



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

	Autumn 1 Transition and Induction with baselining	Autumn 2	Spring 1	Spring 2 Enterprise week as final week	Summer 1	Summer 2 Transition
<b>Theme title</b>	<b>Marvellous Me</b>  <b>In the woods</b>	<b>Hidden Heroes</b>  <b>Who will help me</b>	<b>Extreme environments</b>	<b>Reduce, Reuse, Recycle</b>	<b>The Royal Family</b>	<b>Seasides/Coasts</b>  <b>Who'd like to be beside the sea side</b>
<b>Theme led by....</b>	Expressive Art PSHE	CLL KUW PSHE	KUW Geography/Science	Expressive art and design	KUW	KUW Geography/History
<b>SPARLING STARTER... THE PROVOCATION</b>	Broken chair, empty bowls and a bed that has been slept in. Who did it? FX Guru news report	Stick Supertato and his vegetables around the classroom. Leave a note from Evil Pea  Visit from the police	Visit Butterfly world	Visit to the Yorkshire Sculpture park or a recycling centre	Hold a royal tea party. Chn dress as kings, queens, princes, princesses	
Literacy including book focus	Elmer Goldilocks and the 3 bears We're going on a bear hunt The very helpful hedgehog	Supertato Non-fiction Police Charlie the Fire fighter	Penguin Small Giraffes can't dance	Mrs Armitage on Wheels	The Queen's Knickers/handbag/hat	Billy's bucket Light House Keepers books Sea poems The Storm Whale
<b>New vocabulary</b>						
<b>K &amp; UW - Science</b>	Making porridge- smell, taste, texture, looks like? Cooking apples- smell, taste, texture, looks like? Bear Hunt- sensory trays (mud, water, grass etc) walk through with bare feet,	Mashed potatoes/peas Vegetable soup	Hot and cold. Look how we dress for different temperatures. Explore different materials for warmth/cool/ waterproof.  How animals adapt to their environment- habitats  Why does ice melt when it's warm?	Lifecycles of seeds/fruit/veg for a sustainable living  Sunflowers, beans, potatoes, apples etc  Materials- magnetism, naming materials, fit for purpose		Make observations of animals- crabs



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

K & UW Computing	<p>What is a computer? Tablet? Show me a mouse, screen, keyboard</p> <p>Use the smart board to play games in continuous provision</p>	<p>Create a news report- film each other on the iPad</p> <p>Use Beebots linked to numbers/sounds/words</p> <p>Using a phone to dial 999.</p> <p>Use the smart board to play games in continuous provision</p>	<p>Use google earth to zoom in on the north pole and the south pole</p> <p>Use the smart board to play games in continuous provision</p>	<p>Photographing various stages of life cycles</p> <ul style="list-style-type: none"> <li>- Chn tp take responsibility of when to photograph learning and changes</li> </ul> <p>Use the smart board to play games in continuous provision</p>	<p>Photograph each other at the seaside- disposable cameras</p> <p><i>Choose how to record</i></p> <p>Use the smart board to play games in continuous provision</p>	
K & UW Online Safety	<p><b>Living in the wider world</b></p> <p>adults talking about own passwords as used in class.</p> <p>watching and talking about the news</p>	<p><b>Relationships</b></p> <p>rude/kind images when we photograph each other. Right to say no; need to ask permission.</p>	<p><b>Living in the wider world</b></p> <p>Search in different ways.</p> <p>Use of IT in school and at home - where is it? What does it do?</p>	<p><b>Health and well being</b></p> <p>screen time and sleep.</p> <p>being healthy and having fun on line</p> <p>talking about which games to play and what to watch by the age triangle.</p> <p>Stranger danger.</p>	<p><b>Relationships</b></p> <p>talk about adults using social media and rules/ age limits where appropriate. Allowed to use parent's phones? Supervised?</p> <p>Use of you- tube supervised at home?</p>	<p><b>Relationships</b></p> <p>sharing information. Who should we tell what? control of our bodies - do you want to be photographed? Do you want that picture?</p>
K & U W DT	<p>Teaching correct use of scissors and scissor control.</p> <p>Using PVA to stick paper- 'not a lot' experiment with paper</p> <p>Teach how to use split pins to join paper</p>	<p>Joining boxes together to make an emergency vehicle</p> <p>Discuss the most effective ways of sticking boxes together- pva, stapler, tape, masking tape</p>	<p>Design and make a sock puppet to represent an animal</p> <p>-Learn how to sew</p>	<p>Using different materials fit for a purpose.</p> <p>Repurpose 'junk' to make their own sculpture</p>	<p>Creating food for a royal tea party. Food hygiene.</p>	<p>Design and make a pin wheel</p> <p>Cutting, split pins, attaching to dowel</p>



