|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Wibsey Web LogoYear Group: Reception Yearly Learning Challenge Overview 2023 / 2024** | | | | | | | |
|  | **AUTUMN TERM** | | **SPRING TERM** | | | **SUMMER TERM** | |
| **Prime Learning Challenge** | What makes me marvellous? | Why am I celebrating? | Which is my favourite story? | | What happens in the spring? | Where will my journey take me? | Where do animals live? |
| **PSED**  Self-Regulation (SR)  Managing Self (MS)  Building Relationships (BR) | **Self Regulation**  Self portraits, family photos, own birthday, likes and dislikes (foods, voting for stories etc)  See themselves as a valuable individual  Show resilience and perseverance in the face of challenge  Manage their own needs | | **Managing Self**  Discussions of school rules, hand washing and toilet routines in place, healthy foods and healthy choices, feelings display – The Colour Monster story  Expressing their feelings and consider the feelings of others  Identify and moderate their own feelings socially and emotionally | | | **Building Relationships**  Modelling sharing of activities and resources, cards, positive notes to our friends, discuss differences in  celebrations (Christmas/Eid/Diwali)  Build constructive and respectful relationships  Think about view/perspectives of others | |
| **Physical Development**  Gross Motor Skill (GM)  Fine Motor Skills (FM) | **Gross Motor Skills**  Develop skills in rolling, crawling, walking, jumping, running, hopping, skipping and climbing  Develop overall body strength (including core muscles), coordination, balance and agility and combine different movements  Use the outdoor learning area to support physical development on a large scale – large construction, obstacle courses, sweeping brushes, large painting equipment, buckets of water | | | **Fine Motor Skills**  Fine motor skills offered across provision:  Pencils for drawing and writing, paintbrushes, small tools, scissors. Knives and forks  Model / teach children how to use scissors, model pencil control, funky finger activities – tweezers etc, use of malleable resources, dough disco, fastening zips, velcro shoe fastenings | | | |
| **Communication and Language**  Listening, Attention and Understanding (LAU)  Speaking (S) | **Listening, Attention & Understanding**  Understand how to listen carefully and why listening is important  Learns new vocabulary, and use this through the day  Ask questions to find out more and check the understanding of this  Engage in story time through listening and talking about them. Able to show a progressively deepened understanding of subject/text | | | | **Speaking**  Articulate their ideas and thoughts in well-formed sentences  Connect one idea of action to another using a range of conjunctions and describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen  Develop social phrases | | |
| **Literacy**  Comprehension  Word Reading  Writing | Word Reading   * RWI   Comprehension   * Principles of reading – orientation of text * The different parts of a book * Page sequencing   Writing   * Rhymes * Early writing – write some letters accurately * Recognise words with the same initial sound * Retrace lines * Begin name writing   Handwriting   * Correct pencil grip * Dough disco * Name writing | Word Reading   * RWI * Set 1 sounds – individual letters * Orally blending – VC / CVC * Rhyming words * The difference between letters and words   Comprehension   * Talk about the main characters and settings in a story that has been read to them   Writing   * Identify words that rhyme * Identify initial sounds of words * Write own first name * Mark making   Handwriting   * Name writing * Letter formation | Word Reading   * RWI * Set 1 sounds – individual letters * Orally blending – VC / CVC * Continue a rhyming string   Comprehension   * Beginning, middle and end of stories * Introduce langauge of stories in play * Retell familiar stories   Writing   * Continue rhyming strings * Spell VC / CVC words and write sound with letter shape * Write own name * Writing : lists / labels / names * Simple sentences (supported)   Handwriting   * Name writing * Letter formation | | Word Reading   * RWI * Reads letter groups and recognises them in simple words – sh/ch/th/qu/ng/nk) * Reads simple phrases and sentences made up of words with known letter sound correspondances * Common exception words – I / the   Comprehension   * Main events in a story   Writing   * Spells words by identifying the sounds and then writing the sound with letters * Letter formation * Short sentences with known sound-letter correspondences * Writing common excepetion words – the, I   Handwriting   * Name writing * Letter formation | Word Reading   * RWI * Reads short words with consonant clusters and known digraphs (1.6 / 1.7) * Rereading books to build confidence and develop fluency, understanding and enjoyment * Common exception words – I, the , of, my   Comprehension   * Simple predicitions   Writing   * Spells words by identifying the sounds and then writing the sound with letters * Letter formation – lower case, some capital letters * Write short sentences with known sound-letter correspondences and using a capital letter and full stop * Rereading to check it makes sense * Writing common excepetion words – the, I, of, my   Handwriting   * Name writing * Capital letters | Word Reading   * RWI * Reads letter groups and recognises them in simple words – sh/ch/th/qu/ng/nk, ay,ee,igh,ow,oo,oo) * Reads words consistent with their phonic knowledge by sound-blending * Reads simple sentences /books consistent with phonic knowledge including some common exception words   Comprehension   * Retells stories/ narratives using own words and new vocabulary * Anticipates key events in stories   Writing   * Spells words by identifying the sounds and then writing the sound with letters * Letter formation – recognisable letters most of which are formed correctly * Write simple phrases and sentences   h  Handwriting   * Name writing |
