



Stannington Infant School – Long Term Plan 2020-21 – Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Bears	Celebrations	Once upon a time...	Journeys	Animals around the World	Under the sea
Sensational Start	Bear Footprints	Celebrations magic box	Postal delivery	Visit to the Emergency services museum (postponed)	Meet a creature visit (provisional)	Visit to the Deep (provisional)
Fabulous Finish	Bears Storytelling, songs and poems assembly for parents (online)	Christmas sing along video for parents	Children record their own storytelling videos	Transport museum for parents (online)	Animals around the world exhibition for parents (online video or in school)	Under the sea information book, artwork, The Deep visit showcase for parents (online video or in school)
SMSC and values	<p>Being Me in the World</p> <p>Children will learn: The school routine and boundaries How to be part of a class. How to express feelings and emotions</p> <p><i>Aim: To learn the school routine and feel happy, safe, and secure in their new class</i></p>	<p>Celebrating Difference</p> <p>Children will learn: To explain what they are good at What makes them special. The people who are special to them, including both family and friends.</p> <p><i>Aim: To know what they are good at and what makes them special. The know that other children do not always enjoy the same things.</i></p>	<p>Dreams and Goals</p> <p>Children will learn to: Set goals and challenges. Develop the learning characteristic of perseverance in learning something new</p> <p><i>Aim: To learn something new and explain how they achieved it. To explain what it means to persevere.</i></p>	<p>Healthy Me</p> <p>Children will learn: To locate and name body parts. What it means to be healthy The importance of healthy foods and exercise</p> <p><i>Aim: To know the importance for good health of physical exercise and a healthy diet. To talk about ways to keep healthy and safe.</i></p>	<p>Relationships</p> <p>Children will learn: What is a friend? The difference between family and friends. How to solve problems when friendships breakdown.</p> <p><i>Aim: To talk about what makes a good friend. To talk about what to do if conflict arises within play. To know the difference between family and friends.</i></p>	<p>Changing Me</p> <p>Children will learn: To name parts of the body and their uses. To understand growth and change in their bodies. The changes between FS and year 1.</p> <p><i>Aim: To name and locate body parts To know how they have changed since they were a baby and compare to now.</i></p>

Enrichment	Teddy bears picnic Share the learning - parents' assembly (online) Forest Schools	Family Read World Nursery Rhyme week Visit to the theatre (provisional) Forest Schools	Gingerbread Man workshop (provisional) Invite grandmas into school (provisional)	Police visit or Fire museum visit (provisional) Invite parents into school-occupations talk (online) A walk around Stannington	We are all different Day A virtual visit to Chester zoo	A visit to The Deep (provisional/online) Visit from sports leaders e.g yoga, boxing (Provisional)
Being a Mathematician	Baseline assessments Exploring numbers 1-5 Sorting numbers into two groups Comparing quantities of identical objects	Comparing quantities of non-identical objects One more than One less than Time Number bonds to 5	Counting up to 15 Combining groups to find a whole Addition up to 15 One more than One less than 2D shapes 3D shapes Shape patterns Capacity Weight	Exploring number bonds to 10 using a ten frame and a part whole model Counting on Counting forwards and backwards Counting up to 20 Spatial awareness	Repeating patterns Addition by counting on Subtraction by counting back Counting up to 20 Doubling	Halving and sharing Odd and even numbers Length Height Distance Weight Money
Being a Writer	<u>Narrative-story telling</u> We're Going on a bear hunt by Michael Rosen	<u>Non-fiction writing</u> Information writing about light To write a letter to Father Christmas <u>Poetry</u> To write a Bonfire Night Poem	<u>Narrative writing</u> The Little Red Hen and the The Gingerbread Man	<u>Non-Fiction writing</u> Non-chronological reports about transport To write a class information book about transport <u>Narrative writing</u> Write an imaginative short story	<u>Non-fiction writing</u> A write a recount of our visit of Meet the Creature <u>Narrative writing</u> To plan and draw the Three Billy Goats story To rewrite The Three Billy Goats gruff	<u>Non-fiction writing</u> To write a thank you letter to the Deep To write a poster about sea animals <u>Narrative writing</u> To draw and use a story board to write an imagination short story about an under the sea creature
Being a Reader	Whole class reading texts Kipper stories Wibbly Pig Goldilocks and the Three Bears Peace at Last	Whole class reading text Day and Night animals (non-fiction) Kippers birthday The Toys Party The Tiger Who came to tea	Whole class reading texts The Little Red Hen The Gingerbread Man Little Red Riding Hood The Ugly Duckling Cinderella	Whole class reading texts The Enormous Pancake The Runaway Pancake Whatever Next? The Train Ride Duck in a truck The Great Balloon	Whole class reading texts Three Billy Goats Gruff Who's in the shed? I love animals Dear Zoo Giraffes Can't Dance Rumble in the Jungle	Whole class reading texts Rainbow Fish If a fish could wish Tiddler Sharing A Shell

