

## Neverland Overview

### Curriculum Overview 2022-23

#### Neverland (Reception)

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
	Ourselves and Our Community	Let's Celebrate	Kings and Queen's	Growth and change	Brilliant Beasts	Happy Holidays
<p><b>CLL</b> Throughout the year CLL-Good sitting and listening rules Enjoy a story. Learn and use a wide range of vocabulary. Follow a 2 part instruction. Understand why questions. Sing a large repertoire of songs and rhymes. Engage with non-fiction text.</p>	<p><b>The three Little Pigs</b> and variations- The true story of the three little pigs/ The big bad pig and the three little wolves.</p> <p>Non-fiction Text <b>You Choose Homes</b></p> <p>Rhymes linked to Ourselves- <b>Head, Shoulders, knees and toes.</b> <b>If you happy and you know it.</b> Nursery rhymes</p> <p>Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words To use letter sounds in own writing Independently write in play</p> <p>Key vocabulary Label, sentence, caption</p>	<p><b>Rosie's hat</b> <b>Hedgehog Hat rhyme</b> <b>Nativity story</b></p> <p>Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words To use letter sounds in own writing Independently write in play Begin to write a sentence Orally compose and hold sentence attempting to write</p>	<p><b>Queen's hat</b> <b>Rhymes</b></p> <p>Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words To use letter sounds in own writing Independently write in play Begin to write a sentence Orally compose and hold sentence in head before attempting to write</p>	<p><b>Oliver's vegetables</b> <b>Tiny seed</b> <b>Non fiction recount</b></p> <p>To discuss features of non fiction texts Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words To use letter sounds in own writing Independently write in play Begin to write a sentence Orally compose and hold sentence in head before attempting to write</p>	<p><b>Very busy spider</b> <b>Mad about Minibeasts</b> <b>Non fiction-snails</b></p> <p>Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words To use letter sounds in own writing Independently write in play Begin to write a sentence Orally compose and hold sentence in head before attempting to write</p>	<p><b>Recount trip to beach</b> <b>Billy's bucket</b> <b>What the ladybird heard on holiday</b></p> <p>Listen to and discuss stories Recite simple rhymes Understand direction of text Make predictions Explore vocabulary Respond to who what where and when questions To identify and discuss character To identify and discuss main events To activate previous knowledge To use phonics to write words To sequence a story in pictures and words</p>

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	Non fiction roof, window, door, house types-detached, semi, terraced, bungalow, flat, caravan, materials- glass, bricks ,slate, plastic, metal, cement, wood.					To use letter sounds in own writing Independently write in play Begin to write a sentence Orally compose and hold sentence in head before attempting to write
<b>Mathematics</b>	LAPS Autumn term Key learning introduced through Numberland:  Rote counting Counting objects Shape Number bonds 1-5	LAPS Autumn term Key learning introduced through Numberland:  Number sense Number recognition Number graphics Calculating Number bonds5-10	LAPS Spring term  Counting and comparing Partitioning and understanding part-whole Understand teen numbers Distance- length, height,width Opportunity to apply number 20 Mass, weight, capacity,volume Shape and sorting	LAPS Spring term  Addition Subtraction Halving and doubling Number sense Addition and subtraction x2 weeks	LAPS Summer term  Counting, comparing and ordering Whole addition and subtraction Fractions Distance- length, height,width,weight Capacity- volume and money Shape and sorting	LAPS Summer term  Time Space Money and sorting Number sense Addition and subtraction Addition and subtraction
<b>The World - Science</b>	Animals(humans) Materials  <b>Working scientifically:</b> Equipment, measure, test using magnifying glasses, etc  <b>Working Scientifically:</b> compare, sort, group and test different materials.	Materials Ice Light Sound  <b>Working Scientifically:</b> Describe - talk about what they notice/observe in the natural world, talk about changes they notice and changes over time, Questioning - show an interest in and be curious about the natural world  <b>Working scientifically -</b> Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals	Forces To explore and talk how different forces they can feel To use new vocabulary in different contexts	Plants and growth observe and explore plants, diaries, wildlife garden to explore the natural world around them	Living things and mini beasts observe and explore animals and environment  Little Zoo to You visit	Different habitats  changes in the environment, local environment/ ocean and plastics/seaside Trip to the seaside Forces - vehicles To explore and talk how different forces they can feel

