



## DREAM Curriculum Overview 2023 - 2024

### Nursery

Term:	Autumn Term		Spring Term		Summer Term	
<b>Unit Name:</b>	<b>It's good to be me!</b>		<b>All around me!</b>		<b>Our Wonderful World!</b>	
<b>Hook:</b>	Family photos for home corner in frames Self-portraits displayed in home corner		Dress up day – Real life / super heroes		Holiday photos	
<b>Showcase:</b>	Share learning Dojo		Share learning on Dojo		Share learning on Dojo	
<b>Enrichment:</b>	Pantomime in school		Easter egg hunt		Sports day / graduation	
<b>Books to Enjoy!</b>	"The Colour Monster goes to School" "All in One Piece"	Bonfire night Remember since day Christmas stories	Charlie's superhero underpants Supertato	Spring stories Easter stories "We're going on an Egg Hunt"	"Spot goes on holiday" "Love, your bear Pete"	Sports day stories Starting reception

Subject Area:	Autumn Term		Spring Term		Summer Term	
<b>Literacy: Communication and Language: Listening, Attention &amp; Understanding</b>	Begin to listen carefully Begin to listen to longer stories and know what happens Listen to songs and begin to join in. Begin to develop social interactions Begin to engage in a two part question or instruction.	Listen carefully Begin to ask questions Listen to longer stories and begin to know what happens Develop social interactions and phrases	Listen carefully Ask questions Listen to longer stories and begin to know what happens 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 Listen to longer stories and know what happens Begin to ask questions to check understanding Engage in story time and non-fiction texts Make relevant comments and ask	Listen carefully and respond with relevant questions, comments, and actions Listen to longer stories and know what happens Ask questions to check understanding Make relevant comments and ask questions to clarify understanding	Listen carefully and respond with relevant questions, comments, and actions Listen to longer stories and know what happens Ask questions to check understanding Make relevant comments and ask questions to clarify understanding

Subject Area:	Autumn Term		Spring Term		Summer Term	
				<p>questions to clarify understanding Engage in conversation</p>	<p>Engage in conversation</p>	<p>Engage in conversation</p>
<p><b>Literacy: Communication and Language: Speaking</b></p>	<p>Begin to engage in Plan, Learn Review cycle. Begin to describe events in some detail Begin to talk to organise their thoughts Begin to engage in conversation</p>	<p>Engage in Plan, Learn Review cycle beginning to express choices that they want to learn in class. Use talk to organise thoughts Begin to engage in conversation and wait while others are speaking</p>	<p>Engage in Plan, Learn Review cycle expressing choices that they want to learn in class. Use talk to organise thoughts beginning to use a wider vocabulary Engage in conversation and begin to wait while others are speaking</p>	<p>Engage in Plan, Learn Review cycle beginning to speak into longer sentences. Use a wider vocabulary Begin to express their point of view. Engage in conversation and wait while others are speaking to take in turns</p>	<p>Engage in Plan, Learn Review cycle beginning to speak into longer sentences. Express their point of view.</p>	<p>Engage in Plan, Learn Review cycle articulating in full sentences.</p>
<p><b>Literacy: Word Reading (Phonics)</b></p> <p><b>Phase 1 - ELS</b> This can be covered throughout Nursery alongside Phase 2 in Summer term</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2 and 3 Oral blending and sounding out (segment)</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2, 3 and 4 Oral blending and sounding out (segment)</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2, 3, 4 and 5 Oral blending and sounding out (segment) Begin to recognise initial sounds</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2, 3, 4, 5 and 6 Oral blending and sounding out (segment) Recognise initial sounds Begin to know print has meaning</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2, 3, 4, 5 6 and 7 Oral blending and sounding out (segment) Recognise initial sounds Know that print has meaning</p>	<p><b>Phase 1 - ELS</b> Aspects 1, 2, 3, 4, 5 6 and 7 Oral blending and sounding out (segment) <b>Phase 2 – ELS</b> Oral blending and segmenting with Phase 2 graphemes-phonemes Recognise initial sounds with confidence</p>

