

Wider Curriculum Overview



Themes by Term	Coverage			
	PSED	PD	UtW	EAD
<p>Autumn 1</p> <p>All About Me</p> <p>So Much Ugly Duckling</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>Locomotion</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>Develop fine motor skills to use a range of tools competently, safely and confidently.</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 & Dance - Progress towards a more fluent style of moving with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p>	<p>Talk about our families/similarities and differences between ourselves and others in the community.</p> <p>Where we live – talking about features of their local environment</p> <p>Human growth and change</p> <p>Changes within my family over time</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Listens to information about a family and asks questions / offers comments.</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>
<p>Autumn 2</p> <p>Celebrations</p> <p>Queen's Hat Owl Babies</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>Dance</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>Develop fine motor skills to use a range of tools competently, safely and confidently.</p> <p>Moves in a variety of ways, avoiding collisions and demonstrating control over gross motor movements.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways –Bonfire night/Diwali/Christmas.</p> <p>British Values – things that make us British – Royal family, London Landmarks</p> <p>Draw information from simple maps.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that things happened before they were born.</p> <p>Know some significant historical figures and events.</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>Dresses self independently.</p> <p>Locomotion & Dance - Progress towards a more fluent style of moving with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p>	<p>Make observations about animals/birds in the natural world (UK)</p> <p>Understand seasonal changes that take place in Autumn</p> <p>Observe differences between light and darkness</p>	
<p>Spring 1</p> <p>Winter Wonderland</p> <p>Penguin, Penguin Problems, Lost and Found, Storm Whale in Winter</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Gymnastics</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>Differences between our environment and a contrasting one (Antartica) - weather and physical features</p> <p>Draw information from simple maps.</p> <p>Animals and their habitats – why are they suited to where they live?</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Locating contrasting environments within the world</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand seasonal changes that take place in Winter</p> <p>Observe and identify objects that float and sink</p> <p>Understand changes in state ie melting</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>Spring 2</p> <p>It's Good to Grow</p> <p>Jack & the</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs.</p>	<p>Object manipulation</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>Explore the natural world around them and changes within it.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Observe and discuss how plants and animals change over time.</p>	<p>Singing in a group, or on their own, increasingly matching the pitch and following the melody</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

<p>Beanstalk The Bog Baby</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>Understand seasonal changes that take place in Spring</p>	
<p>Summer 1</p> <p>Superheroes</p> <p>George and the Dragon, Superworm, Supertato</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>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>Real life heroes – the people who help us</p> <p>Discuss, compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Discuss a range of fictional and non-fictional characters from the past.</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>Journeys</p> <p>Everywhere Bear, Amelia Earhart, Emma Jane's Aeroplane</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>See themselves as a valuable individual (aspirations).</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 – How has transport changed?</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some environments that are different to the one in which they live. Children discuss the concept of change in relation to things immediate to them, i.e. family, toys, clothing.</p> <p>Understand how animals adapt to seasonal changes that take place in Summer</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>