Humberston Cloverfields Nursery – Wider Curriculum Overview Cycle A

| Themes by Topic | Coverage | | | |
|---|---|---|---|---|
| | PSED | PD | UtW | EAD |
| Autumn 1 Megastructures This is Our House | Become more outgoing with unfamiliar people, in the safe context of their setting. Be increasingly independent in meeting their own care needs. Increasingly follow rules, understanding why they are important. Develop appropriate was of being assertive. | Be increasingly independent as they get dressed and undressed eg putting on coats. Show a preference for a dominant hand. 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. 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. Remember and sing entire songs Listen with increased attention to sounds. Respond to what they've heard, expressing thoughts and feelings. Explore different materials freely, to develop their ideas of what to make and how to use them. Create closed shapes with continuous lines and begin to use shapes to represent |
| | | | | objects. |
| Autumn 2 (2 weeks) Remembrance | Show more confidence in new social situations | Collaborate with others to manage large items eg carrying large hollow blocks. | Continue developing positive attitudes between people. | Explore colour and colour mixing Remember and |
| | Increasingly follow rules, | | | sing entire songs |

| Autumn 2 /Spring 1 | understanding | Start taking part | Continue | Sing the pitch of |
|-----------------------|---------------------|--------------------|----------------------------------|--------------------|
| Autumn 2 /Spring 1 | why they are | in some group | developing | a tone sung by |
| ! | important. | activities which | positive | another person |
| Remember, | important. | they make up for | attitudes | Sing the melodic |
| Remember | Remember rules | themselves. | between people. | shape of a |
| ļ ļ | without needing | UICIIISCIVES. | Detween people. | familiar song. |
| (Autumn 2 focus on | an adult to | Gross motor – | Talk about the | iaiiiiiai soiig. |
| celebrations e.g. | remind them. | Continue to | differences | Play instruments |
| | | develop their | between | with increasing |
| birthdays, Divali and | Develop their | movement, | materials and | control to |
| Christmas) | sense of | balancing, riding | changes they | express their |
| ! | responsibility | and ball skills | notice. | feelings and |
| Spring 1 – focus on | and membership | Go up steps and | Hotice. | ideas. |
| their own life story | of a community. | stairs. | Begin to make | lucus. |
| , | | Skip, hop, stand | sense of their | Draw with |
| Family and Ma | Play with one or | on one leg and | own life story | increasing |
| Family and Me | more other | pose | and family | complexity and |
| ! | children, | Use large-muscle | history. | detail, eg a face. |
| ! | extending and | movements to | , | Show different |
| ! | elaborating | wave flags and | | emotions in their |
| ! | ideas. | streamers and | | drawing. |
| ! | 1 | make marks. | | |
| ! | Talk with others | 1 | | |
| ! | to solve conflicts. | Fine motor - Use | | |
| ! | 1 | the tripod grip | | |
| ! | Talk about their | starting to | | |
| ! | feelings using | develop good | | |
| ! | words like happy, | control when | | |
| ! | sad, angry or | holding pens and | | |
| ! | worried. | pencils. | | |
| ! | | Use one-handed | | |
| ! | Make healthy | tools and | | |
| ! | choices about | equipment eg | | |
| ! | food, drink, | scissors | | |
| | activity. | | | |
| Spring 2 | Select and use | Choose the right | Explore how | Join different |
| ! | activities and | resources to carry | things work. | materials and |
| Tell Me A Story | resources, with | out their own | First and and talk | explore different |
| ! | help when needed. | plan. | Explore and talk about different | textures. |
| The Three Little Pigs | needed. | Fine motor - Use | forces they can | Develop their |
| 1 | Play with one or | the tripod grip | feel. | own ideas and |
| Each Peach Pear | more other | starting to | ieei. | decide which |
| | children, | develop good | Talk about | materials to use |
| Plum | extending and | control when | differences | to express them. |
| ! | elaborating | holding pens and | between | 10 CAP. 233 C |
| ! | ideas. | pencils. | materials and | Begin to develop |
| ! | | Use one-handed | changes they | complex stories |
| ! | Find solutions to | tools and | notice. | using small world |
| ! | conflicts and | equipment eg | | equipment. |
| ! | rivalries. | scissors | | |
| ! | 1 | 1 | | |
| | | | 1 | |

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

| Summer 2 | Select and use | Match their | Plant seeds and | Make |
|-------------------|---------------------------------|-----------------------------|--------------------|----------------------------|
| | activities and | developing skills | care for growing | imaginative and |
| Global Citizens / | resources, with | to tasks and | plants. | complex small |
| - | help when | activities in the | | world with |
| Olympics | needed. | setting. | Understand the | blocks and |
| | | | key lifecycle of a | construction kits. |
| The Very Hungry | Play with one or | Gross motor – | plant and | |
| Caterpillar | more other | Continue to | animal. | Create their own |
| | children, | develop their | | songs or |
| Tad | extending and | movement, | Begin to | improvise around |
| | elaborating | balancing, riding | understand the | one they know. |
| | ideas. | and ball skills | need to respect | |
| | | Go up steps and | and care for the | Draw with |
| | Understand | stairs. | environment | increasing |
| | gradually how | Skip, hop, stand | and all living | complexity and |
| | others might be | on one leg and | things. | detail, eg a face. |
| | feeling. | pose | | Show different |
| | - 11 1 1 1 1 | Use large-muscle | | emotions in their |
| | Talk about their | movements to | | drawing. |
| | feelings using | wave flags and | | Cara a 20h |
| | words like happy, | streamers and | | Listen with |
| | sad, angry or | make marks. | | increased |
| | worried. | Fine meter lice | | attention to |
| | Po increasingly | Fine motor - Use | | sounds. |
| | Be increasingly | the tripod grip | | Respond to what |
| | independent in meeting their | starting to develop good | | they've heard, |
| | own care needs. | control when | | expressing thoughts and |
| | own care needs. | holding pens and | | feelings. |
| | Make healthy | pencils. | | iccinigs. |
| | choices about | Use one-handed | | Use drawing to |
| | food, drink, | tools and | | represent ideas |
| | activity and | equipment eg | | like movement or |
| | toothbrushing. | scissors | | loud noises. |
| | or a men are manage | | | |
| | | Increasingly be | | |
| | | able to use and | | |
| | | remember | | |
| | | sequences and | | |
| | | patterns of | | |
| | | movements | | |
| | | which are related | | |
| | | to music and | | |
| | | rhythm. | | |
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