



TRUST Curriculum Overview 2022 - 2023

Reception

Term:	Autumn Term		Spring Term		Summer Term	
Unit Name:	It's good to be me!		What can I see all around me?		How did the dinosaur get to the museum?	
Hook	Home corner role play area		Role Play – People Who Help Us		Jurassic Park Role Play/ Discover a dinosaur egg	
Home Learning:	Memory Box		Map of the children's route to school		Create fossils/dinosaur bones	
Showcase:	Reception Welcome Bible Service in Church		imovie		Class assembly	
Enrichment:	Traditional tale pantomime in December Diwali Festival of Lights Celebration Parents in for Christmas Decoration making		Local Area Walk Visitors – Police, Paramedic, Lollipop Man, Fire Brigade Bug Hunting Chinese New Year		Liverpool Museum	
Books to Enjoy!	<u>Traditional tales</u> Snow White Goldilocks Jack and the Beanstalk The 3 little pigs Hansel and Gretel Alice in Wonderland The 3 Billy Goats Gruff	We're all wonders Elmer Christmas	When I grow up Topsy and Tim meet the police Let's build a house PB Bear Lets Play Doctor Fred The Fireman	Minibeast books Animal books Spring	Harry and his bucketful of dinosaurs If I had a dinosaur How did the dinosaur get to the museum? The dinosaur detectives Dinosaur poo T-Rex on tour	

Subject Area:	Autumn Term		Spring Term		Summer Term	
Literacy: Communication and Language: Listening, Attention &	Begin to listen carefully Begin to ask questions to check understanding Listen to and respond to rhymes and songs	Listen carefully Ask questions to check understanding Listen to and respond to rhymes and songs Engage in story time and non-fiction texts	Listen carefully Ask questions to check understanding Listen to and respond to rhymes and songs Engage in story time and non-fiction texts	Listen carefully and respond with relevant questions, comments, and actions Engage in story time and non-fiction texts	Listen carefully and respond with relevant questions, comments, and actions Make relevant comments and ask	Listen carefully and respond with relevant questions, comments, and actions Make relevant comments and ask

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Understanding	Begin to engage in story time Begin to develop social interactions Begin to engage in conversation	Develop social interactions and phrases Begin to engage in conversation	Develop social interactions and phrases and begin to hold conversations. Engage in conversation	Make relevant comments and ask questions to clarify understanding Engage in conversation	questions to clarify understanding Engage in conversation	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:	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 (XXX) Write words with known grapheme-phoneme correspondences Plan a sentence and say it orally (think, say, count, write, check) Write words	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 (XXX) 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	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 (XXX) 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	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 (XXX) 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	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 (XXX) 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	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 (XXX) 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
Mathematics: Number	It's me 1, 2, 3	1, 2, 3, 4, 5	Alive in 5 Growing 6, 7, 8	Building 9 and 10	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections

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Mathematics: Numerical Patterns	Match, Sort and compare Talk about measures and patterns	Circles and triangles Shapes with 4 sides	Mass and capacity	Length, height and time	Explore 3-D 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 Marvelous me Follow simple instructions <u>PSHE - Jigsaw</u> <u>Being me in my world</u> Self identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	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 Making friends Standing up for yourself	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 Seeking help Jobs Achieving goals	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 safety	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 Being a good friend	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 Celebrations

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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)	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: Archimboldo/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: Andy Goldsworthy/Mardi Gras Style Masks	Art Textiles and Collage, Printing onto textiles Artist Study:
Expressive Art & Design Being Imaginative & Expressive (Music) (Drama)	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
	Music My Musical Senses	Music Let's Celebrate	Music Jack & the Beanstalk – Music Hub project	Music Animals & Nature	Music The Gruffalo	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
RE (Community school)	Being Special	Special times (Christmas)	Special stories	Special Times (Easter)	Special places	Special people
Computing	<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"> • 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	<p>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.</p>					
Fundamental British Values	<p>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.</p>					
Spirit of Purpose Values	<p>Our Spirit of Purpose Values underpin all of our Curriculum at QUEST:</p>					

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Christian Values Global Dimension Cycle 1 2022 2023	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
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
HGCP Values Cycle 1 2022 2023	Friendship	Service	Responsibility	Generosity	Creativity	Truthfulness
HGCP Values Cycle 2 2023 2024	Perseverance	Peace	Hope	Forgiveness	Trust	Thankfulness
HGCP Values Cycle 3 2024 2025	Respect	Compassion	Wisdom	Humility	Justice	Courage