## Humberston Cloverfields Reception – Wider Curriculum Overview Cycle B

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
Our Place in the	individual.	accurate	their immediate	play
World	Developing	formation of	family &	Explore, use and
	constructive and	letters and	community.	refine a variety of
Rainbow Fish	respectful	numbers, control using	Draw	artistic effects
3 Little Pigs	relationships.	other tools	information	to express their
S Entire 1 183	·	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 to them.	increasingly
		glue stick.		matching the
		Gross motor	Recognise some	pitch and following the
		skills revising the	similarities &	melody
		fundamental	differences between life in	melody
		movement skills,	this country and	
		they	life in other	
		have already	countries.	
		acquired.		
			Understand	
		Moves in a	seasonal	
		variety of ways,	changes that	
		avoiding	take place in	
		collisions and	Autumn	
		demonstrating control over gross	(October)	
		motor		
		movements.		
		Dresses self		
		independently.		
		Locomotion		
		Progress towards		
		a more fluent		
		style of moving with developing		
		control and grace.		
		control and grace.		
	l	l		

		Combine different		
		movements with		
		ease and fluency.		
Autumn 2	Express their	Fine motor skills -	Understand that	Listen
(2 weeks)	feelings and	tripod grip,	some places are	attentively,
(	consider the	accurate	special to	move to and
Domombronco	feelings of	formation of	members of	talk about
Remembrance	others.	letters and	their community	music,
		numbers,		expressing their
Ava's Poppy.	Respecting	control using		feelings and
	other people	other tools		responses.
Autumn 2 /Spring 1	(including values,	competently	British Values –	
/ tata / opg _	beliefs and	safely and	things that	Watch and talk
Doot of Duitinh	traditions).	confidently e.g.	make us British	about dance, and
Best of British	traditions).	scissors,	_	performance art,
	Identify and	paintbrush and	David family	expressing their
The King's	moderate their	glue stick.	Royal family,	feelings and
Underpants	own feelings	D. 00 30000	London	responses.
Cinderella.	socially and	Gross motor	Landmarks	
	emotionally.	skills revising the	Comment on	Sing in a group
	emotionally.	fundamental	images of	or on their own,
		movement skills,	familiar	increasingly
		they	situations in the	matching the
		have already	past	pitch and
		acquired.	·	following the
		acquireu.	Recognise some	melody.
		N.4 '	environments	
		Moves in a	that are	Explore and
		variety of ways,	different to the	engage in music
		avoiding	one in which	making and
		collisions and	they live.	dance,
		demonstrating	Children discuss	performing solo
		control over gross	the concept of	or in groups.
		motor	change in	
		movements.	relation to	
		Dunana and	things	
		Dresses self	immediate to	
		independently.	them, i.e. family,	
		Dance	toys, clothing.	
		Dance	Recognise that	
		Progress towards	people have	
		Progress towards a more fluent	different beliefs	
			and celebrate	
		style of moving	special times in	
		with developing	different ways.	
		control and grace.		
		Combine different	Understand	
		Combine different	seasonal	
		movements with	changes that	
		ease and fluency.	take place in	
		Gymnastics	winter.	
		Gymnastics		

Spring 2	Identify and	Fine motor skills -	Explore the	Explore, use and
, , , , , , , , , , , , , , , , , , ,	moderate their	tripod grip,	natural world	refine variety of
Cracking Ideas	own feelings	accurate	around them.	artistic effects
Clacking ideas	socially and	formation of	- link to	to express their
	emotionally.	letters and	farming	ideas and
		numbers,		feelings
Farmer Duck	Manage their	control using	Understand	_
	own needs.	other tools	seasonal	Listen
		e.g. scissors,	changes that	attentively,
		paintbrush and	take place in	move to and talk
		glue stick.	Spring	about music,
				expressing their
		Show some		feelings and
		awareness of		responses.
		necessary safety		'
		measures		Watch and talk
				about dance, and
		Gymnastics -		performance art,
		Develop overall		expressing their
		body strength, co-		feelings and
		ordination and		responses.
		agility.		responses.
				Sing in a group
		Confidently and		or on their own,
		safely use a range		increasingly
		of small and large		matching the
		apparatus.		
				pitch and
		Use core-muscle		following the
		strength to		melody.
		develop good		
		posture.		Explore and
		Ball Skills -Further		engage in music
		develop a range		making and
		of ball		dance,
		skills.		performing solo
		SKIII3.		or in groups.
		Develop		
		confidence,		
		competence,		
		precision and		
		accuracy when		
		engaging		
		in activities that		
		involve a ball.		
Summer 1	Think about the	Target Games	Comment on	Explore, use and
	perspective of		images of	refine a variety of
Treasure Seekers	others.	Athletics	familiar	artistic effects
ileasule seekeis			situations in the	to express their
	Show resilience	Fine motor skills -	past.	ideas and
	and	tripod grip,		feelings.

Jack and the Beanstalk	perseverance in the face of challenge.	accurate formation of letters and numbers, control using other tools e.g. scissors, paintbrush and glue stick.  Know and discuss different factors that support overall health and wellbeing.  Gross motor skills - Manages some levels of risk.  Shows good control when pushing, patting, rolling, throwing and kicking.  Confidently and safely transports and uses a range of small and large apparatus.	Compare and contrast characters from stories, including figures from the past.  Understand seasonal changes that take place in summer.  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	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
		apparatus.	encountered in books read in class and	
Summer 2	Show resilience	Fine motor skills -	storytelling Recognise some	Create
Homes and their Inhabitants	and perseverance in the face of challenge.	tripod grip, accurate formation of letters and	similarities & differences between life in this country and	collaboratively, sharing ideas, resources and skills.
We're Going on a Bear Hunt Enormous Turnip	See themselves as a valuable individual (aspirations).	numbers, control using other tools e.g. scissors, paintbrush and	life in other countries.  Explore the natural world	Return to and build on their previous learning, refining
		glue stick.	around them	ideas and

developing their Know and discuss Describe what ability to different factors they see, hear represent them. and feel whilst that outside. support overall health and Recognise some wellbeing. environments Gross motor are different from the one in skills -Manages some which they live. levels of **ELG: People,** risk. **Culture and** Communities Ball Skills -Further - Describe their develop a range immediate of ball environment skills. using knowledge Develop from confidence, competence, observation, discussion, precision and stories, nonaccuracy when fiction texts and engaging maps; in activities that - Know some involve a ball. similarities and differences Shows good between control when different pushing, patting, religious and rolling, throwing cultural and kicking. communities in this country, Confidently and drawing on safely transports their and uses a experiences and range of small what has been apparatus. 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
changes in the
natural world
around them,
inc the seasons
and changing
states of matter.