Subject Area:	Autumn Term		Spring Term		Summer Term	
						Know that print has meaning
<b>Literacy: Comprehension</b>	Listen to stories Begin to use new words and begin to describe events Begin to talk about stories - characters Begin to engage in rhymes and songs Begin to use new vocabulary	Listen to stories to begin to build up understanding Begin to talk about stories - characters Begin to engage in rhymes and songs Use new vocabulary	Listen to and begin to re-read stories to build up understanding Talk about stories – characters Begin to engage in rhymes and songs Use new vocabulary	Listen to and begin to re-tell stories to build up understanding Begin to describe events Talk about stories – characters and settings Engage in rhymes and songs Use new vocabulary in different contexts	Listen to and retell stories Begin to describe events with some detail Anticipate key events in stories Engage in rhymes and songs Use new vocabulary in different contexts	Listen to and retell stories Describe events in detail Talk about stories – what might happens next? Anticipate key events in stories. Engage in rhymes and songs Use new vocabulary in different contexts
<b>Literacy: Writing:</b>	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Begin to recognise initial sounds	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Begin to recognise initial sounds	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds Begin to write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and begin to write them Write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and begin to write them Write own name	Begin to write letters from their name Begin to plan a sentence and say it orally (think, say, count, write, check) Recognise initial sounds and write them Write own name

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<b>Mathematics: Number</b>	Begin to recite numbers to 5 Begin to explore the composition of numbers to 5 Begin to count quantities of objects	Begin to recite numbers to 5/10 Begin to explore the composition of numbers to 5/10 Begin to count quantities of objects	Recite numbers to 5/10 Explore the composition of numbers to 5/10 Count quantities of objects	Recite numbers to 5/10 Explore the composition of numbers to 5/10 Count quantities of objects	Recite numbers to 10 Explore the composition of numbers to 10 Count quantities of objects saying one number for each object Begin to subitise up to 3	Recite numbers to 10 Explore the composition of numbers to 10 Count quantities of objects saying one number for each object Begin to subitise up to 3
<b>Mathematics: Numerical Patterns</b>	Begin to recite numbers to 5 Begin to create patterns with objects Begin to make comparisons with objects relating to size Begin to experiment with marks and symbols as well as numbers Begin to talk about shapes	Recite numbers to 5 Begin to create patterns with objects Make comparisons with objects relating to size Begin to experiment with marks and symbols as well as numbers Begin to talk about shapes	Recite numbers to 5 Create patterns with objects Begin to make comparisons with objects relating to size, length, weight and capacity Begin to use vocabulary to compare quantities Experiment with marks and symbols as well as numbers Begin to talk about shapes and use to create pictures/models Begin to use positional language	Recite numbers to 5 with developing confidence Create patterns with objects Begin to make comparisons with objects relating to size, length, weight and capacity Begin to use vocabulary to compare quantities Experiment with marks and symbols as well as numbers Begin to talk about shapes and use to create pictures/models Begin to use and understand positional language	Begin to recite numbers beyond 5 Create patterns with objects and numbers Make comparisons with objects relating to size, length, weight and capacity Use vocabulary to compare quantities Experiment with marks and symbols as well as numbers and begin to solve real life maths problems Talk about shapes and use to create pictures/models Begin to use and understand positional language	Recite numbers beyond 5 Create patterns with objects and numbers Make comparisons with objects relating to size, length, weight and capacity Use vocabulary to compare quantities Experiment with marks and symbols as well as numbers and begin to solve real life maths problems Talk about shapes and use to create pictures/models Use and understand positional language

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	New beginnings Rules, boundaries, rewards	Going for goals, Talking about favourite rhymes/stories	Getting on and falling out Talking about favourite toys	It's good to be me. Meeting people from the community who help us, i.e. police, fire, doctor	Changes	Relationships
<b>Personal Social and Emotional Development: Self-regulation/ Managing self/ Building relationships. (PSHEC)</b>	Circle time: Rules of school Getting to know each other, family names, Harvest Marvellous me Introduce rainbow challenge	Circle time: Making friends, Feelings Special people Begin to follow simple instructions Introduce rainbow challenge	Community: People who help us Understand the importance of listening and following instructions. Road safety in the community Begin to follow simple instructions Introduce rainbow challenge/agency	Belonging – a sense of belonging in our communities Resilience when things get tough! Introduce rainbow challenge/agency Develop a sense of responsibility	Explore emotions: How to deal with upsets Getting along with each other Stranger Danger! Rainbow challenge/agency Begin to find solutions to problems	What we want to be when we grow up Follow more complex instructions and answer how and why questions Rainbow challenge/agency Find solutions to problems
	Following instructions Movement to music Sticky kids	Dance/Yoga	Using small equipment	Skill wise-First touch	yoga	Team games

