Humberston Cloverfields Reception – Wider Curriculum Overview Cycle A

Themes by Topic		Coverage		
	PSED	PD	UtW	EAD
Autumn 1	See themselves as a valuable	Fine motor skills - tripod grip,	Talk about members of	Developing story lines in pretend
N/a ma at we at every	individual.	accurate	their immediate	play
Megastructures The High Street	Developing constructive and	formation of letters and numbers,	family & community.	Explore, use and refine a variety of
	respectful	control using	Draw information	artistic effects to express their
	relationships.	other tools competently	from a simple	ideas and
	Manage their own needs.	safely and confidently e.g.	map. Name and	feelings. Sing in a group
	Being independent	scissors, paintbrush and glue stick.	describe people who are familiar to them.	or on their own, increasingly matching the pitch and
		Gross motor skills revising the fundamental movement skills, they have already acquired. Moves in a variety of ways,	Understand seasonal changes that take place in Autumn (October)	following the melody
		avoiding collisions and		
		demonstrating control over gross motor movements.		
		Dresses self independently.		
		Locomotion		
		Progress towards a more fluent style of moving with developing control and grace.		
	<u> </u>	control and grace.		

		Combine different		
		movements with		
		ease and fluency.		
Autumn 2	Express their	Fine motor skills -	Understand that	Listen
	feelings and	tripod grip,	some places are	attentively,
(1 week)	consider the	accurate	special to	move to and
	feelings of	formation of	members of	talk about
Remembrance	others.	letters and	their community	music,
	others.	numbers,	,	expressing their
My Mummy is a	Respecting	control using		feelings and
soldier	other people	other tools		responses.
	(including values,	competently		'
Autumn 2 /Spring 1	beliefs and	safely and	Comment on	Watch and talk
Autumi 2/3pmg 1	traditions).	confidently e.g.	images of	about dance, and
	traditions).	scissors,	familiar	performance art,
Remember,	Identify and	paintbrush and	situations in the	expressing their
Remember	moderate their	glue stick.	past. – How has	feelings and
	own feelings	8	transport	responses.
	socially and	Gross motor	changed?	
The Train ride	emotionally.	skills revising the	Children discuss	Sing in a group
Room for a	,	fundamental	the concept of	or on their own,
Little One		movement skills,	change in	increasingly
		they	relation to	matching the
Non-fiction -		have already	things	pitch and
celebrations		acquired.	immediate to	following the
		'	them, i.e. family,	melody.
		Moves in a	toys, clothing.	E dans d
		variety of ways,	Recognise that	Explore and
		avoiding	people have	engage in music
		collisions and	different beliefs	making and dance,
		demonstrating	and celebrate	performing solo
		control over gross	special times in	or in groups.
		motor	different ways.	or in groups.
		movements.	,	
		Dresses self	Understand	
		independently.	seasonal	
			changes that	
		Dance	take place in	
			winter.	
		Progress towards		
		a more fluent		
		style of moving		
		with developing		
		control and grace.		
		Combine different		
		movements with		
		ease and fluency.		
		Gymnastics		

		Develop overall		
		body strength, co- ordination and		
		agility.		
		Confidently and		
		Confidently and safely use a range		
		of small and large		
		apparatus.		
		Use core-muscle		
		strength to develop good		
		posture.		
Spring 2	Identify and	Fine motor skills -	Compare and	Explore, use and
	moderate their	tripod grip,	contrast	refine variety of
Tell Me A Story	own feelings	accurate	characters from	artistic effects
	socially and emotionally.	formation of letters and	stories including figures from the	to express their ideas and
Each Peach Pear Plum	emotionally.	numbers,	past	feelings
Traditional Tale –	Manage their	control using	, , ,	156111183
Goldilocks and the	own needs.	other tools	Understand	Listen
Three Bears		e.g. scissors,	seasonal	attentively,
		paintbrush and	changes that	move to and talk
		glue stick.	take place in Spring	about music,
		Show some	Spring	expressing their
		awareness of		feelings and responses.
		necessary safety		responses.
		measures		Watch and talk
		C. was a satisfact		about dance, and
		Gymnastics - Develop overall		performance art,
		body strength, co-		expressing their
		ordination and		feelings and
		agility.		responses.
		Confidently and		Sing in a group
		safely use a range		or on their own,
		of small and large		increasingly
		apparatus.		matching the
				pitch and
		Use core-muscle		following the
		strength to develop good		melody.
		posture.		Explore and
				engage in music
		Confidently and		making and
		safely transports and uses a		dance,
		and uses a		performing solo or in groups.
	<u> </u>	l	<u> </u>	or in groups.

