



DREAM Curriculum Overview 2022 - 2023

Reception

Term:	Autumn Term		Spring Term		Summer Term	
Unit Name:	It's good to be me!		All around me!		Our Wonderful World!	
Hook:	Evan the Everywhere Bear Grandma's Basket		Beanstalk in the classroom Visit from Emergency Services		Tadpoles in the classroom!	
Home Learning:	Autumn 1: Create a traditional tale puppet Autumn 2 : Create your own sculpture out of natural materials		Spring 1: Interview an older family member about Wigan/Hindley in the past and produce a piece of work about it Spring 2: Build a building or famous landmark in Wigan/Hindley		Summer 1: What was your favourite holiday in the past? Summer 2: Where would you like to go in the world?	
Showcase:	Re-tell a traditional tale using small world or role play and present on I-pad		Children to use their projects to create their own small town of famous Wigan landmarks and helpful people		Wedding Day in St. John's church	
Enrichment:	Pantomime, nature walk to collect natural materials Visit to St. John's church		Nature walk to observe changing seasons		Trip to Farm/ beach.	
Books to Enjoy!	The Everywhere Bear Julia Donaldson Charlie Cook's Favourite Book Julia Donaldson Keith the cat with the Magic hat Sue Hendra The Day the Crayons Quit Drew Daywalt & Oliver Jeffers The Tiger Who Came to Tea Judith Kerr Monkey Puzzle Julia Donaldson	The Christmasaurus by Tom Fletcher The Gruffalo Julia Donaldson The Gruffalo's Child Julia Donaldson Aliens Love Pantaloons Claire Freedman The Polar Express Chris Van Allsburg Mog the Forgetful Cat Judith Kerr	We're going on a bear hunt Michael Rosen Owl Babies Martin Waddell This is the Bear Sarah Hayes Where's my teddy? Jez Alborough Supertato Run, Veggies, Run Sue Hendra Nobot The Robot with No Bottom Sue Hendra Peace at Last Jill Murphy	The Very Hungry Caterpillar Eric Carle Jack and the Beanstalk The very busy spider Eric Carle The Enormous Turnip Doug the Bug Sue Hendra Elmer David McKee What the Ladybird Heard Julia Donaldson The Day the Crayons Came Home Drew Daywalt & Oliver Jeffers	The snail and the whale Julia Donaldson A Squash and a Squeeze Julia Donaldson Norman the slug with a silly shell Sue Hendra What the Ladybird Heard on Holiday Julia Donaldson Whatever Next Jill Murphy	The Singing Mermaid Julia Donaldson Sharing a Shell Julia Donaldson Barry the Fish with Fingers Sue Hendra What the Ladybird at the Seaside Julia Donaldson The Lighthouse Keeper's Lunch by Ronda and David Armitage The Day the Crayons Went on Holiday Drew Daywalt & Oliver Jeffers

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Literacy: Communication and Language: Listening, Attention & Understanding	Begin to listen carefully Begin to ask questions to check understanding Listen to and respond to rhymes and songs Begin to engage in story time Begin to develop social interactions Begin to engage in conversation	Listen carefully Ask questions to check understanding Listen to and respond to rhymes and songs Engage in story time and non-fiction texts Develop social interactions and phrases Begin to engage in conversation	Listen carefully Ask questions to check understanding Listen to and respond to rhymes and songs Engage in story time and non-fiction texts Develop social interactions and phrases and begin to hold conversations. Engage in conversation	Listen carefully and respond with relevant questions, comments, and actions Engage in story time and non-fiction texts Make relevant comments and ask questions to clarify understanding Engage in conversation	Listen carefully and respond with relevant questions, comments, and actions Make relevant comments and ask questions to clarify understanding Engage in conversation	Listen carefully and respond with relevant questions, comments, and actions Make relevant comments and ask questions to clarify understanding Engage in conversation
Literacy: Communication and Language: Speaking	Begin to engage in Plan, Learn Review cycle. Begin to describe events in some detail Begin to talk about fiction and non-fiction texts using new vocabulary	Engage in Plan, Learn Review cycle beginning to speak in full sentences. Describe events in some detail Talk about fiction and non-fiction texts using new vocabulary Begin to solve problems by talking them through Begin to take part in class discussions offering own ideas	Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences. Describe events in detail Begin to use past and present and future tenses Take part in class discussions offering own ideas Describe events in some detail Talk about fiction and non-fiction texts using new vocabulary	Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences. Begin to use conjunctions in sentences Describe events in detail Use past and present and future tenses Take part in class discussions offering own ideas Talk about fiction and non-fiction texts using new vocabulary Begin to offer explanation for why things happen	Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences. Use conjunctions in sentences Describe events in detail Use past and present and future tenses Confidently take part in class discussions offering own ideas Talk with confidence about fiction and non-fiction texts using new vocabulary Offer explanation for why things happen	Engage in Plan, Learn Review cycle articulating ideas and thoughts in full sentences. Use conjunctions in sentences Describe events accurately with detail. Use past and present and future tenses Confidently take part in class discussions offering own ideas Talk with confidence about fiction and non-fiction texts using new vocabulary Offer explanation for why things happen

