|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wibsey Web LogoYearly Learning Challenge Overview**  **Nursery (Year 1) 2021/2022** | | | | | | | | | |
|  | **AUTUMN TERM** | | **SPRING TERM** | | | **SUMMER TERM** | | | |
| **Prime Learning Challenge** | **What Makes Me Marvellous?** | **Can You Spot the Difference?** | **Who’s the Villain?** | | **I Wonder Who Has Feathers, Fur & Claws** | **I Wonder What’s in The Garden** | | **I Wonder What’s Out There** | |
| **PSED** | Select & use activities and resources, with help when needed. Develop their sense of responsibility & membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending & elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feeling. | | | | | | | | |
| **Communication and Language**  Wellcomm programme | Listen to stories (remember much of what happens). Pay attention to more than one thing at a time. Build up wider vocabulary. Understand 2 part questions & instructions. Understand ‘why’ questions. Sing a repertoire of songs. Know rhymes. Talk about familiar books & tell longer stories. Develop communication, including tenses, speech sounds, use longer sentences of four to six words. Express point of view & debate when they disagree with others. Start conversations with adults/friends and continue it for many turns. Use talk to organise themselves and their play. | | | | | | | | |
| **Physical Development:**  **Gross Motor** | Develop large muscles : wave flags/streamers, paint & make marks (use words **up, down, around** & **back**) | Develop balance :  Balance bikes, trikes, stand on one leg,walk along a plank  Climb up apparatus  Parachute games | Going up steps and stairs using alternate feet  Choose right resource to carry out own plan (eg : choose spade to enlarge small hole dug with a trowel)  Big movements with streamers | | Match physical skill to task, eg : decide whether to crawl or walk across a plank.  Skipping,hopping | | Use & remember sequences & patterns of movements related to music & rhythm  Collaborate to move large items safely | | Kicking, throwing and catching balls  Group activities – made up & in teams |
| **Physical Development:**  **Fine Motor**  **Managing Self** | Dough Disco  Playdough tools (rolling pin, cutters)  Pouring from jugs  Inset puzzles  Messy Play  Tape dispenser  Use toilet, wash & dry hand | Using a spoon  Use knife to spread butter  Paintbrushes  Finger Gym (hole punchers, threading, tweezers, hammer & golf tees, posting coins…)  Put on own painting apron & peg paper to easel | Workbench - hammers & nails  Scissors  Put on own coat & welly boots | | Workbench - screwdriver  Develop comfortable pencil/ pen grip  Fine movements with pencil, pens & brushes  Put on own shoes | | Workbench - saw  Use a knife and fork  Correct pencil grip  Fasten zips, poppers, buttons | | Use pencil to form some recognisable letters  Know how to use range of tools & techniques safely  Brush teeth |
| **Literacy: Reading** | Songs & rhymes, tuning in and paying attention, joining in, copying sounds, rhythms, etc…  Sharing books.  Pay attention & respond to pictures or words.  Repeat words & phrases from familiar stories.  Develop play around stories. | Sing songs & say rhymes whilst playing.  Know that print has meaning.  Name the different parts of a book.  Understand page sequencing  Notice some print, eg; first letter of name or familiar logo  Short conversations about stories, learning new vocabulary. | Different purposes of print.  Reading English text from top to bottom.  Count & clap syllables in a word.  Extended conversations about stories, learning and using new vocabulary. | | Increasing awareness of rhyme - fill in the missing rhyming word in a story/song.  Recognise spoken words with the same initial sound (eg; dad & dog).  Notice RWI letters learnt, in books & within environment. | | Spot and suggest rhymes.  Be able to think of own words beginning with a given sound.  Reading English text from left to right and from top to bottom.  Use ‘Fred Talk’ to blend sounds in CVC words. | | Spotting words with the rhyme such as ‘at’, noticing a letter in front, eg; ‘hat’ and ‘cat’.  Use ‘Fred Talk’ to segment sounds in CVC words.  Non fiction focus |
| **Author focus / Text** | **Rod Campbell**  Dear Zoo | **Martin Waddell**  Owl Babies | **Traditional Tales**  Hansel & Gretel  Jack & the Beanstalk | | **Michael Rosen**  We’re Going on a Bear Hunt | **Julia Donaldson**  Superworm  **Eric Carle**  The Very Hungry Caterpillar | | **Claire Freedman**  Aliens Love Underpants  **Non-fiction:**  Astronaut | |
