

Humberston Cloverfields

Nursery – Wider Curriculum Overview Cycle A

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

<p>Autumn 2 /Spring 1</p> <p>Remember, Remember</p> <p>(Autumn 2 focus on celebrations e.g. birthdays, Divali and Christmas)</p> <p>Spring 1 – focus on their own life story</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 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.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils. 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 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. Show different emotions in their drawing.</p>
<p>Spring 2</p> <p>Tell Me A Story</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. 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>

	<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 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.</p>		<p>Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape of a familiar song.</p>
<p>Summer 1</p> <p>Footprints in the Farmyard</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 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.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils. 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 animal.</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 Sing the pitch of a tone sung by another person Sing the melodic shape of a familiar song.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

<p>Summer 2</p> <p>Global Citizens / Olympics</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 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.</p> <p>Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils. 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 plant and animal.</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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