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<p>Literacy: Word Reading (Phonics)</p> <p>Phase 1 - ELS This can be covered throughout Reception alongside Phase 2</p>	<p>Phase 2 - ELS Oral blending Sounding out (segment) and blending with 23 new grapheme-phoneme correspondences (GPCs) 12 new harder to read words Read sentences/captions/phrases</p>	<p>Phase 3 - ELS Oral blending Sounding out (segment) and blending with 29 new GPCs 32 new HRS words Revision of Phase 2 Read sentences/captions/phrases</p>	<p>Phase 3 - ELS Oral blending Sounding out (segment) and blending with 29 new GPCs 32 new HRS words Revision of Phase 2 Read sentences/captions/phrases</p>	<p>Phase 3 - ELS Oral blending Sounding out (segment) and blending with 29 new GPCs 32 new HRS words Revision of Phase 2 Read sentences/captions/phrases</p>	<p>Phase 4 - ELS Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3 Read sentences/captions/phrases</p>	<p>Phase 5 - ELS Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words Read sentences/captions/phrases</p>
<p>Literacy: Comprehension</p>	<p>Listen to stories to build up understanding Begin to use new words and begin to describe events Begin to talk about stories – recall, discuss characters, what happens next? Engage in rhymes and songs Begin to use new vocabulary in different contexts</p>	<p>Re-read stories to build up understanding and begin to use new words and describe events Talk about stories – recall, discuss characters, what happens next? Begin to engage in non-fiction texts Engage in rhymes and songs listening carefully Use new vocabulary in different contexts Begin to anticipate key events in stories.</p>	<p>Re-read stories to build up understanding and use new words. Describe events with some detail Talk about stories – recall, discuss characters, what happens next? Engage in non-fiction texts Engage in rhymes, songs and poems using new vocabulary Use new vocabulary in different contexts Begin to anticipate key events in stories.</p>	<p>Retell stories and use new vocabulary in context Describe events with some detail Talk about stories – recall, discuss characters, what happens next? Anticipate key events in stories Engage in non-fiction texts using vocabulary from what is read and understood Engage in rhymes and poems using new vocabulary Use new vocabulary in different contexts</p>	<p>Retell stories and use new vocabulary in context Describe events in detail Talk about stories – recall, discuss characters, what happens next? Anticipate key events in stories Engage in non-fiction texts using vocabulary from what is read and understood Engage in rhymes and poems using new vocabulary Use new vocabulary in different contexts</p>	<p>Retell stories and use new vocabulary in context Describe events in detail Talk about stories – recall, discuss characters, what happens next? Anticipate key events in stories. Engage in non-fiction texts using vocabulary from what is read and understood Engage in rhymes and poems using new vocabulary Use new vocabulary in different contexts</p>

