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| **Wibsey Web LogoYearly Learning Challenge Overview**  **Nursery 2019 / 2020** | | | | | | | | | |
|  | **AUTUMN TERM** | | **SPRING TERM** | | | **SUMMER TERM** | | | |
| **Prime Learning Challenge** | Who Am I? | Why is it dark at night? | Who lives in a house like this? | | Are all bears scary? | Where do vegetables come from? | | What do tigers like to eat? | |
| **PSED** | Separating from parent/carer, settling in | Expressing feelings  Talking to others whilst playing | Awareness of how own actions affect others | | Initiating play, keeping play going, playing in a group | | Taking turns, sharing resources | | Building confidence in new social situations |
| **Communication and Language** | ‘Wellcomm’ programme – developing expressive & receptive language, listening & responding to others 1-1 & in groups, following instructions, understanding & answering simple questions, speak in short, simple sentences, using talk to connect ideas | | | | | | | | |
| **Physical Development** | Self-care : toilet & hand washing,  Dough Disco, climbing frame | Self-care :  dressing for outdoors,  balance bikes,  pencil grip | Woodworking bench (hammers & nails),  Scissor skills & hole punchers | | Woodworking bench  (screwdrivers & screws),  Small one handed tools  Small PE apparatus | | Woodworking bench  (saws)  Ball skills  Circle games | | Practise woodworking skills  Obstacle courses  Athletics |
| **Literacy: Reading** | Nursery rhymes  (Rhyme Challenge) | Owl Babies  -listening to stories, attention & recall | The 3 Little Pigs  The 3 Billy Goats Gruff  -repeated refrains  Introduce RWI | | Jack & the Beanstalk  Story settings, events & characters  Continue RWI | | Story : Oliver’s Vegetables  Awareness of rhyme  RWI : Introduce ‘Fred Talk’ | | Information books :  ‘Big Cat, Little Cat’,  ‘Big Cats’  RWI : Fred Talk |
| **Author focus / Text** | **Rod Campbell**  Dear Zoo | **Pat Hutchins**  Rosie’s Walk | **Traditional Tale**  Goldilocks & the 3 Bears | | **Michael Rosen**  We’re Going on a Bear Hunt | **Sue Hendra:**  Supertato | | **Judith Kerr**  The Tiger Who Came to Tea | |
| **Literacy: Writing** | Big mark making | Start to give meaning to marks | Give meaning to marks | | Name writing | Writing labels for veg boxes | | Using RWI sounds in own mark making | |
| **Mathematics: Number** | Recite number names to 5. | Reciting and counting to 10 | Counting backwards from 10. | Recognising numerals to 10 | | Match two objects that have the same value up to 10. | | Knowing 1 more and 1 less (numbers to 5) | |
| **Mathematics: Shape, Space and Measure** | 2D shapes | Positional language | Comparative language of size | Positional language  2D shapes | | Ordering by length & height | | 2D & 3D shapes  Days of the week | |
| **Understanding the World: People and Communities**  **The World** | Baby bathing  How have I changed? | Christmas  Diwali  Light & dark | Materials & Textures  Easter Hat Parade | | Maps – awareness of features of Nursery environment. | Farm Visit | | Gardening | |
| Seasons and changes in the weather, birthdays & special family times | | | | | | | | |
| **Science** | Planting Spring bulbs  My body | Light & dark | Changes (cooking) | | Looking at how materials change when combined | Planting seeds in garden  What happens to plants if we don’t take care of them? | | Animals & their babies  Lifecycle of a butterfly | |
| **Technology** | Smartboard  Light box | CD player | Beebots & remote control toys | | Talk cards & digital button recorders | Using internet to find information | | Metal detector & walkie talkies | |
| **Expressive Arts and Design** | Exploring colours  Music: Join in with singing | Music & movement  Music: pulse | Collage –textured materials  Music: scale (high, low) | | Exploring construction materials  Music: tempo | Role-play Supertato story  Music: explore sounds & how they can be changed | | Combining different media to change effects  Music: repeated rhythms | |
| **WSFL** | ONGOING:  Coping with Life: Understand right & wrong actions  Understanding Rights & Responsibilities: Say if something is fair or unfair | | | | | | | | |
|  | Effective decision making:  Say what you think is good or bad. | Coping with Life:  Recognise safe people | | Coping with Life:  Recognise safe search engines  (Read: Mr Wolf’s Party) | Developing a healthy lifestyle:  Recognise foods that are healthy | |  | |
| **BLP Muscle** | Collaboration | Collaboration | Imitation | | Imitation  Collaboration | Questioning | | Questioning  Collaboration  Imitation | |