



Stocksbridge Nursery Infant School EYFS Curriculum Overview Year A 2022 2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme title	Marvellous Me and My School	Terrific Tales	Ticket to ride	Amazing Animals	Places	Come Outside
Theme led by....	Expressive Arts and Design PSHE	CLL UW PSHE	UW	UW Expressive Arts and Design	UW People, culture and communities	UW

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

SPARKLING STARTER...	Starting school. Exploring the different areas of our school- meadow, field, both yards, outside class 1&2	Set up the classroom like the three bears cottage with bowls, chairs, beds Baking bread for the red hen	Naughty Bus makes a mess Make a boat- ready to float down the stream. Imaginary train ride- Make your classroom into a train. Old bus visiting school- Rotherham transport museum	Possible visit to YWP or Ponderosa W/C: 20/02/23 Pancake day W/C: 27/02/23: WBD W/C: 06/03/23: W/C: 13/03/23: Mother's Day and Comic Relief W/C: 21/03/23: YWP trip. W/C: 28/03/23: Easter	Imaginary plane ride. Make a passport to stamp in every country.	Planting seeds - beans, cress, Boots hanging from the ceiling; giant sized muddy footprints; golden eggs; harp. planting seeds to make the environment look nicer - sunflowers
Fabulous finish						

COMMUNICATION AND LANGUAGE

DAILY STORY TIMES

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.



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	<p>Welcome to EYFS Settling in activities Making friends What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>BOOK FOCUS FOR EACH HALF TERM</p>	<p>The Colour monster Rainbow Fish Our class is a family We Are All different (Twinkl) I like myself The Hueys Stick Man</p>	<p>Traditional tales. Hansel & Gretal Goldilocks and the 3 Bears The Little Red Hen Elves & The Shoemaker The Jolly Christmas Postman</p>	<p>Naughty bus Oi Get off the train Mr Gumpy The way back home Non fiction transport book</p>	<p>Dear Zoo Giraffes Can’t Dance The Monkey with the Bright Blue Bottom Penguin Small The Tiger who came to tea Poem We’re going on an egg hunt</p>	<p>France India America- North Jungle- Rumble in the Jungle poetry Japan Australia Africa Scottish island. Katie Morag</p>	<p>Jack and the Beanstalk Jasper’s beanstalk Oliver’s Vegetables The Enormous Turnip The Tiny Seed The bad tempered Ladybird Superworm Titch Jim And The beanstalk One Plastic Bag The Last Tree The hungry caterpillar</p>



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<p>READING -COMPREHENSION (DEVELOPING A PASSION FOR READING)</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environmental print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Discussing favourite fairy tales and saying why</p> <p>Understanding the difference between good characters and bad characters and giving a reason</p> <p>Sequencing stories- beginning-middle-end</p>	<p>Make up stories. Encourage children to record stories through picture drawing/mark making</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to our reading sequence</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
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<p>READING -WORD READING</p>	<p>Phonic Sounds: Phase 1 recap moving into phase 2</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Phase 2 then recap with lots of blending opportunities</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting sounds in words. Show children how to touch each finger as they say each sound. For common exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: Moving on to phase 3 sounds</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Reading common exception words.</p>	<p>Phonic Sounds: Phase 3</p> <p>Reading: Help children to become familiar with phase 3 letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: Recap Phase 3</p> <p>Reading: Reading simple sentences with some degree of fluency.</p>	<p>Phonic Sounds: phase 4</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Transition work with Year 1 staff</p>
<p>WRITING</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists,</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup. Names Labels. Captions Lists Diagrams</p>	<p>CVC words</p> <p>Shopping list</p> <p>Writing key words, e.g. Not I</p> <p>Name writing</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p>Guided writing based around developing short sentences or captions. Writing short sentences to accompany story maps.</p>	<p>Writing for a purpose in provision, using phonetically plausible attempts at words, beginning to use finger spaces.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Make a plausible attempts at spelling decodable words. Beginning to use full stops, capital letters and finger spaces.</p>



