

Reception Topic plan overview The Learning Challenge

<http://www.learningchallengecurriculum.com/new/early-years/eyfs-learning-challenge-curriculum>

Term	Learning challenge	WOW
Autumn 1	<p>What do I know about me? This challenge enables children to develop self-awareness and to settle, look at themselves and to get to know their classmates. It also enables children to look at their own and others' special qualities and to start to consider the idea of equality. Include sensory play activities from old sense topic:</p> <p>How do we make sense of the world? This challenge involves lots of sensory play and enables children to develop their vocabulary around the senses. It is a great opportunity to develop children's skills in listening to the opinions of others and giving their own opinions and views.</p>	<p>The hall of crazy mirrors! Bring in pictures of babies and families. Compile a book for the 'baby clinic' role play. Record of ideas that work related to the context of the school, community and needs of the children. Children work in pairs to blindfold each other and lead each other around, progressing to following the sound of each others voices. Record of ideas that work related to the context of the school, community and needs of the children.</p>
Autumn 2	<p>Why are there so many leaves on the ground? The purpose of this is to develop a basic understanding of seasonal changes. It can also make children aware of the environment around them and can easily link to environmental issues such as recycling. First visit to Forest School to begin to observe and notice seasonal changes. Celebrations – Diwali / Christmas – trip to Audley End Railway to see Father Christmas.</p>	<p>Trip to the woods to play in the leaves and explore natural art, den making, etc. Record of ideas that work related to the context of the school, community and needs of the children.</p>
Spring 1	<p>Twinkle, twinkle, little star, how I wonder what you are. This challenge gives children a sense of the universe. While this is a concept that children will find difficult, it does give them chance to consider facts like our own sun as a star, stars making constellations and the use of the word 'star' in relation to fame. Non-fiction work about space. Interviews with astronauts and clips from the International Space Station. We also focus on space vehicles and children make their own vehicles.</p>	<p>Watch a trip around the universe on the smart board. Focus on astronauts male and female. Watch live footage of the ISS. Record of ideas that work related to the context of the school, community and needs of the children.</p>
Spring 2	<p>Is everybody's home the same? What vehicles do people use? A good challenge for thinking about others where children can consider their own homes and families and where they live in relation to each other and school. Then</p>	<p>A walk in the local area looking at the different homes that people live in. Develop the 'home corner' in the classroom with help and suggestions from children.</p>

	<p>move onto exploring stories features homes around the world and to make comparisons. Castle sub-topic with trip to Castle Hedingham or Mountfitchet? Bring in a vehicle focus – horses, camels, cars, bikes, boats. Planes</p>	<p>Record of ideas that work related to the context of the school, community and needs of the children. Paper Plane science focus.</p>
Summer 1	<p>Once Upon a Time - Who are the famous characters inside my books? Using the Jolly Postman as a starter for this challenge introduces children to the idea that characters in books are sometimes confusing and amusing when out of context. This is a good challenge to develop the love of literature that we want children to have. Visit to Saffron Walden Library. Focus on traditional tales for narrative writing – Jack and the Beanstalk. Link to growing our own beanstalks and what green plants need.</p>	<p>The Jolly Postman. Have volunteers dress as characters from the book and read out their letters. Grow our own beanstalk. Receive a letter from the Giant. Record of ideas that work related to the context of the school, community and needs of the children.</p>
Summer 2	<p>Can we go on a minibeast safari? This challenge encourages children to observe, search and care for the environment and the living things within it. Children will use the school pond and forest school habitats together with story books – hungry caterpillar / what the ladybird heard – to learn about a range of minibeasts. We learn about the life cycle of a butterfly or ladybird and consider bee conservation. At this time of year there are plenty of minibeasts pollinating the flowers in the outside area and school field so we link this back to our growing work in the previous unit.</p>	<p>Watch caterpillars grown into butterflies using Insectlore. Trip to Shepreth Wildlife Park.</p>