

**WK 1/2 - Learning Challenge Wk beg 3.9.18 & 10.9.18**  
*OVERVIEW – Rules and Routines*

- PSED** – Discuss our Nursery rules and why they are important.
- CL** – Circle time introducing ourselves to our new friends and staff. Discuss what activities we like to do at home and what we are looking forward to doing at Nursery.
- PD** – Can you hold your pencil correctly?
- L** – Drawing and painting our first picture, introduce Rosie's Walk.
- M** – Number songs, can you recognise numbers 1 to 5?
- UW** – Researching facts about our class animals (dolphin and whale) as well as Rosie.
- EAD** – Painting a self-portrait for our class display. Painting pictures of our class animals.



**WK 3/4 - Learning Challenge Wk beg 17.9.18 & 24.9.18**  
*OVERVIEW – Rules and Routines (Week 3 Full class)*

- PSED** – Set up a role play farm shop with the children. Discuss what a farm shop looks like and what resources we will need.
- CL** – Circle time - how did we travel to Nursery? Did everybody travel to Nursery in different ways?
- PD** – 'Squiggle Whilst You Wiggle' first movement 'Up and Down'.
- L** – Discuss the journey Rosie went on.
- M** – How many objects can you count? Practice reciting numbers in the correct order.
- UW** – Research the farm where Rosie lives, why did she go on that journey?
- EAD** – Painting pictures of our family trees.



**UNDERSTAND THE CODES USED**  
7 areas of learning:  
PSED – Personal Social and Emotional Development  
CL – Communication and Language  
PD – Physical Development  
L – Literacy  
M – Mathematics  
UW – Understand the World  
EAD – Expressive Arts and Design

**MAIN LEARNING CHALLENGE AUTUMN TERM**  
**NURSERY**  
**How did I get here?**  
**T4W 'Rosie's Walk'**

**WK 7/8 - Learning Challenge Wk beg 15.10.18 & 22.10.18**  
*OVERVIEW – How did we get to Hadrian Park Nursery?*

- PSED** – How does everyone travel? What transport do we use?
- CL** – Talk for writing 'Rosie's Walk, children to rehearse and perform the story.
- PD** – Can you create your own tractor marks in the play dough, what equipment will you need? Complete the obstacle course in the outdoor area. Can we follow the instructions and find Rosie?
- L** – Design a map of the journey Rosie has travelled on. Making our own map of how we travel to Nursery, what did we see along the way?
- M** – Size ordering vehicles/counting how many we have altogether.
- UW** – Researching different forms of transport.
- EAD** – Making different tracks and prints with vehicles using paint. Footprint and handprint pictures.



**WK 5/6- Learning Challenge Wk beg 1.10.18 & 8.10.18**  
*OVERVIEW – Who brought us here? Family Tree*

- PSED** – Circle time - Discussing our family. Is everybody's family the same? Discuss why not.
- CL** – There has been a disaster in the Nursery Rosie has been reported missing, can you find her? Children to use positional language to find Rosie- Under the chair? On top of the bookcase etc.
- PD** – Cutting skills assessment – can you cut around the vegetables and shapes? Can you cut out pictures and stick them to your family tree?
- L** – Reading Rosie's Walk as a class, introducing our T4 W actions with the children. Can you remember the different parts of the story and draw a picture of it? Songs and poems about animals.
- M** – Hall session children to rehearse the Rosie's Walk story using positional language.
- UW** – What is life on the farm like? What is grown there? Importance of healthy eating – fruit and veg tasting session. (Making a fruit salad)
- EAD** – Plan and create our own farm in outdoor area.

**WK 1 & 2 - Learning Challenge** Wk beg 3.9.18 & 10.9.18  
**OVERVIEW – Reinforcing rules and routines, team building challenges, baseline assessments.**

- PSED** – Circle time – introducing ourselves, familiarising children with all the different areas in our indoor and outdoor classroom.  
**CL** – Team building challenges - work together to free the teacher.  
**PD** – Team building challenges - hula hoop wave and parachute games.  
**L** – Introduce T4W story Handa's Surprise. Drawing and labelling a picture of our family.  
**M** – Team building challenges - lost elephants and tigers, find the animals and free them using the number codes. Can you name the numbers and shapes?  
**UW** – Team building challenges - complete the maze using our technological toys.  
**EAD** – Paint a picture of our class animals The Elephants and The Tigers.

