

The WISER Curriculum (Early Years 2-5) Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, Myself and I Harvest Time	Here and There Let's Celebrate	Let's Eat!	Then and Now	Watch it Grow	Splashing Around
Linked Book	Colour Me Happy - Colour Me Sad I am Enough Little Red Hen Oliver's vegetables Enormous Turnip	Bob on The Moon Rocket Says Look up Edward Built a Rocket Ship The Christmas Promise	The Gingerbread Man Which Food will you choose Dumplings for Lili	The very last castle How to catch a dragon Joan Proctor - Dragon Protector	It Starts with a seed Jack and The Beanstalk The Honey Bee Tadpole's Promise	The Rhythm of the Rain Somebody Swallowed Stanley Rainbow fish
Festivals and Celebrations	Harvest Festival	Halloween Diwali Bonfire Night Christmas	New Year Chinese / Lunar New Year Valentine's day	First Day of spring Easter	Eid	Midsummers Day
Experiences	making vegetable soup making bread	Making diva lamps	Visit to Pizza Express	Visit from a reptile handler?	Planting seeds Tadpoles	Weather station Visit from a fire engine visit to aquarium?
Hook for Learning	Letter from Little Red Hen	Hook for writing - crashed spaceship (letters to alien)	Stage a 'break in' by the Gingerbread man	A dragon gets lost and visits school - Dragon footprints / scorched paper / bones etc... Letters to dragon	Letter from the Giant / Giant breaking in and breaking something. find some magics beans in classroom	Visit to splash play area? Magna?

<p>C and L</p>	<p>Ongoing development: To use a wider range of vocabulary. To be able to express ideas and point of view To speak in a sentence Key Vocabulary: look, listen, focus, speak, attention, words, vocabulary, sentence, conversation</p> <p>Supported by: P4C sessions, talking box, circle time, LEAP and Neli interventions.</p> <p>Quality adult interactions in the environment to promote back-forth exchanges. Adults to correctly model language and ask open questions, commenting on children's learning and play.</p>					
<p>Listening, attention, understanding.</p>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>
<p>Speaking</p>	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>

PSED	Key vocabulary: feelings, happy, sad, share, friend, play, together, same, different, calm, angry, excited, scared, worried emotion, surprised, cooperate,					
Self Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two part instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>
Managing Self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on with some adult support</p> <p>To have confidence to try new activities</p>	<p>To identify and name healthy foods</p> <p>To begin to show resilience and perseverance in the face of challenge</p>	<p>To develop independence when dressing and undressing for activities such as P.E</p> <p>To practise doing up a zips, buttons and buckles</p>	<p>To manage own basic needs independently</p> <p>To understand the importance of healthy food choices</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zips, buttons and buckles with minimal support</p>
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>

<p>Physical</p>	<p align="center">(Gross Motor skills also worked on in PE sessions and outdoor provision - climbing, safe movement on and around obstacles, ball skills)</p> <p>Key vocabulary: catch, throw ,kick, walk, run, jump, roll, squeeze, push, pull, thread, hop, spin, bounce, pinch, poke, mould, wrap, hold, grip.</p> <p align="center">balance, cut, snip, twist, trace, pincer,</p>					
<p>Gross</p>	<p>To focus on large scale travel and movement with varying pace and direction.</p>	<p>To work on balance and travelling using equipment to climb and jump on, over, under.</p>	<p>To know effects on our body from exercise. Enjoyment in activities - fitness exercises and circuits.</p>	<p>To work on ball skills - rolling, throwing, catching, bouncing, kicking,</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p>	<p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p>
<p>Fine Motor</p>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To use small pegs</p> <p>To thread small beads</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paintbrushes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>

Literacy	Key Vocabulary: Book, title, page, words, author, illustrator, characters, setting, predict, letters, sounds					
	capital letter, finger space, full stop, poem, rhyme, adjectives, verbs					
Reading (Comprehension and Word Reading)	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p> <p>To begin to match graphemes to phonemes for some familiar letters.</p> <p>To begin to blend sounds together to read simple c-v-c words</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>Say a sound for each letter in the alphabet</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> <p>To begin to say sounds for some special friends (Digraphs)</p> <p>To confidently blend sounds together to read words using the taught sounds</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p> <p>To read words consistent with their phonic knowledge by sound-blending</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p> <p>To begin to read aloud simple sentences</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p> <p>To read aloud simple sentences and books</p>
Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught red words correctly</p>	<p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught red words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught red words correctly</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>

Maths	<p>Key Vocabulary: count, number, how many, more, fewer, altogether, add, subtract, take-away, less, half, double</p> <p>Shape, space and measures language used throughout to compare: long, short, big, small, tall, round, straight, curve, empty, full, half, circle, square, triangle, rectangle, side, corner, 2d, flat, cube, cuboid, cylinder, cone, pyramid, 3d, solid, edge, face.</p> <p>Supported and taught through: Power Maths, Number sense, maths moments, quality interactions in provision</p>					
Number	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p> <p>To revise number bonds to 10</p>	<p>To recognise numbers to 20</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>
Numerical Patterns	<p>Ongoing: To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Shape, Space and Measure	<p>Children should be taught to recognise and describe the properties of 2d and 3d shapes.</p> <p>They should be taught to compare length, height, weight and capacity using simple comparative language and have some awareness of measures.</p>					

UW	<p align="center">Key Vocabulary: Past and Present: before, then, now, old, new, young, grow, past, present, future People and communities: people, family, friend, home, community, tradition, celebration, culture, similar, different The natural world: sun, rain, snow, wind, hot, cold, winter, spring, summer, autumn, season, weather, change, temperature, natural, man- made, Earth, planets, asteroid, carnivore, herbivore.</p>					
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed (Looking at pictures from when I was younger)</p>	<p>To talk about time, what happened last week, what happened last year.</p> <p>To use chronological language</p> <p>To know some similarities and differences between things in the past and now. (Technology, games, buildings)</p>	<p>To talk about the lives of the people around us.</p> <p>To talk about when we were younger in contrast to when we are older</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To explore and compare objects from the past and discuss how they have changed (calculator/phone, cameras, tvs)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and how the children have grown over the last year.</p>
People and Communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the area the school is in. To talk about human features</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community</p> <p>To recognise pictures of world famous buildings</p> <p>To talk about the area that we live and the community we are part of.</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know that people in other countries may speak different languages</p>	<p>To know that people in other countries may speak different languages</p> <p>To explore local community and contribute to the wider community. (elderly home visits, allotments, charities)</p>
The Natural World	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To talk about animal features</p> <p>To know about and recognise the signs of Autumn</p> <p>To harvest grown fruit and vegetables</p>	<p>To know about features of the world and Earth.</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know the difference between herbivores and carnivores</p> <p>To describe the properties of materials and talk about the best materials for building structures.</p>	<p>To plant seeds</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants To learn about lifecycles of plants and animals</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p>

EAD	Key Vocabulary: paint, brush, mix, stick , texture, collage, material, creation, evaluate music, song, instrument, tap, shake, scrape, loud, quiet, fast, slow, rhythm, beat, pace, pattern, genre					
Creating with Materials	<p>To name colours and experiment with mixing colours</p> <p>To know which prime colours you mix together to make secondary colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To use natural objects to make a piece of art</p> <p>To know how to work safely and hygienically (baking bread)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape,)</p>	<p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Ginger bread men)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p>	<p>To plan what they are going to make.</p> <p>To draw more detailed pictures of people and object</p> <p>To manipulate materials</p> <p>To create observational drawings</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>
Being Imaginative and Expressive	<p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To learn dance routines</p> <p>To act out well known stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>