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						<p>Early Learning goal Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
<p><b>The World - Geography</b></p>	<p>Places Houses and homes To know about our community and where we live (Cleveleys, beach town) Types of houses and features of houses. <b>UW, Geog</b> - Communication - talk about the features of their immediate environment and familiar places</p>	<p>Weather  Draw information from a map  Autumn learning <b>Geog development:</b> Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk</p>	<p>Draw information from a map Cleveleys's place in the World/London/UK.  <b>Geog development :</b> Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what</p>	<p>Places - physical features Draw information from a map Spring walk To describe what they see, hear and feel whilst outside</p>	<p>Maps Draw information from a map To understand the effect of changing seasons has on the natural world around them</p>	<p>Place - physical features Wider world Talk about different countries. Cleveley's place in the World.  <b>Geog development:</b> to recognise the</p>

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	<p><b>Enquiry</b> - comment and ask questions about their immediate environment</p>	<p>about what features are the same and what are the differences.</p>	<p>features are the same and what are the differences.</p>		<p>similarities and different between life in our country and other countries</p> <p>Early Learning goal Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
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<b>PSHE</b>	<p><b>Belonging to a community</b>  <b>Communication and Language:</b> · listen to others 1:1/in groups/whole class, during conversations or activities. · Show attention and interest in stories read to them in whole class and small group contexts. · Respond - with relevant comments, question questions understanding. · Respond to and answer questions - 'where' 'how' and 'why' in response to stories and situations. <b>PSED:</b> · Express feelings - show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements · Build friendships - engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help · Use language - to negotiate, co-operate, plan and organise play, resolve conflict.</p>	<p>Family and friendships            Safer relationships            Respecting ourselves and others  <b>Communication and Language:</b> · listen to others 1:1/in groups/whole class, during conversations or activities. · Show attention and interest in stories read to them in whole class and small group contexts. · Respond - with relevant comments, question questions understanding. · Respond to and answer questions - 'where' 'how' and 'why' in response to stories and situations. <b>PSED:</b> · Express feelings - show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements · Build friendships - engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help · Use language - to negotiate, co-operate, plan and organise play, resolve conflict. <b>One Decision Traditional tales Ready,</b></p>	<p><b>Media literacy and digital resilience</b>            · Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched a toy. · Begin to solve small conflicts through speaking to each other and being assertive. · Begin to understand and discuss the consequences of our behaviour. · Begin to persevere when something is challenging. · Hold back and forth conversations, listening to their peers' ideas and responding appropriately. · Show empathy in simple ways. · Show understanding of another child's perspective in discussion.</p>	<p><b>Money and work</b>  <b>Understanding the World:</b>  <b>Geographical development:</b> · Communication - talk about the features of their immediate environment and other. · Mapping - recognise, know about and describe features of different places including their immediate environment,</p>	<p><b>Growing and changing</b>  <b>Early Learning Goal:</b> · Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; · Explain the reasons for rules, know right from wrong and try to behave accordingly; · Understand the importance of healthy food choices.</p> <p><b>Physical and mental wellbeing</b>  <b>Early Learning Goal:</b> · Work and play cooperatively and take turns with others; · Form positive attachments to adults and friendships with peers; · Show sensitivity to their own and to others' needs.</p>	<p><b>Keeping safe</b>  <b>Early Learning Goal:</b> · Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; · Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>