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Literacy: Writing:	<p>Write letters from their name Form some letters (linking to Phonics sounds) Begin to identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Start to spell common exception words Write words with known grapheme-phoneme correspondences Plan a sentence and say it orally (think, say, count, write, check) Write words</p>	<p>Form lower case letters (linking to Phonics sounds) Form capital letters Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Spell common exception words Write words with known grapheme-phoneme correspondences Plan a sentence and say it orally (think, say, count, write, check) Write words and begin to write short sentences Begin to use finger spaces, capital letters and full stops. Read sentences back</p>	<p>Form lower case letters (linking to Phonics sounds) Form capital letters Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Spell common exception words Write words with known grapheme-phoneme correspondences Plan a sentence and say it orally (think, say, count, write, check) Write words and begin to write short sentences Begin to use finger spaces, capital letters and full stops. Read sentences back</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds) Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Spell common exception words Plan a sentence and say it orally (think, say, count, write, check) Write short sentences and phrases. Use finger spaces, capital letters and full stops. Read sentences back Writing can be read by others</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds) Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Spell common exception words Plan a sentence and say it orally (think, say, count, write, check) Write short sentences and phrases. Use finger spaces, capital letters and full stops. Read sentences back Writing can be read by others Begin to check and edit writing</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds) Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions) Spell common exception words Plan a sentence and say it orally (think, say, count, write, check) Write short sentences and phrases. Use finger spaces, capital letters and full stops. Read sentences back Writing can be read by others Begin to check and edit writing</p>
Mathematics: Number	<p>Begin to explore the composition of numbers to 10 Begin to link the number with cardinal number value Count, order and recognise quantities</p>	<p>Explore the composition of number to 10 Begin to add and subtract within 10 Subitise numbers to 3</p>	<p>Have a deep understanding of the numbers to 5 Understanding of the composition of each number to 5 Count beyond ten forwards and back</p>	<p>Have a deep understanding of the numbers to 10 Understanding of the composition of each number to 10 Add and subtract across the 10 boundary</p>	<p>Have a deep understanding of numbers to 10 and beyond. Embed and secure number bonds to 10 Embed and secure subitising numbers to 5</p>	<p>Have a deep understanding of numbers to 10 and beyond. Embed and secure number bonds to 10 Embed and secure subitising numbers to 5</p>

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	<p>Count objects actions and sounds Begin to subitise Begin to compare numbers Begin to recall number bonds to 5.</p>	<p>Count forward and back from a given number Number bonds to 5 (addition and subtraction facts)</p>	<p>Add and subtract across the 10 boundary Subitise numbers to 4 Begin to recall number bonds to 10. Begin to recall simple doubles facts</p>	<p>Subitise numbers to 5 One more/less Compare larger numbers within 20 Odd and even Number bonds to 10 (addition and subtraction facts) Recall simple doubles facts</p>	<p>Recall double facts to 10</p>	<p>Recall double facts to 10</p>
<p>Mathematics: Numerical Patterns</p>	<p>Begin to count beyond 10. Begin to recognise and create patterns with numbers Begin to compare numbers Begin to understand one more and one less Begin to compare length, weight and capacity including non-standard units Continue and copy repeating patterns Begin to explore the composition of numbers up to 10 Begin to explore sharing Talk about 2D and 3 D shapes with some mathematical language Select and</p>	<p>Count beyond 10 Recognise and create patterns with numbers Compare numbers Compare length, weight and capacity including non-standard units Understand one more and one less Continue and copy repeating patterns Explore the composition of numbers up to 10 Explore sharing with numbers up to 10 Begin to compare numbers to 10 Talk about 2D and 3 D shapes using mathematical language Select, rotate and</p>	<p>Count beyond 10 from a given starting number Begin to recognise the counting system pattern Compare quantities up to 10 Begin to recognise the greater than, less than and equal to symbols Understand one more and one less Continue, copy and create repeating patterns Begin to explore and represent patterns within number up to 10 Explore sharing with numbers up to 10</p>	<p>Count to 20 and beyond Recognise the counting system pattern Compare quantities up to 10 Recognise the greater than, less than and equal to symbols Understand one more and one less with confidence Continue, copy and create repeating patterns Explore and represent patterns within number up to 10 Explore the composition of numbers up to 10</p>	<p>Count to 20 and beyond Compare length, weight and capacity Compare quantities beyond 10 Recognise the greater than, less than and equal to symbols Explore and represent patterns within number up to and beyond 10 Talk with confidence about the composition of numbers up to 10 Identify double facts to 10 and their having opposites Explore sharing with numbers up to and beyond 10</p>	<p>Count to 20 and beyond with confidence Compare length, weight and capacity Explore and represent patterns within number up to and beyond 10 Share with confidence their knowledge about the composition of numbers up to 10 Share numbers of objects with confidence Identify odd and even numbers with confidence Share knowledge of the double facts to 10 and their halving opposites</p>

