

The WISER Curriculum (Early Years 2-5) 2Fel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who is in my family?	Where do I live?	How do we get there?	What can we find?	How does it grow?	What can you see?
Linked Book	Goldilocks The Gingerbread Man	Bear Hunt Peace At Last	Journey To Grandpas E All Go Travelling By	Whatever Next Dear Zoo	Jack And The Beanstalk The Very Hungry Caterpillar	Sharing A Shell Smiley Shark
Experiences	Baking gingerbread men - parent workshop?	Visit from an owl handler	travelling on the tram / bus for a class visit	animal handling experience - Sam's safari	Growing beans	
Festivals and Celebrations <i>(People and communities links)</i>	Harvest Festival	Halloween Diwali Bonfire Night Christmas	New Year Chinese / Lunar New Year Valentine's day Easter	First Day of spring Mother's Day	Eid	Midsummers Day Father's Day Sports Day
C and L	Ongoing development: To use a wider range of vocabulary. To be able to express ideas and point of view To know how to listen To understand why listening is important To maintain attention on a task for a short period of time. To be able to follow directions					
PSED	Key Vocabulary: feelings, happy, sad, share, friend, play					
	Is able to separate from parent To be able to calm self when upset	To build relationships with special people To follow rules with adult support	To show comfort to others To be aware of other people and start to include others in their play	To show empathy and concern for others To follow the routine of the day with visual support	To follow the routing of the day and cooperate in group times and adult led activities	To begin to use the toilet with adult support To begin to wait when taking turns. To talk about emotions

Physical	Key vocabulary: catch, throw, walk, run, kick, jump, hop, pinch, roll, poke, squeeze, push, pull, thread.					
Gross Motor	To clap and stomp to music	Walk, run, jump and climb well – and start to use the stairs independently.	To run well, avoiding obstacles To jump with 2 feet both leaving the floor.	Spin, roll and independently use ropes and swings (for example, tyre swings).	To ride a tricycle or push along car	To kick and throw balls To catch a large ball with both hands
Fine Motor	Develop manipulation and control. Explore different materials and tools. Developing pincer grip (with thumb and forefinger) Through planned activities involving threading, picking up small objects, turning pages and mark making.					
Literacy	See also 'talk for writing' planning. Key Vocabulary: Book, title, page, words.					
	To enjoy a book with an adult To hold a book the right way up and turn the pages one at a time with adult support.	To pay attention to stories and respond to pictures and words To join in with repeated refrains in stories To recognise favourite stories.	To have favourite books and seek them out when in nursery and share with adults or peers. To recognise own peg - using picture to support.	To repeat words and phrases from familiar stories - joining in with the story or in own play. To use pictures in the environment and recognise symbols and print.	To talk about what happens at the beginning of the story and at the end To use common storytelling language such as "Once upon a time" and "the end"	To develop play around favourite stories, using props. To notice text in the environment.
	To enjoy drawing freely. To create marks using a range of mark making tools To give meanings to the marks they make Make marks on their picture to stand for their name.					
	Recite number 1-10 through songs and rhymes To say one number name for each item when counting up to 5 items To create patterns in the provision using loose parts To investigate and explore shapes in the environment Key Vocabulary: count, number, how many					

Maths	Shape, space and measures language used throughout to compare: long, short, big, small, tall, round, straight, curve					
	To use fingers to point to objects	To use number names when 'counting' objects	To recognise numerals 1-3	To recognise numerals to 4	To recognise numerals to 5	Use the language of more / fewer / lots
UW	<p>Ongoing: To learn names of adults and friends in the setting. To role play home life and observed experiences.</p> <p>Key Vocabulary: Past and Present: before, then, now, old, new</p> <p>People and communities: people, family, friend, home</p> <p>The natural world: sun, rain, snow, wind, hot, cold, winter, spring, summer, autumn</p>					
	<p>To talk about who is in my family and share photos with peers and adults.</p> <p>To think about who is important to me.</p>	<p>To discuss what we can do now but couldn't do as a baby</p> <p>To talk about seasons</p>	<p>To know that there are different countries in the world and talk about experiences or what they have seen in pictures and stories</p>	<p>To talk about what animals need to thrive</p> <p>To talk about animal features</p>	<p>To plant seeds and make observations of the life cycle of a plant</p>	<p>To ask questions about the natural environment.</p>
Expressive Arts and Design	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Key Vocabulary: paint, brush, mix, stick</p>					
	<p>Join in with songs and rhymes, making some sounds. Move and dance to music.</p> <p>Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Key Vocabulary: music, song, instrument, tap, shake, scrape, loud, quiet,</p>					