone what I like and say why.</p> <p>Describe what I am good at and what I need to get better at.</p> <p>I can stop myself from doing something that I know is wrong</p> <p>Travel safely within school</p> <p>Use kind words, hands and feet</p> <p>Use good manners</p>	Nursery rules and routines (Devonshire Nursery children)	Listen, Wait, Kind, Please, Thank you, Happy, sad, worried, angry, anxious	
Communication and Language		<p>Know how to communicate effectively with other children and adults</p> <p>Know some familiar stories and can retell some. – So much, Bear about town, Topsy and Tim's bonfire, Goldilocks and the three bears, Owl babies</p> <p>To follow simple instructions</p>	<p>Speak in sentences</p> <p>Ask and answer questions using why and how.</p> <p>Use eye contact (where appropriate)</p> <p>Take turns when speaking and listen to others when they are speaking</p> <p>Retell stories using story maps and actions</p> <p>Maintain attention and to listen and understand what I have been asked to do</p>	<p>Circle time (Devonshire Nursery children)</p> <p>Started to voice their needs to an adult in Nursery</p> <p>Can repeat some simple nursery rhymes</p>	<p>Sentence</p> <p>Why, how, when</p> <p>Listen</p> <p>Wait, Look, Retell, Actions, Story map, Pattern, Links, Similar, Different, Repetition</p>	
Physical Development		<p>Know which clothes are appropriate for different weather conditions</p> <p>Know which tools are appropriate and how to use them safely for a particular purpose eg, scissors for cutting and snipping</p> <p>Know that I can move in different ways.</p>	<p>To use a pincer grip when holding a writing tool. To hold a pencil between thumb and two fingers</p> <p>To know how to dress themselves i.e. put on coat, zip up their coat when it is cold</p> <p>How to run, jump, skip, hop, climb, go over and under objects safely</p> <p>To negotiate spaces safely and to risk assess as they play</p> <p>To experiment with different ways of moving</p> <p>To know how to collaborate with my peers to develop skills in throwing and catching</p>	<p>Explorative play with tools (Devonshire Nursery children)</p> <p>Dressed with help (Devonshire Nursery children)</p> <p>Use outdoor space safely</p>	<p>Safe, Careful, Choose, Challenge, Zip, Coat</p> <p>Buttons, Jumper/cardigan, Shoes</p> <p>Cutting, Snipping tools</p>	
Writing		<p>Know how to say, recognise and write s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff</p> <p>Know which hand they prefer to write with.</p>	<p>Give meaning to marks I make</p> <p>Hold a pencil correctly</p> <p>Write my own name</p> <p>Put sounds together to make words</p>	<p>Mark making opportunities using different media (Devonshire Nursery children)</p>	<p>Start at the top</p> <p>Curl letters, Line family letters, Bouncy letters, Zig-zag letters</p> <p>Phonics, Phoneme, Sticky sounds, Tricky words</p>	

Number	<p>Know numbers 1 to 5 and then 10</p> <p>Know 1 more or 1 less than a group of up to 5 objects.</p> <p>Know number quantities 1 to 5 and then to 10.</p>	<p>Say number names, write numbers using different media</p> <p>Recognise and order numbers 1 -5 and then 1 -10</p> <p>Finger counting, counting songs, matching numbers to quantities</p>	<p>Counting songs and rhymes (Devonshire Nursery children)</p>	<p>Count, Match, Number, Number names, Next, One more, One less, Fewer, many</p>
Shape Space Measure	<p>Know the days of the week</p> <p>Know the names of basic 2D shapes: circle, square, triangle, rectangle</p>	<p>Say which day comes next in the week</p> <p>Order and sequence familiar events.</p> <p>Order items by height or length.</p> <p>Use shapes and objects to create and recreate patterns.</p> <p>Describe position such as in front, next to, in between or behind</p> <p>Identify and use 2D shapes</p>	<p>Days of the week song (Devonshire Nursery children)</p> <p>Shape of the week focus (Devonshire Nursery children)</p>	<p>Days of the week</p> <p>Shape names: circle, square, triangle, rectangle</p> <p>Shape properties: Corners, Sides, Count</p> <p>Behind, next to, in front, in between, Height, length, tall, taller, tallest, short, shorter, shortest, long, longer, longest pattern, repeated pattern</p>
Understanding the World	<p>Know that it is important to learn about the people around me.</p> <p>To know and say who is in my family and who lives in my home</p> <p>To know and name some people who help us</p> <p>To know that people do different jobs that can help us in our community.</p> <p>Know the differences between a baby, a toddler and a child.</p>	<p>To talk openly about my family and friends and listen to other children.</p> <p>Engage in real life experiences from visitors who have different roles within the community</p>	<p>New friends from previous nursery/setting experiences</p> <p>Beginning to be aware of their own needs</p> <p>Understand theirs and other people's feelings</p>	<p>Ourselves, Friends, Family, Homes, Community, Jobs</p>
Expressive Arts	<p>Know some simple songs and dances.</p> <p>I know that different instruments make different sounds</p> <p>I know mixing paint together will make a different colour.</p> <p>Know that a drawn line can become the outline of an image to make a picture.</p>	<p>To decide what to play with and how to play within the different areas of the unit.</p> <p>To role play using stories and experiences which are familiar to me.</p> <p>How to work with other children to create a story in play.</p> <p>I know how to build different objects using construction material: boxes, card, lego</p> <p>Knows how to begin to join things together to construct.</p>	<p>Nursery and home experiences</p> <p>Explored sand and water</p> <p>Joined in with role play experiences within nursery</p> <p>Listened to a range of stories and rhymes</p>	<p>Favourite, Happy, Excited, Stick, Purpose, Create, Engage</p>