| **Literacy: Writing** | Enjoy drawing freely.  Give some meaning to marks.  Make marks on own pictures to stand for name | Give meaning to own drawings.  Copy initial letter of name on own drawings.  Draw individual marks to represent writing. | Write initial letter of name on drawings.  Use letter knowledge in their writing (letters relating to those in own name or letters learnt this half term).  Count & clap syllables. | | Write several letters from own name (not necessarily in correct order).  Use emerging letter knowledge in own writing, eg; writing ‘m’ for mummy | Write own name with only a little support.  Use their print and letter knowledge in own writing, eg; start to write at top of a pretend shopping list, copying friends’ names, writing letters and cards for family members | | Write own name - most letters being readable.  Create words with the rhyme, such as ‘at’, by adding a letter in front, eg; ‘hat’ and ‘cat’.  Write for different needs, eg: labelling a model, writing list of adults’ drink preferences. | |
| **Mathematics:** | Recite numbers to 5  Subitise up to 3 objects  Patterns in the environment | Show ‘finger numbers’ to 5   * 1. correspondence to 5   Match, sort & compare size & length  Talk about & explore 2D shapes | Recite numbers to 10  Cardinal principle: last number reached is total  Link numerals/amounts to 5  Talk about & explore 3D shapes | Experiment with own symbols & marks as well as numerals  Use positional words to describe routes & locations  Using & combining shapes to make new ones | | Compare quantities using language: ‘more than’ & ‘fewer than’  Notice, extend & create ABAB patterns | | Solve real world mathematical problems with numbers up to 5  Describe sequence of events, using words such as ‘first’, ‘then’, ‘last’ | |
| **Understanding the World:** Past & Present | Own life story/family. | Make sense of own life story/ family history - celebrations | Ongoing knowledge, chronology, historical enquiry, interpretation skills | | Identifying changes over time in the seasons and outdoor environment | Family members’ different occupations  When I grow up I want to be… | | Revisit Nursery year – what can children do now that they couldn’t at start of year? | |
| **Understanding the World:** People, Culture & Communities | Talk about what they see in Nursery. | Autumn weather, seasonal changes | Describing features of house & school/Nursery environment  Winter weather, seasonal change | | Spring weather, seasonal changes  2D maps | Farm visit  2D maps & 3D models of farm | | Summer walk - matching photos to places around wider school | |
| **Understanding the World:** The Natural World | Changes in own life (from baby to now)  Differences & similarities in appearance  Naming zoo animals | Autumn walk (leaf colours, use senses to explore natural materials (leaves) | Explore materials with similar/different properties. | | Explore & talk about different forces they can feel.  Weather linked to ‘We’re Going on a Bear Hunt’  Naming variety of animals | Plant seeds & care for growing plants, naming parts  Understand key features of the life cycle of a plant & an animal.  Naming farm animals | | Explore how things work. Begin to understand the need to respect & care for the natural environment & all living things. | |
| **RE** | Introduce persona dolls  Where do we live?  Who lives with us? | How are special times celebrated? (Autumn/Winter)  Christmas  Diwali (04.11.21) | What makes a good helper?  Chinese New Year (Cleversticks story)  (21.02.22) | | How are special times celebrated? (Spring)  Easter  Eid | Who & what is special to us? | | Creation stories:  Christian & Muslim  Caring for natural environment & living things | |
| **Expressive Arts & Design:**  **Art & Design** | **Drawing:** Experiment with colours & marks.  Make marks to represent objects (eg animals) | **Painting:** colour mixing, painting tools | **Collage:** Use range of materials to create 3 little pigs’ houses  **Drawing:** Show different emotions (eg happy, sad, fear) | | **Print:** Bear Hunt picture.  Print with everyday objects & materials to create different settings in ‘Bear Hunt’ story. | **Sculpture:** Salt dough ‘superworms’ & snails  **Artist Focus: Matisse:**  *The Snail*  . | | **Textiles:**  Aliens’ underpants  **Drawing:** Increasing complexity and detail (eg, represent movement & sound) | |
| **Expressive Arts:**  **Design Technology** | Building with blocks  Tape dispenser | Make a sandwich - use knife to spread butter  Hole punchers | Chinese lanterns -  Scissors  Woodwork - Hammer & nails | | Woodwork - screwdriver | Woodwork - saw | | Use woodwork skills to create objects | |
| **Expressive Arts:**  **Music** | Listen to different sounds. | Remember & sing entire songs. | Sing pitch of a tone sung by another person. | | Sing the melodic shape (moving melody, eg: up & down, down & up). | Create own songs, or improvise a song around one they know. | | Play instruments with increasing control to express own feelings & ideas. | |
| **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 | |