

The WISER Curriculum (Early Years 2-5) Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What Makes a Home?	Crispy Leaves!	Who can help me?	Let's Go!	What's in the Garden?	Changes...
Linked Book	This is our house - Michael Rosen Home - Carson Ellis The tiger who came to tea - Judith Kerr Goldilocks and the three bears. - 3 little pigs - Mara Alperin	The leaf thief - Alice hemming Storm - Sam Usher Owl babies - Martin Waddell Nativity Story	Real superheroes Julia Seal Nurse clementine - Simon James	Where the wild things are - Maurice Sendak Oi get off our train - John burningham We're going on a lion hunt - David axell	Jaspers beanstalk - Nick butterworth the very hungry caterpillar - Eric Carle Errol's garden - Gillian Hibbs	It began with lemonade Gideon sterer The growing story - Ruth Krauss / Helen oxenbury What a wonderful world. - Louis Armstrong
Experiences	Provide large cardboard boxes for den making and building	Visit to the Forest School woodland area Owl handling	Visit from fireman / nurse to school	Take children on a lion hunt / wild rumpus in forest schools Animal handling	Planting seeds Caterpillars to grow and hatch	Making lemonade - setting up a stall for parents
Festivals and Celebrations	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

<p>C and L</p>	<p>To respond to own name when an adult calls.</p> <p>To communicate to a familiar adult needs and wants. (verbal or non-verbal)</p>	<p>To maintain attention on a task in the provision for a short period of time.</p> <p>To listen and join in with some rhymes.</p>	<p>To sit for a longer period of time (for example – group times)</p> <p>To sing a large repertoire of songs</p> <p>To use talk to organise their play</p>	<p>To listen to longer stories when on the carpet with a group.</p> <p>To know many rhymes and to talk about books that have been read.</p> <p>To engage in 2 way conversations with adults and peers</p> <p>To use longer sentences using 4 – 6 words.</p>	<p>To understand a question or instruction with two parts</p> <p>To use a wider range of vocabulary.</p> <p>To be able to express ideas and point of view</p> <p>To start a conversation and continue it for many turns</p>	<p>To understand how to listen carefully</p> <p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To understand why questions</p>
<p>PSED</p>	<p>Key vocabulary: feelings, happy, sad, share, friend, play, together, same, different, calm, angry, excited, scared, worried,</p>					
	<p>To select and use resources in the setting</p> <p>To follow rules with adult support</p> <p>To recognise own belongings</p> <p>To develop a relationship with a key person</p> <p>To attempt to put own coat on</p>	<p>Become more confident in their new setting with adult guidance</p> <p>To follow rules with adult support</p> <p>To collect coat from the cloakroom</p> <p>To play in a small group.</p>	<p>To remember rules without an adult needing to remind us.</p> <p>To speak to familiar adults when they have needs or wants (food/drink/comfort)</p>	<p>To talk about our feelings and label the emotion</p> <p>To understand that sometimes we need to wait for the toy we want.</p> <p>To use the provision independently and with purpose</p> <p>To begin to have friendships with other children and seek them out when playing</p>	<p>To take turns with a friend</p> <p>To show concern for others</p>	<p>To focus during short whole class activities</p> <p>To follow one step instructions</p>

Physical	Key vocabulary: catch, throw ,kick, walk, run, jump, roll, squeeze, push, pull, thread. hop, spin, bounce, pinch, poke, mould, wrap, hold, grip.					
	<p>To put on own coat</p> <p>To thread beads onto a stick.</p> <p>To use paintbrushes with water and paintbrushes in sand to create marks</p>	<p>To show control when using balance bikes and scooters</p> <p>To use a comfortable grip and engage in mark making activities.</p> <p>To show a preference for a dominant hand.</p> <p>To draw lines and shapes using mark making tools</p> <p>To develop pincer grip in fingers</p>	<p>To skip, hop and stand on one leg</p> <p>To hold a pose (for example when playing musical statues)</p> <p>To use playdough cutters.</p> <p>To draw recognisable pictures using mark making tools</p>	<p>To build bridges and assault courses and use them with good physical control</p> <p>To hold scissors correctly and make snips in paper</p> <p>To use a glue spreader to put glue onto paper and stick small materials to make a collage.</p>	<p>To use large pegs</p> <p>To roll a ball of playdough into a flat circle.</p> <p>To 'write' sounds using early mark making shapes</p>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</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 tweezers to transfer objects</p> <p>To thread large beads onto laces or string</p>