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<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., Begin to use one handed tools Begin to use dominant hand Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Negotiates space Begin to use one handed tools Begin to use dominant hand Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Handle objects safely Use malleable materials. Develop larger control (using balance bikes) Begin to use one handed tools Begin to use dominant hand Begin to put on coats independently Begin to use the toilet unaided The right choices linked to self-regulation and behaviour	Use large construction materials to build Improve balance and mobility Use one handed tools Use dominant hand Begin to put on coats independently Use the toilet unaided The right choices linked to self-regulation and behaviour	Understanding health and exercise Use a comfortable pencil grip Use dominant hand Put on coats independently and begin to use zips Use the toilet unaided The right choices linked to self-regulation and behaviour	Children to know impact of exercise on body, manage hygiene etc. Healthy Eating. Use a comfortable pencil grip Use dominant hand Put on coats independently and begin to use zips Use the toilet unaided The right choices linked to self-regulation and behaviour Being Reception ready
<b>Understanding of the world: Past and present: (History)</b>	Personal History: When I was a baby	Stories my parents and grandparents heard	Talk about the lives of people around us and their roles in society.	Stories from my past	Stories from my past	My Personal History How have I changed?
<b>Understanding of the world: People and communities: (Geography) (RE)</b>	Where I Live My family	Different people I meet	Investigate their immediate environment – our community	Different celebrations	Know there are different countries in the world	Know there are different countries in the world

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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. Autumn	Using my senses	Winter? Planting of bulbs/seeds Respect and care for natural environment/living things	Spring Life cycle of plant/animal (tadpoles)	Explore materials with similar and different properties Life cycle of plant/animal (butterfly)	Summer Observing changes. Sorting and classifying different animals/people Explore forces (push/pull)
	Painting and drawing Self portraits Collage Printing Baking Singing Nursery rhymes	Printing, Selecting appropriate materials. Collage Baking Learning new songs playing instruments	Observational drawings Exploring fastenings Composing Music.	Painting, making models Listening to different music and talking about it. Using different things to create music.	Sculptures- using clay/plasticine Exploring instruments	Observational drawings of shells. Printing Creating music
<b>Expressive Art &amp; Design</b> <b>Creating with Materials</b> <b>(Art &amp; Design)</b> <b>(Design Technology)</b>	Explore materials through provision Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Begin to draw with some control Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Begin to draw with some control and complexity Join materials together (junk) Explore colour mixing Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play	Explore materials through provision Draw with some control and complexity Join materials together (junk) Explore colour mixing Develop own ideas Engage in role play
<b>Expressive Art &amp; Design</b> <b>Being Imaginative &amp; Expressive</b> <b>(Music)</b> <b>(Drama)</b>	Develop imaginative play Use small world to develop scenarios Singing and performing	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and performing	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/	Develop imaginative play Use small world to develop scenarios Begin to use stories that have been heard to influence role play/small world Singing and body percussion/

Subject Area:	Autumn Term		Spring Term		Summer Term	
			instruments	instruments	instruments	instruments
<b>RE</b>	Being Special	Special times (Christmas) (Hannukah) (Diwalli)	Special stories (Shrove Tuesday) (Lent)	Special Times (Easter)	Special places (Cultural celebrations)	Special people (Family celebrations)
<b>Computing</b>	<p>Technology in the Early Years is incorporated throughout the year through continuous provision and via focused activities, it can mean:</p> <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> </ul> </li> <li>• Listening to an e-book story <ul style="list-style-type: none"> <li>• Listening to music</li> </ul> </li> </ul>					
<b>SMSC</b>	<p><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></p>					
<b>Fundamental British Values</b>	<p><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></p>					
<b>Spirit of Purpose Values</b>	<p><b>Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:</b></p>					
<b>Christian Values</b> <b>Global Dimension</b> <b>Cycle 1</b> <b>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
<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



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<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