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	Messages – Create a Message centre!					
COMPUTING	Finding your name on smart board to order dinner Learning to complete a program.	drawing and mark making with a mouse	Using Beebots and other programmable toys- follow a route/map	letter formation on smart board changing order of musical notes/ pictures to create a new sequence. Ordering events and sequencing		Simple animation using a minibeast theme- use imovies on the Ipads Taking photos of different stage in a life cycle
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?	Keeping our passwords safe
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
THE NATURAL WORLD	Exploring the meadow area- finding interests (e.g. tree climbing, bug hunting, sticks, flowers etc)	Changes in weather Hibernation Walk in woods	Floating and sinking Shadows- light and dark	Nocturnal Animals Making sense of different environments and habitats After close observation, draw pictures of the natural world, including animals and plants Compare animals from a jungle to those on a farm.		Life cycles- caterpillars. Build minibeast hotels Pond dipping Life cycles- eggs Frogs Collect frog spawn from the school pond Chicken eggs and incubator What living things need to grow. what is a living thing? Living and non-living.



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						Planting beans so you can see the roots. Planting cress and sunflowers
<p>UNDERSTANDING THE WORLD PEOPLE, CULTURE AND COMMUNITIES (CULTURAL EDUCATION)</p>	<p>-Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>-Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>- Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>-Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects</p>	<p>Remembrance Day Guy Fawkes Day Halloween Christmas</p>	<p>Comparing London with our local countryside. Look at Big Ben, Buckingham Palace etc</p> <p>Drawing and creating maps/following maps/orienteering skills</p>	<p>What can we do here to take care of animals in the jungle?</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p>	<p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p>



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	within our learning environment.					
UNDERSTANDING THE WORLD PAST AND PRESENT (CULTURAL EDUCATION)	Long ago – How time has changed. Using cameras. Compare photographs of family members	Guy Fawkes Christmas traditions How do people celebrate Christmas in other parts of the world (perhaps Australian Christmas bbq on the beach?)	Chinese New year	Endangered animals- why are they endangered?		How we change over time (linked to size and titch) Why do we have more rubbish in the world? How can we protect our environment
UNDERSTANDING THE WORLD RE (SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION)	Children will begin to understand and value the differences of individuals and groups within their own community	use of light and candles – birthdays, special events. Jesus has a special birthday Diwali	spring clean New years resolutions – setting challenges. Mother’s day celebration	Spring, signs of new life Who should look after the woods? How can we do it? Who looks after us? Easter		Transition- new friendships Ladies world cup- supporting other teams Cheering each other on at sports day Fathers day celebration
EXPRESSIVE ARTS AND DESIGNS	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
CREATING WITH MATERIALS BEING IMAGINATIVE AND EXPRESSIVE (CULTURAL EDUCATION)	Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.	Introduce sketchbooks a visual diaries. Line and tone- experiment with mark making using different mediums (pencils, crayons, pastels, charcoal etc.) Revisit primary colour mixing –introduce secondary colours. Make a new colour and give it a name e.g.	Printing- experiment with pushing a variety of wheels through paint. (Jackson Pollock) Make rubbings in the environment-use collection to create a mixed media collage (e.g. a car, boat, tractor)	Signs of Spring- observational drawings of daffodils, blossom trees. Use line and tone and different mediums to draw Rousseau’s Tiger / animal prints Children will be encouraged to select the tools and techniques they need	Go on a colour walk. Find things in nature to match colours as closely as possible.	Artwork themed around Eric Carle Study Van Gogh’s Sunflowers and recreate in different ways (draw, paint, paper collage etc) Consolidate skills of secondary colour mixing. Could create rainbows.



