

Humberston Cloverfields

Reception – Wider Curriculum Overview Cycle A

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

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

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

		range of small and large apparatus.		
<p>Summer 1</p> <p>Footprints in the Past</p> <p>Billy's Bucket Tiddler</p>	<p>Think about the perspective of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Target Games</p> <p>Athletics</p> <p>Fine motor skills - tripod grip, accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick.</p> <p>Know and discuss different factors that support overall health and wellbeing.</p> <p>Gross motor skills - Manages some levels of risk.</p> <p>Shows good control when pushing, patting, rolling, throwing and kicking.</p> <p>Confidently and safely transports and uses a range of small and large apparatus.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand seasonal changes that take place in summer.</p> <p><i>ELG: Past and Present Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

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

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