



Stocksbridge Nursery Infant School EYFS Curriculum Overview Year A

	Autumn 1 Transition and Induction with baselining	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Transition
Theme title	Me and My Family	Celebrations and Traditional Tales	Animals and Pattern	Transport	Growth	Seaside
Theme led by....	Expressive Art PSHE	CLL KUW PSHE	Geography maths	geography	KUW- science	KUW CLL
SPARLING STARTER... THE PROVOCATION	Pose the question – theme- Collect sticks of all shapes and sizes. Work in teams to find creative and imaginative ways to use the sticks.	Set up the classroom like the three bears cottage with bowls, chairs, beds Leave a pile of straw, sticks and bricks on the field. Write a letter to the class saying 'help the wolf has blown my house down'	Write a letter to The Zookeeper to say we would like a pet in our class. Every other day a box arrives with a pet. Plan a jungle dance	Naughty Bus makes a mess Make a boat- ready to float down the stream. Imaginary train ride- Make your classroom into a train.	What's in the egg? Bring an egg and make up a story about finding it on the way to school. What could it be? Planting seeds - beans, cress, Boots hanging from the ceiling; giant sized mucky footprints; golden eggs; harp. planting seeds to make the environment look nicer - sunflowers	Letter arrives with a bucket asking children if they could look after. Warns them not to use it. Day 2 letter 2 with an animal in the bucket. Describes adventure
Literacy including book focus	Stanley's Stick Stick man Not a Stick	Traditional tales. 3 Little Pigs 3 Goldilocks and the 3 Bears A King Is Born	Dear zoo Giraffes can't dance Penguin Small Writing questions Make a flap book- labels and captions	Naughty bus The journey The train ride Making a naughty bus book- simple sentences Instruction writing	The hungry caterpillar Jack and the beanstalk Titch Non-fiction egg book- labels and captions Writing stories	Billy's bucket Light House Keepers Lunch Sea poems
K & UW - Science	How are sticks used in other cultures? How are sticks used in our cultures? Materials for purpose.	Where does light come from in the day? At night? What else gives us light? Sorting animals/ bears same and different properties of materials.	Asking questions. Similarities and differences between animals. Environments and habitats How animals adapt to their environment	Floating and sinking Shadows- light and dark	Life cycles- eggs Frogs and caterpillars. Collect frog spawn from the school pond Chicken eggs and incubator What living things need to grow. what is a living thing?	trip out- Clifton park plants need light to grow green. Sponge – soaking up water circuits Moving weights from one place to another



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			Waterproof materials		Living and non-living. Planting beans so you can see the roots. Planting cress and sunflowers	
K & UW Computing	Finding your name on smart board to order dinner Learning to complete a program.	drawing and mark making with a mouse	engaging with games on wipe board. Select icons to start and finish a game; to select game; choose number/ letter that matches.	letter formation on smart board changing order of musical notes/ pictures to create a new sequence. Ordering events and sequencing	Taking photos of different stage in a life cycle	recording their learning in a way they have chosen. Videoing using the Ipd
						using games to learn from
K & UW Online Safety				games we should play and games that are not for us – age limits. How do we use computers at home?	who should we tell? Who should we speak to?	pants rule – my pants are just for me. Should you show others your pants? Would you like someone else to take a photo of you without asking?
K & U W DT	dressing and wrapping sticks Using sticks to create enclosures.	making stars gifts making houses for The 3 pigs	Clay animals Sock puppets- sewing	Making boats Making paper aeroplanes Creating a moving vehicle	Sculpture- using loose parts Egg box caterpillars	making a light house with a working circuit
K & UW Geography (Cultural Education)	sticks used in other cultures – for eating and painting Where do sticks grow? Hunt sticks and compare. Musical sticks	Day and night. Where do the stars go in the day? Features of the environment Easy orienteering	Countries that animals originate from- hot and cold countries Animal adaptation to their environment	Comparing London with our local countryside. Look at Big Ben, Buckingham Palace etc Drawing and creating maps/following maps/orienteering skills	looking after the environment to protect baby animals. Plastic problems.	compare a seaside environment to our own. Looking after our environment Environmental features - coast
K & UW History (Cultural Education)	family trees – how is in your family? In your house and in other	Time language. Sequencing events from their interests – dinosaurs etc			How we change over time (linked to size and titch)	sea sides past and present. Punch and Judy, bathing huts.