**WK 3 & 4 - Learning Challenge** Wk beg 17.9.18 & 24.9.18  
**OVERVIEW – Which fruit will Akeyo like best?**

- PSED** – Circle time children to explore and describe all of the fruit used in the story. Which fruits have the children tried and liked or disliked?  
**CL** – Read Handa's Surprise and create our own Talk For Writing actions for the story. Children to rehearse in pairs, groups and classes.  
**PD** – Getting ready for our first P.E. lesson in the hall. Exploring space, play traditional playground games e.g. 'duck, duck, goose.' Design and create your own fruit skewer.  
**L** – Design, create and label your own fruit skewer for Handa and Akeyo. Create a story map, can you label it?  
**M** – Sets = sorting by a single attribute before moving to a multiple set sort. Children to sort various different objects, colours, fruit and animals from the story.  
**UW** – Research healthy and unhealthy food. Was the food Handa was taking to Akeyo healthy or unhealthy?  
**EAD** – Paper weaving activity challenge. Printing using a variety of different fruits as well as colours. Explore what happens when we mix colours.



**UNDERSTAND THE CODES USED**

7 areas of learning:  
**PSED** – Personal Social and Emotional Development  
**CL** – Communication and Language  
**PD** – Physical Development  
**L** – Literacy  
**M** – Mathematics  
**UW** – Understand the World  
**EAD** – Expressive Arts and Design

**MAIN LEARNING CHALLENGES**  
**AUTUMN TERM 1**  
**RECEPTION**

**How are we all different?**  
**T4W – Handa's Surprise**

**WK 7 & 8 - Learning Challenge** Wk beg 15.10.18 & 22.10.18  
**OVERVIEW – Where in the world?**

- PSED** – Circle time how we are different to Handa and Akeyo? With an emphasis on the different countries/cultures we follow.  
**CL** - Innovate Handa's Surprise by creating our own version of the story to perform to each other.  
**PD** – Construct an aeroplane in the outdoor area using a selection of crates, planks, boxes and other large construction materials. Complete the obstacle course during our P.E. lesson.  
**L** – Record children's own version of Handa's Surprise. Record your story on a story map, can you label it?  
**M** – Number operations = introducing the bar modelling approach, a range of problem solving activities such as 'how many now?', 'which has more/fewer?' etc.  
**UW** – Explore Africa using the iPads and our world map. Where is Africa? How would we get there? How is it different to England?  
**EAD** – Listen to some traditional African music; is it different to the music we listen to? Explore the sounds of African drums? Can you perform in pairs or groups to each Reception class?

**WK 5 & 6 - Learning Challenge** Wk beg 1.10.18 & 8.10.18  
**OVERVIEW – Where did Handa's fruit go?**

- PSED** – Explore the footprints left in our classrooms, where did the fruit go? Should the animals from the story have taken the fruit? Why do you think the animals did this?  
**CL** - Act out the story using various different props in our reading areas. Go on a safari hunt in our outdoor area, can you find all of Handa's missing animals?  
**PD** – Move like different animals during our P.E. lesson. Create our own Handa's surprise props such as face masks.  
**L** – Explore and develop basic skills for writing a simple sentence, e.g. capital letters, finger spaces and a full stop. T4W story Handa's Surprise; write a simple sentence about our story.  
**M** – Number sense = connecting numbers to words, objects, actions, ideas and symbols. Counting = developing our one to one correspondence.  
**UW** – Plan an expedition through the jungle, what might we see? What do we need to pack? Learn the animals' names, how many facts will we be able to remember?  
**EAD** – Create a jungle in our outdoor area. Use percussion instruments to make the sound of different animals. Paint pictures of all the different animals from the story.