

# Humberston Cloverfields

## Nursery – Wider Curriculum Overview Cycle A

| Themes by Topic                                                       | Coverage                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Autumn 1</b><br><br><b>Megastructures</b><br><br>This is Our House | Become more outgoing with unfamiliar people, in the safe context of their setting.<br><br>Be increasingly independent in meeting their own care needs.<br><br>Increasingly follow rules, understanding why they are important.<br><br>Develop appropriate ways of being assertive. | Be increasingly independent as they get dressed and undressed eg putting on coats.<br><br>Show a preference for a dominant hand.<br><br>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | Show an interest in different occupations.<br><br>Know there are different countries in the world and talk about the differences they have experienced or seen in photos. | Take part in simple pretend play, using an object to represent something else.<br><br>Remember and sing entire songs<br><br>Listen with increased attention to sounds.<br>Respond to what they've heard, expressing thoughts and feelings.<br><br>Explore different materials freely, to develop their ideas of what to make and how to use them.<br><br>Create closed shapes with continuous lines and begin to use shapes to represent objects. |
| <b>Autumn 2 (1 week)</b><br><br><b>Remembrance</b>                    | Show more confidence in new social situations<br><br>Increasingly follow rules,                                                                                                                                                                                                    | Collaborate with others to manage large items eg carrying large hollow blocks.                                                                                                                                                                              | Continue developing positive attitudes between people.                                                                                                                    | Explore colour and colour mixing<br><br>Remember and sing entire songs                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>Autumn 2 /Spring 1</b></p> <p><b>Remember, Remember</b></p> <p><b>(Autumn 2 focus on celebrations e.g. birthdays, Divali and Christmas)</b></p> <p><b>Spring 1 – focus on their own life story</b></p> <p>Family and Me</p> | <p>understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Make healthy choices about food, drink, activity.</p> | <p>Start taking part in some group activities which they make up for themselves.</p> <p>Gross motor – Continue to develop their movement, balancing, riding and ball skills<br/>Go up steps and stairs.<br/>Skip, hop, stand on one leg and pose<br/>Use large-muscle movements to wave flags and streamers and make marks.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils.<br/>Use one-handed tools and equipment eg scissors</p> | <p>Continue developing positive attitudes between people.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to make sense of their own life story and family history.</p> | <p>Sing the pitch of a tone sung by another person<br/>Sing the melodic shape of a familiar song.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Draw with increasing complexity and detail, eg a face.<br/>Show different emotions in their drawing.</p> |
| <p><b>Spring 2</b></p> <p><b>Tell Me A Story</b></p> <p>The Three Little Pigs</p> <p>Each Peach Pear Plum</p>                                                                                                                     | <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating ideas.</p> <p>Find solutions to conflicts and rivalries.</p>                                                                                                                                                                                                                                                     | <p>Choose the right resources to carry out their own plan.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils.<br/>Use one-handed tools and equipment eg scissors</p>                                                                                                                                                                                                                                                                  | <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about differences between materials and changes they notice.</p>                                            | <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and decide which materials to use to express them.</p> <p>Begin to develop complex stories using small world equipment.</p>                                                                                 |

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|                                                                                                                          | <p>Talk with others to solve conflicts.</p> <p>Be increasingly independent in meeting their own care needs.</p>                                                                                                                                                                                                                                                   | <p>Gross motor – Continue to develop their movement, balancing, riding and ball skills<br/>Go up steps and stairs.<br/>Skip, hop, stand on one leg and pose<br/>Use large-muscle movements to wave flags and streamers and make marks.</p>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                      | <p>Remember and sing entire songs<br/>Sing the pitch of a tone sung by another person<br/>Sing the melodic shape of a familiar song.</p>                                                                                                                                                                         |
| <p><b>Summer 1</b></p> <p><b>Footprints in the Farmyard</b></p> <p>Driving my tractor</p> <p>What the Ladybird Heard</p> | <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Be increasingly independent in meeting their own care needs.</p> | <p>Match their developing skills to tasks and activities in the setting.</p> <p>Gross motor – Continue to develop their movement, balancing, riding and ball skills<br/>Go up steps and stairs.<br/>Skip, hop, stand on one leg and pose<br/>Use large-muscle movements to wave flags and streamers and make marks.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils.<br/>Use one-handed tools and equipment eg scissors</p> | <p>Show interest in different occupations</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key lifecycle of a plant and <b>animal</b>.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>Make imaginative and complex small world with blocks and construction kits.</p> <p>Remember and sing entire songs<br/>Sing the pitch of a tone sung by another person<br/>Sing the melodic shape of a familiar song.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> |

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| <p><b>Summer 2</b></p> <p><b>Global Citizens / Olympics</b></p> <p>The Very Hungry Caterpillar</p> <p>Tad</p> | <p>Select and use activities and resources, with help when needed.</p> <p>Play with one or more other children, extending and elaborating ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Match their developing skills to tasks and activities in the setting.</p> <p>Gross motor – Continue to develop their movement, balancing, riding and ball skills<br/>Go up steps and stairs.<br/>Skip, hop, stand on one leg and pose<br/>Use large-muscle movements to wave flags and streamers and make marks.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils.<br/>Use one-handed tools and equipment eg scissors</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | <p>Plant seeds and care for growing plants.</p> <p>Understand the key lifecycle of a <b>plant and animal</b>.</p> <p>Begin to understand the need to respect and care for the environment and all living things.</p> | <p>Make imaginative and complex small world with blocks and construction kits.</p> <p>Create their own songs or improvise around one they know.</p> <p>Draw with increasing complexity and detail, eg a face. Show different emotions in their drawing.</p> <p>Listen with increased attention to sounds. Respond to what they've heard, expressing thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> |
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