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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 feelingsTalking 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 PigsThe 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 VegetablesPrint carrying meaning, familiar words & signs | L & S ph. 1 (Aspect 6 & 7)Story : Rosie’s WalkInformation 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 5Matching & sorting | Reciting numbers to 5Matching, sorting & comparing | Reciting numbers to 10Pattern | Reciting numbers to 10PatternLanguage 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 materialsWinter weather, seasonal changes | Weather linked to ‘We’re Going on a Bear Hunt’Characteristics of bears | Planting seeds, growth of plants & naming partsFarm animals & their babies | Compare wild & farm animalsRaw & 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 & schoolNursery environment | Spring walk2D maps | Farm visit2D maps & 3D models of farm | Summer walkMatching photos to places around wider school |
| **Understanding the World: Technology** | Mark making on IWBLight box | Light box (loose parts) | CD playerDigital button recorders | BeebotsRemote controlled toys | Metal detector & walkie talkies | Use internet to find out informationComplete 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 treesChristmas 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 blocksTape dispenser | Make a sandwichHole punchers | Chinese lanterns | Woodwork bench -Hammer & nails | Woodwork bench -Saws & screwdrivers | Use woodwork skills to create objects |
| **Expressive Arts:****Music** | Join in with singingExploring 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 actionsUnderstanding 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 | ImitationCollaboration | Questioning | QuestioningCollaborationImitation |