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	houses? Who do you visit. How are our families same and different.	Guy Fawkes Jesus.				
CD - Art & Design (Cultural Education)	<p>Organisation of workspace – aprons/care of brushes/appropriate brush for the job etc. Introduction to Primary colours (link to emotions etc)</p> <p>Mark making –wax resist pictures</p> <p>Colour mixing with powder paints.</p> <p>Self or family portraits (with paint / line drawings)</p> <p>Stick sculptures Autumnal art (warm colours)</p>	<p>Introduce sketchbooks a visual diaries.</p> <p>Line and tone- experiment with mark making using different mediums (pencils, crayons, pastels, charcoal etc.)</p> <p>Revisit primary colour mixing –introduce secondary colours. Make a new colour and give it a name e.g. Cut Grass Green, Candy Floss Pink etc.</p> <p>Explore cool colours-add white to create cooler shades. Link to Winter</p> <p>Clay Divas (RE link) Christmas art</p>	<p>Explore pattern in nature (power point or observational walk) Use I-pad to take close-ups</p> <p>Replicate patterns/textures found in the real world (Ashley's giraffe) Recreate observational drawing of animal patterns.</p> <p>Mixing several shades of one colour (green jungle leaves) Henri Rousseau-Tiger in a Tropical Storm picture</p> <p>Draw a mixed-up animal from imagination (add an extension to half a picture-e.g. draw the head or legs for a body.</p> <p>Make an imaginary large scale class animal out of boxes. Incorporate colour and pattern (sculpture)</p>	<p>Printing- experiment with pushing a variety of wheels through paint. (Jackson Pollock)</p> <p>Make rubbings in the environment-use collection to create a mixed media collage (e.g. a car, boat, tractor)</p> <p>Link to DT – use skills to decorate vehicle models</p> <p>Signs of Spring- observational drawings of daffodils, blossom trees</p> <p>Transient art- use nature to create a picture (petals, leaves, sticks, stones in the Andy Goldsworthy style)</p>	<p>Go on a colour walk. Find things in nature to match colours as closely as possible.</p> <p>Whole class collage using a range of different medias/materials/texture (could do on an old sheet or window blind – create background and add 3D flowers, insects, print leaves etc)</p> <p>Study Van Gogh's Sunflowers and recreate in different ways (draw, paint, paper collage etc)</p> <p>Consolidate skills of secondary colour mixing. Could create rainbows.</p>	<p>Sand sculptures (patting wet sand and moulding into a structure) Embellish with decorations- sequins, matchsticks, tiny stones etc.</p> <p>Observational drawings of shells (revise line & tone) Could paint shells with funky coloured acrylic paint and decorate with patterns.</p> <p>Use colours of summer to inspire working with different papers to create a paper sculpture.</p> <p>Use the I pad or children's cameras to take photos of still life composition of objects (bucket, spade, sunhat, shells, beach ball etc.) Think about placement and connection.</p>
Music (Cultural Education)	rain sticks claves (sticks) to tap syllables of names and new words. Claves to keep the beat.	learning words to songs. Being happy to help the class by joining in.	Compose a song that might be played at the Jungle Dance. Look at the instruments shown in the illustrations. What are they? How are they played? How do they make a sound?	action songs call/ reply. 3 note songs	steady beat as tempo changes. Beat continues where there are no words. Early pitch 5 note songs	Father's day songs rhythm increase ability to create of different pitch with voice pitch hand notation – pitch up and down.



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PD - PE INDOOR	High, Low, Over, Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus	imoves -	Nursery Rhymes Moving in sequence Creating our own movements Creating simple movement sequences Responding in movement to words and music Exploring contrasting tempos Exploring character	Ourselves Moving in sequence Responding in movement to words and music Moving with props and contrasting tempos Creating their own movements Exploring opposites and creating simple movement sequences	Moving (Gymnastics) Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs	Moving (Gymnastics) Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs
PE OUTDOOR	Locomotion: Walking Explore/develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game	Locomotion: Jumping Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping	Ball Skills Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing	Ball Skills Feet Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent	Ball Skills Hands 2 Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching	Games For Understanding Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game
Active Travel	Active travel week. scooting share wake up shake up with family Sing to school bring your bike to school – wheels time session		Active travel week. scooting walk to school with a teacher bring your bike to school – wheels time session	learn to ride a bike Bring your bike to school day – draw, ride. Mrs Armitage on wheels. Breakfast	Active travel week. scooting share wake up shake up with family don't come in the car to school Breakfast.	Active travel week. scooting share wake up shake up with family don't come in the car to school Breakfast.
K & UW - RE (Spiritual, moral, social & cultural education)	see links to culture in all elements of KUW	use of light and candles – birthdays, special events. Jesus has a special birthday	spring clean New years resolutions – setting challenges.	Spring, signs of new life Who should look after the woods? How can we do it?	Easter	Transition- new friendships Ladies world cup- supporting other teams



