



## DREAM Curriculum Overview 2023 - 2024

### Reception

Term:	Autumn Term		Spring Term		Summer Term	
<b>Unit Name:</b>	<b>It's good to be me!</b>		<b>The World Around Me</b>		<b>Our Marvellous World Past and Present</b>	
<b>Hook:</b>	Children will be encouraged to talk about their families, build friendships and to share their interests.		The children will return to school to find a melted snowman in the classroom – this will start the topic and talking about the changes in the seasons.		The children will be asked to bring in a photo of themselves as a baby to play 'Guess Who'	
<b>Home Learning:</b>	To take turns at taking the Everywhere Bear home. To find out facts about spiders.		The children will plant a seed, take it home and be encouraged to look after it and help it grow.		The children will be encouraged to find out about how our world has changed – are there still dinosaurs? What did technology used to look like? What was school like for our Grandparents?	
<b>Showcase:</b>	Two weeks learning based on 'Room on the Broom' with a Halloween party on the last day of half term.		The children will have visits from 'People Who Help Us'.		The children will come into school to discover a beanstalk growing in the classroom.	
<b>Enrichment:</b>	Fancy dress Halloween Party.  Pantomime trip before Christmas.		The children will learn about Chinese New Year – making a Chinese dragon and enjoying a Chinese feast.		The children will go on a trip to a farm/zoo.	
<b>Books to Enjoy!</b>	Starting School The Book of Families Owl Babies The Colour Monster 'The Colour Monster Goes to Schhol' Room on the Broom	The Very Busy Spider Elmer The Christmas Story The Snowman The Nightmare Before Christmas	The Snowman We're Going on a Bear Hunt The Magic Paintbrush Winter (fact book) The Cave The Very Hungry Caterpillar	The Gruffalo The Gruffalo's Child Stickman The Easter Story Beatrix Potter	Goldilocks and the Three Bears What the Ladybird Heard Rosie's	A Squash and a Squeeze When I was a child When I Grow Up In Every House On Every Street

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<b>Literacy: Communication and Language: Listening, Attention &amp; Understanding</b>	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
<b>Literacy: Communication and Language: Speaking</b>	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><b>Literacy: Word Reading (Phonics)</b></p> <p><b>Phase 1 - ELS</b> This can be covered throughout Reception alongside Phase 2</p>	<p><b>Phase 2 - ELS</b> Oral blending Sounding out (segment) and blending with 23 new grapheme-phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words Read sentences/captions/phrases</p>	<p><b>Phase 3 - ELS</b> 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><b>Phase 3 - ELS</b> 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><b>Phase 3 - ELS</b> 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><b>Phase 4 - ELS</b> 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><b>Phase 5 - ELS</b> Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words Read sentences/captions/phrases</p>
<p><b>Literacy: Comprehension</b></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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<b>Literacy and writing</b>	<p>Write letters from their name</p> <p>Form some letters (linking to Phonics sounds)</p> <p>Begin to identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Start to spell common exception words (XXX)</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words</p>	<p>Form lower case letters (linking to Phonics sounds)</p> <p>Form capital letters</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words (XXX)</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words and begin to write short sentences</p> <p>Begin to use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p>	<p>Form lower case letters (linking to Phonics sounds)</p> <p>Form capital letters</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words (XXX)</p> <p>Write words with known grapheme-phoneme correspondences</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write words and begin to write short sentences</p> <p>Begin to use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words (XXX)</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words (XXX)</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p> <p>Begin to check and edit writing</p>	<p>Write well-formed lower case and capital letters (linking to Phonics sounds)</p> <p>Identify sounds in words linking phonemes and graphemes (from taught Phonic sessions)</p> <p>Spell common exception words (XXX)</p> <p>Plan a sentence and say it orally (think, say, count, write, check)</p> <p>Write short sentences and phrases.</p> <p>Use finger spaces, capital letters and full stops.</p> <p>Read sentences back</p> <p>Writing can be read by others</p> <p>Begin to check and edit writing</p>
<b>Mathematics: Number</b>	<p>Begin to explore the composition of numbers to 10</p> <p>Begin to link the number with cardinal number value</p>	<p>Explore the composition of number to 10</p> <p>Begin to add and subtract within 10</p>	<p>Have a deep understanding of the numbers to 5</p> <p>Understanding of the composition of each number to 5</p>	<p>Have a deep understanding of the numbers to 10</p> <p>Understanding of the composition of each number to 10</p>	<p>Have a deep understanding of numbers to 10 and beyond.</p> <p>Embed and secure number bonds to 10</p>	<p>Have a deep understanding of numbers to 10 and beyond.</p> <p>Embed and secure number bonds to 10</p>

