

Humberston Cloverfields

Reception – 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>Rainbow Fish 3 Little Pigs</p>	<p>See themselves as a valuable individual.</p> <p>Developing constructive and respectful relationships.</p> <p>Manage their own needs.</p> <p>Being independent</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.</p> <p>Dresses self independently.</p> <p>Locomotion</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p>	<p>Talk about members of their immediate family & community.</p> <p>Draw information from a simple map.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some similarities & differences between life in this country and life in other countries.</p> <p>Understand seasonal changes that take place in Autumn (October)</p>	<p>Developing story lines in pretend play</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>

		Combine different movements with ease and fluency.		
<p>Autumn 2 (2 weeks)</p> <p>Remembrance</p> <p>Ava's Poppy.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Respecting other people (including values, beliefs and traditions).</p> <p>Identify and moderate their own feelings socially and emotionally.</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.</p> <p>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>British Values – things that make us British – Royal family, London Landmarks</p> <p>Comment on images of familiar situations in the past</p> <p>Recognise some environments that are different to the one in which they live.</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>Best of British</p> <p>The King's Underpants Cinderella.</p>				

<p>Spring 2</p> <p>Cracking Ideas</p> <p>Farmer Duck</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>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>Explore the natural world around them.</p> <ul style="list-style-type: none"> - link to farming <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>
<p>Summer 1</p> <p>Treasure Seekers</p>	<p>Think about the perspective of others.</p> <p>Show resilience and</p>	<p>Target Games</p> <p>Athletics</p> <p>Fine motor skills - tripod grip,</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

<p>Jack and the Beanstalk</p>	<p>perseverance in the face of challenge.</p>	<p>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>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand seasonal changes that take place in summer.</p> <p>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</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>Homes and their Inhabitants</p> <p>We're Going on a Bear Hunt Enormous Turnip</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>Recognise some similarities & differences between life in this country and life in other countries.</p> <p>Explore the natural world around them</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and</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>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>ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and 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 –</p>	<p>developing their ability to represent them.</p>
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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 changes in the natural world around them, inc the seasons and changing states of matter.