| **Text of term / Author Focus** | Colour Monster  Anna Llenas  Only One You  Linda Kranz  The Dot  Peter Reynolds  Autumn (NF) | Stick Man  Julia Donaldson  Jolly Christmas Postman  Janet and Allan Ahlberg | Gingerbread Man  Traditional Tale  Little Red Hen  Traditional Tale  Jack and the Beanstalk  Traditional Tale | | Jasper’s Beanstalk  Mick Inkpen  Billy the Seed  Indiana Reyna Rivera  Spring (NF) | The Story of Chocolate (NF)  The Journey of a Letter  The Jolly Postman  Janet and Allan Ahlberg  What the Ladybird Heard  Julia Donaldson | Super Worm  Julia Donaldson  The Great Pet Sale  Mick Inkpen  Summer (NF) |
| **Mathematics**  Numbers  Numerical Patterns | Number  Focus numbers 0,1,2,3   * Count * Subsitise * Linking symbol to cardinal number to 3 * Match, sort and compare * Continue, copy and create repeating numbers * Shape through numbers – circle, triangle | Number  Focus numbers 0,1,2,3, 4,5   * Count * Subsitise * Linking symbol to cardinal number – to 5 * Sort and compare amounts * Composition of number to 5 * Number bonds to 5 / doubles | Number  Focus numbers 5,6,7,8   * Count * Subsitise * Linking symbol to cardinal number – to 8 * Sort and compare amounts * Composition of number to 8 * Number bonds to 5/   doubles to 8   * Shape through number – square, rectangle, pentagon, hexagon, octagon * Time / money / length / weight / capacity | | Number  Focus numbers 6,7,8,9,10   * Count * Subsitise * Linking symbol to cardinal number * Sort and compare amounts * Missing numbers * Composition of number to 10 * Number bonds to 5/   doubles to 10   * Shape through numbers –   square, rectangle,  pentagon, hexagon,  octagon | Number  Focus numbers 0-10   * Compare numbers * One more / one less * Sharing subsitising * Composition of numbers through doubling / halving * Identifying number patterns – odd / even * Recall number bonds 0-10 | Number - ELG  Focus numbers 0,1,2,3   * Have a deep understanding of number to 10, including the composition of each number * Subsitise up to 5 * Automatically recall number bonds to 5 and also some to 10, including double facts |
| **Understanding the World**  Past and Present  People, Cultures and Communities  The Natural World  Through provision  Using a variety of materials – naming / identifying  Weather – identifying different types of weather / seasonal change – what we wear at different times of the year  Plants – growing and identifying  Animals | **Past and Present**  Be introduced to a simple timeline – before/after a significant event in their own lives  Bonfire Night – why we celebrate and Guy Fawkes  Address past and present through story/artefacts and own experiences | | **People, Cultures and Communities**  Discuss and reflect on local environment and community. Images of significant places and simple maps to locate areas of particular local interest. Explore different religious beliefs through resources in provision, sharing personal experiences and performance.  **The Natural World**  Plants and growing –plants as living things | | | **The Natural World**  Outdoor learning – observing wildlife nearby. Exploring the wider world and discussing environmental issues such as re-cycling/fair trade. Use of story and video clips to compare and contrast environments.  Draw on opinion and debate relevant issues.  Reflecting on moral fairness. Is it fair that….? Why? Why not? | |
| **Expressive Arts and Design**  Creating  Using Materials  Being Expressive and Creative | Colour mixing. Using primary colours to create secondary colours.  Addition of white - explore shades of colour.  Transient art areas to experiment with loose parts and extend ideas/imagination.  Creative/malleable/ large scale loose part/construction resources in provision to inspire imaginative play.  Challenge cards and linked NF books in provision for reference. Music and props – scarves/instruments for independent story/performances. | | | | | | |
| **Characteristics of Effective Teaching and Learning** | **Playing and exploring**  Children investigate and experience things, and ‘have a go’ | | **Active learning**  Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements | | | **Creating and thinking critically**  Children have and develop their own ideas, make links between ideas, and develop strategies for doing things | |
| **WSFL** | Healthy Lifestyle | Managing Relationships | Engaging in the Community | | Decision Making | Understanding Rights and Responsibilities | Managing Finances |
| **BLP Muscle** | Imitation | Collaboration | Listening & Empathy | | Questioning | Collaboration / Listening and Empathy /  Imitation / Questioning | |
| **Core Learning Experience** | Firework Party | | CLE - Eureka | | CLE – Postbox Visit |  | CLE – Thornton Hall Country Park. Skipton |