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			Mother's day celebration	Who looks after us?		Cheering each other on at sports day Fathers day celebration
PSED including MH & WB. (Social & Moral Education)	<p>feelings of Sticks man as he became lost and further away from his family. Feelings of family as their dad did not come back. Feelings at end of story with loved ones re-united. Feeling loved Who loves you? How do you know?</p> <p>Introducing golden rules</p> <p>Adjusting to a new environment</p>	<p>Continuing working on the golden rules</p> <p>Children in need day</p>	<p>New beginnings, New Year's resolutions, target, aspirations for when they are older. Percy Vere puppet</p> <p>Theo Thinker puppet</p> <p>Rosie Resourceful</p> <p>Learning team</p>	<p>Jigsaw – feeling important Know how to make a friend</p> <p>Jigsaw - Bullying Help others to feel part of the group Show respect in how we treat others</p> <p>Jigsaw - being the best friend I can be Know and show what makes a good relationship</p>	<p>Including everyone when we are playing</p> <p>Know how to help someone when hurt.</p> <p>How is my house different to yours?</p> <p>Healthy eating</p> <p>Jigsaw – healthy me. Looking after myself Healthy choices.</p>	<p>reflecting on the year – memories what did we enjoy? What did we learn? What are we looking forward to next? What are we nervous about? What do we want to know?</p> <p>Jigsaw – recognising how I can help others to learn. Saying good bye.</p> <p>Celebration assemblies</p>
Metacognition	none this term		<p>self-evaluation Have I got that? Thumbs – up down wobble.</p> <p>Peer evaluation and positive affirmations – thumbs, words.</p>		<p>persevere. Be willing to try new things. How am I doing? Do I need any help yet? How confident do I feel?</p>	<p>feeling frustrated Plan Do Review Try something different Resilience persevere Does it matter?</p>
Home Learning	<p>name writing 1to1 counting of moveable objects Stick play and photos of. maths stay and play.</p>	<p>alphabet activities initial sound and letter matching Finger gym activities</p>	<p>measuring games Easter maths pack. Reading stay and play 1</p>	<p>phonic writing and counting</p>	<p>phonics writing and counting spelling Reading stay and play 2</p>	<p>spelling story writing problem solving challenges</p>
Visits/Visitors	<p>walk in the woods; families to come with us to support.</p>	<p>library families father Christmas</p>	<p>Pets at home Yorkshire wildlife park library families</p>	<p>Pot house woods Students Mothers/ family members</p>	<p>Librarian to school Amy – balance bike and scooter work Mr Rogers- chicks</p>	<p>Clifton park fathers/ family</p>



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Fabulous finish	<p>Stanley's stick. Use a box with your stick; dressing up day;</p> <p>A role play camp fire with hot chocolate. Story sharing.</p>	<p>Christmas nativity production</p> <p>Christmas party</p>	Yorkshire wildlife park	<p>Wheels day</p> <p>Boat races in Pothouse woods</p>	Growing chicks!	Seaside day
Contributions to ethos, vision, Non-Negotiables etc Use of locality/heritage, visits/visitors, collaborative learning, aspirations, outdoor learning.	<p>helicopter stories.</p> <p>Dens and story dens</p> <p>Stick families</p>	<p>making gifts for special people</p>	<p>thinking about our mums and what they do for us. What can we do for them</p>	<p>library visit</p> <p>Mothers day</p>	<p>Pothouse wood</p> <p>Looking after our school grounds and its wild-life</p>	<p>what could I be when I grow up?</p> <p>Think about our fathers. What do they do for us and what can we do for them?</p> <p>Father's day</p>