Humberston Cloverfields

Reception – Wider Curriculum Overview Cycle A

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

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

Spring 2Identify and safely use a range of small and large apparatus.Confidently and safely use a range of small and large apparatus.Compare and contrast in tripod grip, accurate to develop good posture.Explore, use and refine uncor skills - tripod grip, accurate to artistic effects to artistic effects artistic effectsEach Peach Pear Plum Traditional Tale - Goldilocks and the Three BearsIdentify and measures to artistic effects to artistic effects to artistic effects and alk elake in sesonal control using guanturs and agility. Confidently and agility.Compare and contrast in sesonal control and agility.Explore, use and reference and testing and responses.Use core-muscle strength to develop good posture. Confidently and agility.Confidently and safely use a range of small and large apparatus.Sing in agroup or on their own, increasingly matching the pitch and following the meiody.Use core-muscle strength to develop good posture.Sing in agro					
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PostureExplore and engage in musicConfidently and safely transports and uses amaking and dance, performing solo			_		melody.
Confidently and safely transports and uses aengage in music making and dance, performing solo					
Confidently and safely transportsmaking and dance, performing solo			posture.		Explore and
safely transports dance, and uses a performing solo					engage in music
and uses a performing solo					making and
and uses a performing solo			safely transports		-
			and uses a		

		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
•			situations in the	to express their
Billy's Bucket	Show resilience	Fine motor skills -	past.	ideas and
Tiddler	and	tripod grip,	Compare and	feelings.
	perseverance in the face of	accurate	Compare and contrast	
	challenge.	formation of letters and	characters from	Return to and
	Chancinge.		stories,	build on their
		numbers, control using	including figures	previous
		other tools	from the past.	learning, refining ideas and
		e.g. scissors,		
		paintbrush and	Understand	developing their
		glue stick.	seasonal	ability to represent them.
		Bige stress	changes that	Tepresent 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; - Know some	
		levels of	similarities and	
		risk.	differences	
		Shows good	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 through	
		and uses a	settings,	
		range of small	characters and	
		and large	events	
		apparatus.	encountered in	
			books read in	
			class and	
			storytelling.	

Summer 2	Show resilience	Fine motor skills -	Compare and	Create
	and	tripod grip,	contrast	collaboratively,
	perseverance in	accurate	characters from	sharing ideas,
Global Citizens /	the face of	formation of	stories,	resources and
Olympics	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
Deanstaik	(aspirations).	paintbrush and	differences	learning, refining
	(aspirations):	glue stick.	between life in	ideas and
		U	this country and	developing their
		Know and discuss	life in other	ability to
		different factors	countries.	represent them.
		that		represent them.
		support overall	Explore the	
		health and	natural world	
		wellbeing.	around them	
		- 0-		
		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 knowlodgo	
		Ch a l	knowledge from	
		Shows good	from observation,	
		control when	discussion,	
		pushing, patting,	stories, non-	
		rolling, throwing	fiction texts and	
		and kicking.	maps;	
		Confidentia	- Know some	
		Confidently and	similarities and	
		safely transports	differences	
		and uses a	between	
		range of small	different	
		apparatus.	religious and	
			cultural	
ιL		1		

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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.
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

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