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

<p>K &amp; UW Geography (Cultural Education)</p>	<p>Looking at the environment within school particularly the woodland. Notice seasonal changes beginning to happen</p>		<p>Look at animals found in hot and cold environments. Discuss why these animals not found in our environment</p> <p><i>Know the environment and living things are influenced by human activity</i></p>	<p>Compare objects and materials for similarities and differences</p> <p><i>Describe some actions and for people in the community to maintain their area</i></p> <ul style="list-style-type: none"> <li>- Organise a litter pick</li> </ul>		<p>How is Stocksbridge different to the seaside? Use a map to identify land and sea. Simple orienteering sessions to introduce maps and birds eye views</p>
<p>K &amp; UW History (Cultural Education)</p>	<p>Discuss who is in your family and what you like to do with your family. Family trees – who is in your family? In your house and in other houses? Who do you visit? How are our families same and different? Know that children don't always like the same as me.</p>	<p>Knowing about the role of the emergency services and their role within our community</p> <p>Christmas celebrations and joining in with the Nativity performance</p> <p>Differences in family traditions</p>	<p>Polar explorers</p>	<p>David Attenborough</p> <p>Greta Thunberg from Sweden- climate</p>		<p>Discussing past trips to the seaside. What did it used to be like at the seaside when your grandparents were children? How is it different today?</p> <p><i>Know about lives of others in the past</i> Grace Darling Charles Darwin Henry Blogg (RNLI)</p>
<p>CD - Art &amp; Design (Cultural Education)</p>	<p>teach colour mixing primary colours and secondary colours</p> <p>look at work of Paul Cezanne, Monet, Caravaggio</p>	<p>Drawing people and their body parts Painting people- emergency services mixing paint printing with fruit and vegetables</p>	<p>Patterns- symmetrical and otherwise. Patterns found on animals.</p>	<p>3D work- sculpture Repurpose 'waste' to make a sculpture.</p> <p>Discuss reasons of choice. What you have made, how and why</p>		<p>Use clay to form a shell. Score lines with a clay knife Roll clay to make the tile</p> <p><i>Talk about their choices and their processes</i></p>
<p>Music (Cultural Education)</p>	<p>Syllable clapping Keeping a simple beat Learning songs from our culture</p>	<p>Learn Nativity songs</p>	<p>Chinese NY music- dance with a dragon</p> <p>African drums</p>	<p>Make instruments out of other things e.g- drain pipes/tubes</p> <p>rhythm and beat</p>		<p>Listening to sea Shanti</p>