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		<p>respectful, safe, please, thank you, share, take turns, friend, family, proud, kind</p> <p>Safe relationships PSED · Express feelings - show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements · Follow familiar, routine instructions independently. · Abide by most of the rules of the classroom. · Form some closer relationships and seek them out to initiate play. · Speak to peers within a game or activity. · Take turns, with adult support. One Decision Little Red Hen Ready, respectful, safe, please, thank you, share, take turns, friend, family, proud, kind</p> <p>Respecting ourselves and others · Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched a toy. · Begin to solve small conflicts through speaking to each other and being assertive. · Begin to understand and discuss the consequences of our behaviour. · Begin to persevere when something is challenging. · Hold back and forth conversations, listening to their peers' ideas and responding appropriately. · Show empathy in simple ways. · Show understanding of another child's perspective in discussion.</p>				
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<b>Understanding the World - RE</b>	<p><b>People-</b> themselves, their own family, friends and other people</p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p>Communication - express feelings, Comment on significant events in own lives, talk about their family, friends and the local community.</p>	<p><b>Christianity</b> Why are some things special? <b>Why do we celebrate?</b></p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>UW</b> - Cultures and Beliefs: Communication - express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community.</p>	<p><b>Hindu Dharma Holi</b> Why are some things/times special?</p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>UW</b> - Cultures and Beliefs: Communication - express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community.</p>	<p><b>Christianity</b> <b>Why are some things special?</b> How do special times help us belong?</p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>UW</b> - Cultures and Beliefs: Communication - express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community.</p>	<p><b>Judaism</b> <b>Why are some things special?</b> What does it mean to belong?</p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>UW</b> - Cultures and Beliefs: Communication - express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community.</p>	<p><b>Christianity</b> <b>Why are some things special?</b> Who are our neighbours and how should we treat them?</p> <p><b>UW</b> - Cultures and Beliefs: Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>UW</b> - Cultures and Beliefs: Communication - express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community.</p>
<b>Understanding the World- History</b>	<p><b>People, families</b> Talk about members of family and community</p> <p><b>Historical Development</b> - Communication - talk about key</p>	<p><b>Events</b> Christmas Divali Bonfire night <b>Sequence of the day</b></p>	<p><b>Special objects</b></p> <p><b>Historical Development</b> - Communication - talk about key events, in own lives, about family, friends, other people including</p>	<p><b>Awareness of time - Life cycles</b> <b>Commnet on images of familiar ssituations in the past</b></p>	<p><b>Awareness of time - Life cycles</b></p> <p><b>Early learning goal</b> Talk about the lives of the people around</p>	<p><b>Places</b> <b>Describe what hey see, hear and feel whilst outside</b></p>

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	<p>events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society</p>	<p><b>Historical Development:</b>            Communication - talk about key events, in own lives, about family, friends, other people including significant people  <u>UW</u>            Historical Development:            Research - find out about, people, places, events, ask questions, use different sources to find the answers, including books</p>	<p>significant people. Talk about key roles people have in society</p>		<p>them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.            • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Understand the effect of changing seasons around them</b></p> <p><b>Early learning goal</b>            Talk about the lives of the people around them and their roles in society.            • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p><b>Technology/Computing Kapow</b></p>	<p>On line safety</p>	<p>Using a computer            Exploring hardware            To know that different types of technology can be found at home and in school.            To know that you can take simple photographs with a camera or iPad.            To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>	<p>Using a computer            To be able to understand what a computer keyboard is and recognise some letters and numbers.            To know that a mouse can be used to click, drag and create simple drawings            To know that to use a computer you need to log in to it and then log out at the end of your session.</p>	<p>Programming 1 All about instructions            To know that being able to follow and give simple instructions is important in computing.            To understand that it is important for instructions to be in the right order            To understand why a set of instructions may have gone wrong.</p>	<p>Proramming 2 Using Beebots            To know that you can program a Bee-Bot with some simple commands            To understand that debugging means how to fix some simple programming errors.            To understand that an algorithm is a set of</p>	<p>Introduction to data handling            Data handling            To know that sorting objects into various categories can help you locate information.            To know that using yes/no questions to find an answer</p>