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	manipulate 2d shapes	manipulate 2d shapes	Explore the composition of numbers up to 10 Identify odd and even numbers Begin to identify double facts within 5 Explore sharing with numbers up to 10 Compare length, weight, and capacity beyond 10 Select, rotate, and manipulate 3d shapes Compose and decompose shapes (linking 2d to 3d shapes)	Begin to Identify double facts to 10 Begin to identify odd and even numbers Explore sharing with numbers up to and beyond 10 Compare length, weight and capacity beyond 10 Compose and decompose shapes (linking 2d to 3d shapes)	Identify odd and even numbers Compose and decompose shapes (linking 2d to 3d shapes)	Talk with confidence about composing and decomposing shapes (linking 2d to 3d shapes)
Personal Social and Emotional Development : Self-regulation/ Managing self/ Building relationships (PSHEC)	Circle time: Rules of school, getting to know each other, family names, Harvest Marvellous me Follow simple instructions <u>PSHE - Jigsaw</u> <u>Being me in my world</u> Self identity Understanding feelings Being in a classroom	Circle time: Making friends, falling out and consequences for actions Special people Following two-part instructions <u>PSHE - Jigsaw</u> <u>Celebrating differences</u> Identifying talents Being special Families Where we live	Community: People who help us Understand the importance of listening and following instructions. Road safety in the community <u>PSHE - Jigsaw</u> <u>Dreams and Goals</u> Challenges Perseverance Goal Setting Overcoming obstacles	Belonging – a sense of belonging in our communities Resilience when things get tough! <u>PSHE - Jigsaw</u> <u>Healthy me</u> Exercising bodies Physical activities Healthy food Sleep Keeping clean	Explore emotions: How to deal with upsets Getting along with each other Stranger Danger! <u>PSHE - Jigsaw</u> <u>Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying	What we want to be when we grow up Follow more complex instructions and answer how and why questions <u>PSHE - Jigsaw</u> <u>Changing me</u> <u>Bodies</u> Respecting my body Growing up Growth and change Fun and fears

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	Being gentle Rights and responsibilities	Making friends Standing up for yourself	Seeking help Jobs Achieving goals	safety	Being a good friend	Celebrations
Physical Development Gross Motor Skills & Fine Motor Skills (PE)	Introduction to how to use resources safely, construction and outdoors area, bikes etc., Use of scissors and other resources. Begin to use comfortable pencil grip (tripod) Begin to use dominant hand	Negotiates space, avoid obstacles Uses tools to change materials Develop pincer control with small objects Use comfortable pencil grip (tripod) Use dominant hand Begin to use fluent handwriting in written work	Handle objects safely: Malleable materials. Develop larger control using balance bikes Use tripod pencil grip Use fluent handwriting in written work	Use large construction materials to build Improve balance and mobility Use tripod pencil grip Use fluent handwriting in written work	Understanding health and exercise Use tripod pencil grip Use fluent handwriting in written work	Children to know impact of exercise on body, manage hygiene etc. Healthy Eating. Use tripod pencil grip Use fluent handwriting in written work
	PE – Get Set for PE Fundamentals Unit 1 Introduction to PE Unit 1	PE – Get Set for PE Games Unit 1 Gymnastics Unit 1	PE – Get Set for PE Gymnastics Unit 2 Dance Unit 1	PE – Get Set for PE Ball Skills Unit 1 Introduction to PE Unit 2	PE – Get Set for PE Games Unit 2 Ball Skills Unit 2	PE – Get Set for PE Fundamentals Unit 2 Games Unit 2
Understanding of the world: Past and present: (History)	Personal History: When I was in Nursery / Before I came to school Familiar people at home	Stories our parents and grandparents heard The Christmas Story Christmas in the past	Talk about the lives of people around us and their roles in society. History of homes and Wigan	Stories from the past (Easter)	History of Transport/vehicles	Adult and Baby Life-cycles Personal History How have I changed? Holidays in the past comparison with the present
Understanding of the world: People and communities: (Geography) (RE)	Where I Live My family Maps of school	Different celebrations between different religions and cultural communities in this country.	Investigate their immediate environment – our community, linking with people in our society.	Different celebrations between different religions and cultural communities in this country.	Map work	Compare a farm in the UK with one in another country.