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	<p>Count, order and recognise quantities Count objects actions and sounds Begin to subitise Begin to compare numbers Begin to recall number bonds to 5.</p>	<p>Subitise numbers to 3 Count forward and back from a given number Number bonds to 5 (addition and subtraction facts)</p>	<p>Count beyond ten forwards and back 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>Add and subtract across the 10 boundary 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>Embed and secure subitising numbers to 5 Recall double facts to 10</p>	<p>Embed and secure subitising numbers to 5 Recall double facts to 10</p>
<p><b>Mathematics: Numerical Patterns</b></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 3D shapes with some</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 3D shapes using mathematical</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</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</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</p>

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



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	Being in a classroom Being gentle Rights and responsibilities	Where we live Making friends Standing up for yourself	Overcoming obstacles Seeking help Jobs Achieving goals	Keeping clean safety	Dealing with bullying Being a good friend	Fun and fears Celebrations
<b>Physical Development Gross Motor Skills &amp; Fine Motor Skills (PE)</b>	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
	<b>PE – Get Set for PE</b> Fundamentals Unit 1 Introduction to PE Unit 1	<b>PE – Get Set for PE</b> Games Unit 1 Gymnastics Unit 1	<b>PE – Get Set for PE</b> Gymnastics Unit 2 Dance Unit 1	<b>PE – Get Set for PE</b> Ball Skills Unit 1 Introduction to PE Unit 2	<b>PE – Get Set for PE</b> Games Unit 2 Ball Skills Unit 2	<b>PE – Get Set for PE</b> Fundamentals Unit 2 Games Unit 2
<b>Understanding of the world: Past and present: (History)</b>	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
<b>Understanding of the world: People and communities: (Geography) (RE)</b>	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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<b>Understanding of the world:</b> <b>Natural world:</b> <b>(Science)</b>	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
<b>Expressive Art &amp; Design</b> <b>Creating with Materials</b> <b>(Art &amp; Design)</b> <b>(Design Technology)</b>	<b>Art</b> Painting and drawing Self-portraits Colour mixing Collage work: My friends Cutting and sticking skills <b>Artist Study:</b> <b>Archimboldo/Andy Goldsworthy/Pablo Picasso</b>	<b>D&amp;T</b> Craft. Making cards, calendars and decorations. Selecting appropriate materials. Collage Body sculptures of self <b>Sculpture Study:</b> <b>Antony Gormley/ Mondrian</b>	<b>D&amp;T</b> 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	<b>Art</b> Observational drawings Stained Glass Windows Selecting materials <b>Artist Study:</b> <b>Helen Whittaker/Vincent Van Gogh</b>	<b>D&amp;T</b> Sculpture, Den Making, using a variety of materials. Drama, making character masks. <b>Artist Study:</b> <b>Andy Goldsworthy/Mardi Gras Style Masks</b>	<b>Art</b> Textiles and Collage, Printing onto textiles <b>Artist Study:</b>
<b>Expressive Art &amp; Design</b> <b>Being Imaginative &amp; Expressive</b> <b>(Music)</b> <b>(Drama)</b>	Actions, movement and imagination – Me Sing well known nursery Rhymes, traditional tales and songs.	Singing and performing Recount the narrative of the First Christmas	Singing and body percussion - Everyone!	Singing and percussion – Our World	Invent, adapt and recount/retell Traditional Tales/ known stories and make props to act out.	Dance/Drama, performing for others Pitched instruments
	<b>Music</b> My Musical Senses	<b>Music</b> Let's Celebrate	<b>Music</b> Jack & the Beanstalk – Music Hub project	<b>Music</b> Animals & Nature	<b>Music</b> The Gruffalo	<b>Music</b> Trip to the Seaside



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<b>RE (Chatterbox) Understanding Christianity.</b>	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
<b>RE (Community school)</b>	Being Special	Special times (Christmas)	Special stories	Special Times (Easter)	Special places	Special people
<b>Computing</b>	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"> <li>• Taking a photo with a camera or iPad</li> <li>• Using and playing with a remote control car</li> <li>• Playing games on the iPad or interactive whiteboard <ul style="list-style-type: none"> <li>• Using Beebot</li> <li>• Watching a video clip</li> <li>• Listening to an e-book story</li> <li>• Listening to music</li> </ul> </li> </ul>					
<b>SMSC</b>	<b>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.</b>					
<b>Fundamental British Values</b>	<b>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.</b>					
<b>Spirit of Purpose Values</b>	<b>Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:</b>					
<b>Christian Values Global Dimension Cycle 1 2022 2023</b>	Creation 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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<b>Christian Values</b> <b>Global Dimension</b> <b>Cycle 2</b> <b>2023 2024</b>	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
<b>Christian Values</b> <b>Global Dimension</b> <b>Cycle 3</b> <b>2024 2025</b>	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
<b>HGCP Values</b> <b>Cycle 1</b> <b>2022 2023</b>	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness
<b>HGCP Values</b> <b>Cycle 2</b> <b>2023 2024</b>	Perseverance	Peace	Hope	Forgiveness	Trust	Thankfulness
<b>HGCP Values</b> <b>Cycle 3</b> <b>2024 2025</b>	Respect	Compassion	Wisdom	Humility	Justice	Courage