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

Physical	<p>mixing and stirring to make porridge-circular arm movements</p> <p>discuss healthy and unhealthy foods</p> <p>Dressing and undressing Take your clothes off (minus buttons)</p>	<p>Using a knife and fork to eat Using a potato masher</p> <p>Discuss how to keep safe and how the emergency services can help when in an unsafe situation</p>	<p>Dressing and undressing from a range of clothes- zips and buttons beginning to be un/fastened</p> <p><i>Begin to write on lines and control letter size</i></p>	<p>Use a variety of one handed tools to develop fine motor skill- making sculptures</p> <p>Use large materials on the floor to develop gross motor skills-making group sculptures</p> <p><i>write on lines and control letter size most of the time</i></p>	<p>Crossing the road safely</p> <p>Attempt to tie laces</p> <p><i>Write on lines and control letter size</i></p>	<p>Prepare healthy foods. Discuss how to stay healthy</p> <p><i>Write on lines and control letter size. Use handwriting grid</i></p>
PD - PE INDOOR	<p>Complete PE Gymnastics</p> <p>High, Low, Over, Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus</p>	<p>Complete PE Dance</p> <p>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</p>	<p>Imoves Dance</p> <p>Exploring how to move our body in response to music. Dance that involves high and low movements and beginning to use partner work.</p> <p><u>Minibeasts and Animals</u></p>	<p>Complete PE Gymnastics</p> <p>Moving 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</p>	<p>Complete PE Dance</p> <p>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</p>	<p>Imoves Dance – In small group work, create a sequence by linking travel and shape together.</p> <p><u>Under the sea and Weather.</u></p>
PE OUTDOOR	<p>Locomotion: Walking Explore/develop walking Explore walking in different pathways Sustain walking Explore marching</p>	<p>Ball Skills Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling,</p>	<p>Ball Skills Feet Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling</p>	<p>Ball Skills Hands 2 Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching</p>	<p>Locomotion: Jumping Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping</p>	<p>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</p>



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

	Apply walking into a game	pushing and bouncing	Develop dribbling against an opponent			defending into a game
Active Travel	Walk to school 10 day active challenge					
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.  Mothers day celebration	Spring, signs of new life Who should look after the woods? How can we do it? Who looks after us? Easter		
PSED including MH & WB. (Social & Moral Education)	Being in my world - Who is in your world? Family?  confident to speak in a small group. I tell you what I enjoy.  know who to ask for help and am beginning to do so. understand what is expected of them in class.	Being a friend- what do friends do, how do they behave? Anti bullying week  Following rules and keeping safe Talk in a small group about one thing that makes them different from their friends.  Share and take turns with some adult prompts. know how to stand up for themselves.  Understand the word 'bullying'.	Sets a goal for development.  Tell a class group how I felt when I succeeded.  Knows some calming strategies to use when upset and is beginning to use them.	Tells a larger group what their good at/what they can do. Talks positively.  Talks about ways to be healthy.  Dress and undress independently,  Understand 'stranger danger' principles.	Tells the class about someone who is special to them.  Listens to others talking about their special person.  Ask for help when needed.  Talks about what they see and explains why some things occur.  Shows 'good friendship' characteristics.	Identifies parts of the body that make boys and girls different.  Tries a new approach when upset.  Talks about what they see and explains why changes occur.  Talks about a range of feelings.
Metacognition	none this term		self-evaluation Have I got that? Thumbs – up down wobble.  Peer evaluation and positive affirmations – thumbs, words.		persevere. Be willing to try new things. How am I doing? Do I need any help yet? How confident do I feel?	feeling frustrated Plan Do Review Try something different Resilience persevere Does it matter?



## Stocksbridge Nursery Infant School EYFS Curriculum Overview Year B

Home Learning						
Visits/Visitors	Stocksbridge library	Police visit Specialist nurse	Butterfly world library	Sculpture park		Seaside visit? library
Fabulous finish	Teddy bear's picnic	Christmas nativity production  Christmas party	Performance of music/songs- carnival of the animals Sell tickets for parents to watch	Art gallery/museum		Seaside day with ice cream van and paddling pools
<b>Contributions to ethos, vision, Non-Negotiables etc</b> Use of locality/heritage, visits/visitors, collaborative learning, aspirations, outdoor learning.	Teddy bear's picnic Stocksbridge library  Using school grounds	Christmas nativity production  Christmas party  Police visit Specialist nurse	Performance of music/songs- carnival of the animals Sell tickets for parents to watch Stocksbridge library	Art gallery/museum  Visiting into Pot house woods  Organise a litter pick		Seaside day with ice cream van and paddling pools Stocksbridge library