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| **Wibsey Web LogoYearly Learning Challenge Overview**  **Nursery 2020 / 2021** | | | | | | | | | |
|  | **AUTUMN TERM** | | **SPRING TERM** | | | **SUMMER TERM** | | | |
| **Prime Learning Challenge** | Who Am I? | What happens when I’m asleep at night? | Who lives in a house like this? | | Are all bears scary? | Can you grow chips? | | 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, speaking in short, simple sentences, using talk to connect ideas | | | | | | | | |
| **Physical Development** | **Motor skills:** Dough Disco, pouring from jugs, turning pages of books, using mark making tools, running & squatting games, trikes & balance bikes  **Self-care:** Toilet & hand washing routine | **Motor skills:** Using cutlery, Dough Disco, climbing frame & steps, kicking & catching balls.  **Self-care:** Ongoing hygiene routines, putting on own coat | **Motor skills:** Pencil grip, using scissors, negotiating space  **Self-care :** Ongoing hygiene routines, putting on and hanging up coat | | **Motor skills:** drawing lines & circles, cutting lines & circles, hammer & nails, balancing  **Self-care :** Ongoing hygiene & dressing routines, using tools safely | | **Motor skills:** Letter formation, saws & screwdrivers, ball skills  **Self-care:** Tasting healthy foods | | Using a range of small tools, adjust speed & direction, obstacle courses  **Self-care:** Staying safe, managing risks |
| **Literacy: Reading** | Letters & Sounds ph. 1 (Aspect 1, 2 & 3)  Nursery rhymes  (Rhyme Challenge) | Letters & Sounds ph. 1 (Aspect 1, 2, & 3)  Listening to stories, attention & recall | L & S ph. 1 (Aspect 5 - Introduce RWI)  The 3 Little Pigs  The 3 Billy Goats Gruff  -repeated refrains | | L & S ph. 1 (Aspect 4 & 5 - Continue RWI)  Story settings, events & characters | | L & S ph. 1 (Aspect 5 & 6 –‘Fred Talk’)  Story : Oliver’s Vegetables  Print carrying meaning, familiar words & signs | | L & S ph. 1 (Aspect 6 & 7)  Story : Rosie’s Walk  Information books : Big Cat, Little Cats |
| **Author focus / Text** | **Rod Campbell**  Dear Zoo | **Martin Waddell**  Owl Babies | **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** | Exploration of different mark making tools & equipment | Squiggle While You Wiggle, take your pencil for a walk | Give meaning to marks  RWI patters | | Story maps, RWI letter formation | Name writing, ongoing RWI letter formation | | Writing signs & labels | |
| **Mathematics:** | Reciting numbers to 5  Matching & sorting | Reciting numbers to 5  Matching, sorting & comparing | Reciting numbers to 10  Pattern | Reciting numbers to 10  Pattern  Language of shape | | Working with numbers to 5, language of measure | | Working with numbers to 10, positional language | |
| **Understanding the World: Science** | Differences & similarities in appearances. How humans change over time.  Animal names & characteristics | Autumn weather, seasonal changes, nocturnal animals | Exploring & describing materials  Winter weather, seasonal changes | | Weather linked to ‘We’re Going on a Bear Hunt’  Characteristics of bears | Planting seeds, growth of plants & naming parts  Farm animals & their babies | | Compare wild & farm animals  Raw & cooked vegetables | |
| **Understanding the World: History** | How I’ve changed over time. | Start photo album of significant events | Ongoing knowledge, chronology historical enquiry, interpretation skills | | Ongoing knowledge, chronology historical enquiry, interpretation skills | Ongoing knowledge, chronology historical enquiry, interpretation skills | | Ongoing knowledge, chronology historical enquiry, interpretation skills | |
| **Understanding the World: Geography** | Getting to know Nursery | Autumn walk, observational drawing of Autumn trees | Describing features of a house & school  Nursery environment | | Spring walk  2D maps | Farm visit  2D maps & 3D models of farm | | Summer walk  Matching photos to places around wider school | |
| **Understanding the World: Technology** | Mark making on IWB  Light box | Light box (loose parts) | CD player  Digital button recorders | | Beebots  Remote controlled toys | Metal detector &  walkie talkies | | Use internet to find out information  Complete simple program | |
| **Understanding the World: RE** | I am special | Advent & Christmas | Chinese New Year | | Ongoing birthdays & special events | Eid-al-Fitr | | Ongoing birthdays & special events | |
| **Expressive Arts:**  **Art & Design** | Drawing:  Colours and marks | Collage:  Loose parts: Christmas trees  Christmas cards | Painting:  Colour mixing, painting tools | | Sculpture:  Salt dough hearts  **Kandinsky:** Squares with Concentric Circles | Print:  Fruit & vegetable printing | | Textiles:  Collage tiger  **Rousseau:** Tiger in a Tropical Storm (Surprised!) | |
| **Expressive Arts:**  **Design Technology** | Building with blocks  Tape dispenser | Make a sandwich  Hole punchers | Chinese lanterns | | Woodwork bench -  Hammer & nails | Woodwork bench -  Saws & screwdrivers | | Use woodwork skills to create objects | |
| **Expressive Arts:**  **Music** | Join in with singing  Exploring sounds | Pulse, dancing & ring games, Christmas songs | Pitch, scale | | Dynamics, copying rhythms | Explore how sounds can be changed | | Make up own rhythms & songs | |
| **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 | Developing a healthy lifestyle:  Recognise foods that are healthy | | Coping with Life:  Recognise safe search engines | |
| **BLP Muscle** | Collaboration | Collaboration | Imitation | | Imitation  Collaboration | Questioning | | Questioning  Collaboration  Imitation | |