Literacy	<p>Key Vocabulary: Book, title, page, words Author, illustrator, characters, setting, predict, letters, sounds.</p>					
	<p>To enjoy a book with an adult</p> <p>To hold a book the right way up and turn the pages one at a time with adult support.</p>	<p>To pay attention to stories and respond to pictures and words</p> <p>To join in with repeated refrains in stories</p>	<p>To develop play around stories using props</p> <p>To use new vocabulary learnt from stories and books</p> <p>To predict what might happen next in a story.</p>	<p>To talk about what happens at the beginning of the story and at the end</p> <p>To use common story telling language such as "Once upon a time" and "the end"</p> <p>To identify some initial sounds.</p>	<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 recognise their name</p>	<p>To begin to copy letters in name</p>
Maths	<p>Key Vocabulary: count, number, how many, more, fewer, altogether. Shape, space and measures language used throughout to compare: long, short, big, small, tall, round, straight, curve, circle, square, triangle, rectangle, side, corner</p>					
	<p>To recognise up to 3 objects without the need to count</p> <p>Use the language of more and fewer</p> <p>Recite numbers past 5</p>	<p>Recite number 1-10 through songs and rhymes</p>	<p>To recognise numerals 1-3</p> <p>To say one number name for each item when counting up to 5 items</p>	<p>To solve problems with numbers up to 3</p> <p>To recognise numerals 4-6</p> <p>To match numerals to quantity (1-6)</p>	<p>To recognise numerals 7-10</p> <p>To say one number name for each item when counting up to 10 items</p>	<p>To solve problems with numbers up to 5</p> <p>To form some numbers</p>

UW	<p align="center">Key Vocabulary: Past and Present: before, then, now, old, new, young, grow, People and communities: people, family, friend, home, community, tradition, celebration, The natural world: sun, rain, snow, wind, hot, cold, winter, spring, summer, autumn, season, weather, change, temperature</p>					
Past and Present	<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 use language such as 'yesterday/today/tomorrow/a long time ago'</p>	<p>To sequence events and recognise that time passes</p> <p>To talk about the seasons</p>	<p>To sequence the day and talk about how when something has already happened it is in the past.</p>	<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>
People and Communities	<p>To notice differences between people</p> <p>Help children to use each other's names with correct pronunciation</p>	<p>To explore our community using knowledge from children and experiences</p> <p>To explore different celebrations (Diwali, bonfire night, Easter, Christmas etc)</p>	<p>To show interest in different occupations</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 further explore different occupations</p> <p>To discuss gender stereotypes</p>	<p>To talk about people in their immediate family or community.</p>
The Natural World	<p>To use all senses to explore natural materials</p> <p>To talk about what we can see – giving children examples of a wide vocabulary</p>	<p>To observe and discuss the changes in weather and the effect it has</p>	<p>To explore different materials</p> <p>To talk about the seasons</p>	<p>To observe and discuss the weather and the effect it has</p> <p>To identify the change of seasons</p>	<p>To plant seeds and make observations of the life cycle of a plant</p> <p>To talk about what a plant needs to thrive</p> <p>To talk about what animals need to thrive</p>	<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>

EAD	Key Vocabulary: paint, brush, mix, stick , texture, collage, music, song, instrument, tap, shake, scrape, loud, quiet, fast, slow, rhythm, beat, pace					
Creating with Materials	<p>To use a paintbrush carefully</p> <p>To explore using PVA glue and spreader</p> <p>To print using paints</p> <p>To explore use of powder paints</p>	<p>To paint within an enclosed space</p> <p>To print using paints</p> <p>To use PVA glue and spreader</p>	<p>To use stencils and sponges to create shapes</p> <p>To revisit glueing skills for collage</p> <p>To make imaginative creations with blocks and construction resources</p>	<p>To develop cutting skills</p> <p>To use powder paints correctly and to wash brush between colours</p> <p>To explore clay and use tools to create 3D art</p>	<p>To use cutting skills to cut out collage pieces</p> <p>To paint recognisable pictures</p> <p>To explore different texture</p>	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To explore different techniques for joining materials</p> <p>To know how to work safely and hygienically</p>
Being Imaginative and Expressive	<p>To take part in action songs</p> <p>To take part in pretend play</p>	<p>To use imagination in the small world and construction area and begin to retell and make up stories</p> <p>To explore a range of musical instruments</p>	<p>To remember and sing entire songs</p> <p>To use props and materials when role playing</p>	<p>To sing own songs when playing and make up sounds and rhythms</p> <p>To use instruments with increasing control and alongside music</p>	<p>To use musical instruments to express feelings</p> <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>