		range of small		
		and large		
		apparatus.		
Summer 1	Think about the	Target Games	Comment on	Explore, use and
	perspective of	_	images of	refine a variety of
Footprints in the Past	others.	Athletics	familiar	artistic effects
1 ootprints in the Fast			situations in the	to express their
Dille /a Decales t	Show resilience	Fine motor skills -	past.	ideas and
Billy's Bucket	and	tripod grip,		feelings.
Tiddler	perseverance in	accurate	Compare and	
	the face of	formation of	contrast	Return to and
	challenge.	letters and	characters from	build on their
		numbers,	stories,	previous
		control using	including figures from the past.	learning, refining
		other tools	Hom the past.	ideas and
		e.g. scissors,	Understand	developing their
		paintbrush and glue stick.	seasonal	ability to
		giue stick.	changes that	represent them.
		Know and discuss	take place in	
		different factors	summer.	
		that		
		support overall	ELG: Past and	
		health and	Present	
		wellbeing.	Talk about the	
			lives of the	
		Gross motor	people around	
		skills -	them and their	
		Manages some	roles in society;	
		levels of	- Know some similarities and	
		risk.	differences	
		Charre and	between things	
		Shows good control when	in the past and	
		pushing, patting,	now,	
		rolling,	drawing on	
		throwing and	their	
		kicking.	experiences and	
			what has been	
			read in class;	
		Confidently and	- Understand	
		safely transports	the past	
		and uses a	through	
		range of small	settings, characters and	
		and large	events	
		apparatus.	encountered in	
			books read in	
			class and	
			storytelling.	
	<u> </u>	<u>I</u>	<u>, , , , , , , , , , , , , , , , , , , </u>	

Summer 2	Show resilience and	Fine motor skills - tripod grip,	Compare and contrast	Create collaboratively,	
Global Citizens /	perseverance in	accurate	characters from	sharing ideas,	
Olympics	the face of	formation of	stories,	resources and	
Grympies	challenge.	letters and	including figures	skills.	
		numbers,	from the past.		
Oliver's Vegetables	See themselves	control using		Return to and	
Jack and the	as a valuable	other tools	Recognise some	build on their	
Beanstalk	individual	e.g. scissors,	similarities &	previous	
	(aspirations).	paintbrush and	differences between life in	learning, refining	
		glue stick.		ideas and	
		Know and discuss	this country and life in other	developing their	
		different factors	countries.	ability to	
		that	countries.	represent them.	
		support overall	Explore the		
		health and	natural world		
		wellbeing.	around them		
		Gross motor	Describe what		
		skills -	they see, hear		
		Manages some	and feel whilst		
		levels of	outside.		
		risk.			
			Recognise some		
		Ball Skills -	environments		
		Further develop	are different		
		a range of ball	from the one in		
		skills.	which they live.		
		Develop			
		confidence,	ELG: People,		
		competence,	Culture and		
		precision and	Communities		
		accuracy when	- Describe their		
		engaging	immediate		
		in activities that	environment		
		involve a ball.	using		
			knowledge		
		Shows good	from		
		control when	observation, discussion,		
		pushing, patting,	stories, non-		
		rolling, throwing	fiction texts and		
		and kicking.	maps;		
		Confidently and	- Know some		
		safely transports	similarities and		
		and uses a	differences		
		range of small	between		
		apparatus.	different		
			religious and		
	I	1	cultural	I	1

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.

ELG: The **Natural World** 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

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changes in the
natural world
around them,
inc the seasons
and changing
states of
states of
matter.