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	<p>Transient art- use nature to create a picture (petals, leaves, sticks, stones in the Andy Goldsworthy style)</p>	<p>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>Link to DT – use skills to decorate vehicle models</p> <p>Chinese New Year- Making lanterns, Chinese writing, puppet making, Chinese music and composition</p>	<p>to assemble materials that they are using e.g creating animal masks.</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>MUSIC (CULTURAL EDUCATION)</p>	<p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>rain sticks claves (sticks) to tap syllables of names and new words. Claves to keep the beat.</p>	<p>Learning words to Nativity songs.</p>	<p>action songs</p> <p>call/ reply. 3 note songs</p>	<p>action songs</p> <p>call/ reply. 3 note songs</p>	<p>steady beat as tempo changes.</p> <p>Beat continues where there are no words.</p> <p>Early pitch 5 note songs</p>	<p>Father's day songs</p> <p>rhythm</p> <p>increase ability to create of different pitch with voice pitch hand notation – pitch up and down.</p>
<p>PHYSICAL DEVELOPMENT</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>FINE MOTOR SKILLS</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>



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	Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Sewing elves shoes- become Xmas decorations	Holding Small Items / Button Clothing / Cutting with Scissors		Start to cut along a curved line, like a circle / Draw a cross	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.
GROSS MOTOR SKILLS PE INDOOR	Complete PE Gymnastics High, Low, Over, Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus	Complete PE Dance 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 Or Imoves <u>Nursery Rhymes</u> <u>Fairy Tales</u>	Imoves Dance Exploring how to move our body in response to music. Dance that involves high and low movements and beginning to use partner work. <u>Construction, Transport and Machines</u> And <u>Space</u>	Complete PE Gymnastics 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	Complete PE Dance 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 OR Imoves Rainforest Under the sea	Imoves – In small group work, create a sequence by linking travel and shape together. <u>Minibeasts</u> <u>Animals</u>
PE OUTDOOR	Complete PE Ball Skills Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space	Complete PE Locomotion: Walking Explore/develop walking Explore walking in different pathways Sustain walking Explore marching	Complete PE Ball Skills Feet Explore moving with a ball using our feet Develop moving with a ball using our feet	Complete PE Ball Skills Hands 2 Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching	Complete PE Locomotion: Jumping Explore/develop jumping Apply jumping into a game Jumping for distance	Complete PE Games For Understanding Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker



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	<p>Combine pushing and rolling Combine rolling, pushing and bouncing</p>	<p>Apply walking into a game <i>As a challenge or progression, you could move on to Locomotion Y1 Running. This is revisited and extended in Y1 anyway.</i></p>	<p>Understand dribbling Develop dribbling against an opponent</p>		<p>Explore jumping high Explore hopping</p>	<p>from scoring Applying attacking and defending into a game</p>
<p>PERSONAL AND SOCIAL DEVELOPMENT</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>SELF-REGULATION MANAGING SELF BUILDING RELATIONSHIPS</p>	<p>New Beginnings Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>New beginnings, New Year's resolutions, target, aspirations for when they are older. Percy Vere puppet Theo Thinker puppet Rosie Resourceful Learning team</p>	<p>Jigsaw – feeling important Know how to make a friend Jigsaw - Bullying Help others to feel part of the group Show respect in how we treat others Jigsaw - being the best friend I can be Know and show what makes a good relationship</p>	<p>Including everyone when we are playing Know how to help someone when hurt. How is my house different to yours? Healthy eating 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? Jigsaw – recognising how I can help others to learn. Saying good bye. Celebration assemblies</p>
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions 						



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	<ul style="list-style-type: none"> ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 					
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?	
HOME LEARNING	name writing 1to1 counting of moveable objects .	alphabet activities initial sound and letter matching Finger gym activities	phonic writing and counting	Letter formation	Letter formation phonics writing and counting	Letter formation phonics writing and counting
VISITS/VISITORS		library Father Christmas	Pot house woods Mothers/ family members Rotherham transport museum- bus			