

Humberston Cloverfields

Nursery – Wider Curriculum Overview Cycle B

Themes by Topic	Coverage			
	PSED	PD	UtW	EAD
<p>Autumn 1</p> <p>Our Place in the World</p> <p>The Everywhere Bear</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</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>
<p>Autumn 2 (2 weeks)</p>	<p>Show more confidence in new social situations</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Collaborate with others to manage large items eg carrying large hollow blocks.</p> <p>Start taking part in some group activities which</p>	<p>Continue developing positive attitudes between people.</p> <p>Continue developing positive attitudes</p>	<p>Explore colour and colour mixing</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p>
<p>Autumn 2 /Spring 1</p> <p>Best of British</p>	<p>Increasingly follow rules, understanding why they are important.</p>	<p>Start taking part in some group activities which</p>	<p>Continue developing positive attitudes</p>	<p>Sing the pitch of a tone sung by another person</p>

<p>The Queen's Hat</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>they make up for themselves.</p> <p>Gross motor – Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs.</p> <p>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>between people.</p> <p>Begin to make sense of their own life story and family history.</p>	<p>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>Cracking Ideas</p> <p>The Three Little Pigs</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>Talk with others to solve conflicts.</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>Gross motor – Continue to develop their movement,</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>Remember and sing entire songs</p>

	Be increasingly independent in meeting their own care needs.	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.		Sing the pitch of a tone sung by another person Sing the melodic shape of a familiar song.
Summer 1 Toys – Our Treasure Kipper’s Toy Box	Select and use activities and resources, with help when needed. Play with one or more other 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.	Match their developing skills to tasks and activities in the setting. 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. Fine motor - Use the tripod grip starting to develop good control when holding pens and pencils. Use one-handed tools and equipment eg scissors	Explore how things work Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Make imaginative and complex small world with blocks and construction kits. Remember and 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 Homes and their Inhabitants The Hungry Caterpillar	Select and use activities and resources, with help when needed. Play with one or more other children, extending and	Match their developing skills to tasks and activities in the setting. Gross motor – Continue to develop their movement,	Plant seeds and care for growing plants. Understand the key lifecycle of a plant and animal.	Make imaginative and complex small world with blocks and construction kits. Create their own songs or

<p>Tad</p>	<p>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>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>Begin to understand the need to respect and care for the environment and all living things.</p>	<p>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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