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Understanding of the world: Natural world: (Science)	Observing similarities and differences between myself and my friends.	Observing similarities & differences. What happens in Autumn? Observing changes, colours and patterns in environment Colour and Light	How can we help the wildlife in Winter? Planting of bulbs	Field Trip: Looking for the signs of Spring including Observing changes drawing pictures of animals and plants Compare out environment to a contrasting one	Materials, Natural and Man- Made. Exploring properties Explore the settings of the tales and compare. Investigate changing states of matter- bread baking, porridge.	Growing plants, Observing changes. Sorting and classifying Farm animals Trip to farm
Expressive Art & Design Creating with Materials (Art & Design) (Design Technology)	Art Painting and drawing Self-portraits Colour mixing Collage work: My friends Cutting and sticking skills Artist Study: Andy Goldsworthy/Pablo Picasso	D&T Craft. Making cards, calendars and decorations. Selecting appropriate materials. Collage Body sculptures of self Sculpture Study: Antony Gormley/ Mondrian	D&T Build their own build town or city of helpful people in the small world Buildings in our local community (junk modelling) Planning large scale models	Art Observational drawings Stained Glass Windows Selecting materials Artist Study: Helen Whittaker/Vincent Van Gogh	D&T Sculpture, Den Making, using a variety of materials. Drama, making character masks. Artist Study: /Mardi Gras Style Masks	Art Textiles and Collage, Printing onto textiles Artist Study: Paul Klee
Expressive Art & Design Being Imaginative & Expressive (Music) (Drama)	Actions, movement and imagination – Me Sing well known nursery Rhymes, traditional tales and songs. Music My Musical Senses	Singing and performing Recount the narrative of the First Christmas Music Let's Celebrate	Singing and body percussion - Everyone! Music Jack & the Beanstalk – Music Hub project	Singing and percussion – Our World Music Animals & Nature	Invent, adapt and recount/retell Traditional Tales/ known stories and make props to act out. Music The Gruffalo	Dance/Drama, performing for others Pitched instruments Music Trip to the Seaside

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RE (Chatterbox) Understanding Christianity.	I am special Harvest, Saying thank you to God at harvest time? F1: Why is the word 'God' so important to Christians?	Special people What makes a person special? Christmas, how do we celebrate Jesus' birth? F2: Why do Christians perform Nativity plays at Christmas?	Listening to the stories Jesus heard. Stories Jesus told Why did Jesus tell stories?	Easter F3- Why do Christians put a cross in an easter garden?	Friendship What makes a good friend? Special places What makes a place special/Holy?	Prayer – What is prayer? Special times
Computing	Technology in the Early Years is incorporated throughout the year through continuous provision and via focused activities, it can mean: <ul style="list-style-type: none"> • Taking a photo with a camera or iPad • Using and playing with a remote control car • Playing games on the iPad or interactive whiteboard <ul style="list-style-type: none"> • Using Beebot • Watching a video clip • Listening to an e-book story <ul style="list-style-type: none"> • Listening to music 					
SMSC	Our Year EYFS Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.					
Fundamental British Values	Our Year EYFS Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>, in order to prepare children for life in Modern Britain.					
Spirit of Purpose Values	Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:					
Christian Values Global Dimension Cycle 1 2022 2023	Creativity GD - Famine	Respect & Reverence GD – Community links and roles	Trust GD - Human Rights and fairness	Peace GD – Lent appeal	Humility GD - Fairtrade	Endurance GD – Change for the better. Clean Air

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Christian Values Global Dimension Cycle 2 2023 2024	Friendship GD –Fairtrade	Compassion GD - Poverty	Koinonia GD – Local community links and roles	Generosity GD – Lent appeal	Justice GD Human rights and justice	Responsibility GD – Sustainability for the future
Christian Values Global Dimension Cycle 3 2024 2025	Thankfulness GD –homelessness	Service GD – Local Community links and roles	Truthfulness GD – Fairness in the world	Forgiveness GD – Lent appeal	Wisdom GD – Fairtrade	Hope GD – Change for the better. Clean water