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					clear and precise instructions.	is known as a branching database. To know that a pictogram is a way of showing information.
<b>Exploring and using Media and Materials</b>	<p>Painting techniques and in different places Monet art Drawing - talking about marks Junk modelling Portraits - drawing Food Singing nursery rhymes (Music, Playdough, paint opportunities available all</p> <p><b>EAD</b> -Art processes and techniques - printing Scissor skills Fine motor: manipulating and control - pinching/twisting paper</p> <p><b>PD</b> ; Fine motor: drawing skills, pencil grip <b>EAD</b> ; observation <b>Singing</b> - well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.</p>	<p>Transient art Collage Making music Painting - techniques and in different places Mixing colour year)</p> <p><b>EAD - BI</b> Represent ideas when making props <b>PD</b> - Physical Development: Fine Motor Skills manipulation and control when using tools and equipment. <b>EAD -Art</b> Art processes and techniques</p> <p><b>EAD</b> Designing and Making Design Talk about ideas, choose resources, tools and techniques with a purpose in mind <b>EAD:</b> Designing and making: Make - make models and props using different construction materials, Make props to use in their play /role play/ when acting out stories/taking on story characters</p> <p><b>EAD</b> - Tools and equipment - use tools and equipment linked to food preparation <b>Singing</b> - well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.</p>	<p>Learn to sing more nursery rhymes and action songs. Make Union Jack flags How to paint/draw your own royal portrait- Make a royal gallery using different media each day- watercolours Plan and make a tea party for a King <b>EAD</b> -Art processes and techniques - printing Scissor skills Fine motor: paint brushes and scissors</p> <p><b>PD</b> ; Fine motor: drawing skills, pencil grip <b>EAD</b> ; observation <b>Singing</b> - well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. <b>EAD</b> - Tools and equipment - use tools and equipment linked to food preparation</p>	<p>Andy Goldsworthy Collage Drawing - different tools</p> <p><b>EAD - BI</b> Represent ideas when making props <b>PD</b> - Physical Development: Fine Motor Skills manipulation and control when using tools and equipment. <b>EAD -Art</b> Art processes and techniques <b>EAD:</b> Designing and making: Make - make models and props using different construction materials, Make props to use in their play /role play/ when acting out stories/taking on story characters</p> <p><b>Singing</b> - well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.</p>	<p>Sculpture - snails (salt dough) Matisse Pastels Drawing</p> <p><b>EAD - BI</b> Represent ideas <b>PD</b> - Physical Development: Fine Motor Skills manipulation and control when using tools and equipment. <b>EAD -Art</b> Art processes and techniques <b>EAD</b> Designing and Making Design Talk about ideas, choose resources, tools and techniques with a purpose in mind <b>EAD:</b> Designing and making: Make - make models and props using different construction materials, Make props to use in their play /role play/ when acting out stories/taking on story characters <b>Singing</b> - well known nursery rhymes, familiar songs, chants,</p>	<p>Sand sculptures Printing Collage <b>EAD</b> -Art processes and techniques - printing Scissor skills Fine motor: manipulating and control - pinching/twisting paper <b>EAD -Art</b> Art processes and techniques <b>EAD</b> Designing and Making Design Talk about ideas, choose resources, tools and techniques with a purpose in mind <b>EAD:</b> Designing and making: Make - make models and props using different construction materials, Make props to use in their play /role play/ when</p>

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					activities which develop the voice as a sound maker.	acting out stories/taking on story characters
<p><b>Physical Development Skills throughout year</b></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul>	<p>PE unit</p> <p>Lancashire PE Scheme of Work 2020- Themes</p> <p>'Welcome to PE'</p> <p>Progression 1-6</p> <p>Transport Theme</p> <p>Progression 1 &amp;2</p> <p>Dough disco</p> <p>Large muscle movements.</p> <p>One handed tools and equipment. (Loop scissors)</p> <p>Starting to independently use a knife and fork.</p> <p>Preference for a dominant hand.</p> <p>Increasing independent meeting own care needs.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Develop skills to manage school day.</p>	<p>PE Unit</p> <p>Lancashire PE scheme of work 2020 - stories</p> <p>'How to Catch a Star by Oliver Jeffers'</p> <p>Progression 1-5</p> <p>Introduce Squiggle whilst you wiggle</p> <p>Teach Mr. Crocodile and begin to have control of pencil.</p> <p>Increasingly independent getting dressed and undressed.</p> <p>Able to use scissors</p>	<p>Lancashire PE Scheme of Work 2020- Themes</p> <p>'Castles'</p> <p>Progression 1-5</p> <p>The Queens Hat by Steve Antony-children to move like to soldiers in the book-dangle/march/clambered/bolted/dashed.....</p> <p>Comfortable grip and good control of pencil.</p> <p>Able to use regular scissors.</p>	<p>Lancashire PE scheme of work 2020 - stories</p> <p>'Jack and the Beanstalk'</p> <p>Progression 1-5</p> <p>Making healthy choices about food, drink, activity and tooth brushing.</p> <p>Know about factors that affect health and well-being.</p> <p>Confidently use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Lancashire PE Scheme of Work 2020- Themes</p> <p>'Minibeasts'</p> <p>Progression 1-6</p> <p>Develop a fast and efficient hand writing style.</p>	<p>PE Unit</p> <p>Lancashire PE Scheme of Work 2020- Themes</p> <p>'Seaside'</p> <p>Progression 1-5'</p>