	<p>Where's my teddy? Brown bear, brown bear The Rainbow Bear Biscuit Bear</p> <p>Poems to learn by heart: Higgelty Piggelty Pop poems Fuzzy Wuzzy Higgelty piggelty pop Teddy Bear A Little Puppy The Deep Dark Wood Hairy Bear One little hedgehog Ten dirty dogs</p>	<p>We're Going on an Elf chase The Nativity story Dear Santa All I want for Christmas Kipper's Christmas Eve The Christmas Bear</p> <p>Poems to learn by heart Bonfire Night Remember, remember the fifth of November story Hovis the hedgehog It was a cold, dark night (youtube)</p>	<p>The Enormous turnip Hansel and Gretel</p> <p>Poems to learn by heart: Noodles Ning Nang Nong Spin like a helicopter...</p>	<p>The Runaway Train Mr Grumpys Motor Car All Kinds of Cars All aboard for the Bobo Road Journey The Hundred Decker Bus Lost and Found</p> <p>Whole class poems to learn by heart: Michael Rosen Bugs Don't Down behind the dustbin Through my window</p>	<p>Walking Through the Jungle Poo in the Zoo What do you Do if your house is a zoo?</p> <p>Poems to learn by heart – Spike Milligan Ant Bat Gorilla Cow Giraffe Frog Snail</p>	<p>Commotions In The Ocean The Bravest Fish Fidgety Fish Pirates Love Underpants Do Pirates take baths? I wish I was a Pirate</p> <p>Poems to learn by heart Revise all poems learnt throughout the year to create a Foundation Stage poetry video for parents</p>
<p>Being a Scientist (green learning takes place during Forest School)</p> 	<p>Forces and motion</p> <p>To learn what the job of a Scientist is</p> <p>To observe, investigate and ask questions about how toys work To sort toys by how they work</p> <p>Aim: To sort toys into pushes and pulls To use the language push, pull, twist, turn, rotate, spin, force, to describe how toys work. To describe what a force is</p>	<p>Light and Dark</p> <p>To investigate light and dark To investigate light sources To investigate and learn how to make a simple circuit to light a bulb</p> <p>Aim: To name light sources and non-light sources To sort light sources To ask why and how questions about light To know how to create a reflection and a shadow To make a simple circuit with an adult and explain how it works.</p>	<p>Use of Everyday materials</p> <p>To know what an object is and what is a material To name everyday materials To investigate the properties of everyday materials To asks how and why questions about materials To sort materials by their property</p> <p>Aim: To investigate the best material to make a boat for the gingerbread man. To say why they have chosen a specific</p>	<p>Forces and motion</p> <p>To investigate how different forms of transport move To investigation magnetism To ask how and why questions To ask how and why questions</p> <p>Aim: To sort transport by how it moves To sort objects that are magnetic and not magnetic To ask questions about why and how transport moves</p> <p>Plants</p> <p>To know what a bulb needs to grow</p>	<p>Animals, including humans</p> <p>To name and label parts of the body To know what humans and animals need to survive To name the off spring of farm and zoo animals To know why we need to exercise To name and sort healthy and unhealthy foods</p> <p>Aim: To know why we need to exercise To know what a healthy meal for a child is To know what five a day is</p>	<p>Plants</p> <p>To know the difference between a plant and a weed To know what a plant needs to grow To label parts of a plant To observe and comment on the changes in plant growth over time</p> <p>Aim: To name and label parts of a plant To record changes in plant growth over time through drawing To answer how and why questions about plants</p>

			<p>material based on its properties To select the best material to make a bag for Little Red Riding Hood to carry her cake to grandma in</p>	<p>To plant and observe bulbs change over time To compare similarities and differences between plants</p> <p>Aim: To talk about changes of a bulb over time To observe and say what is the same and different about plants To record observation through drawings</p>	<p>Use of everyday materials investigation</p> <p>Which material is the best to make a bridge? To investigate the properties of new materials -metal, wood, ceramic, newspaper</p> <p>Aim: To describe the properties of a material To say why they have chosen a specific material</p> <p>Living things</p> <p>To learn what a life cycle To observe the changes in an egg to a chicken To ask questions and make predictions To record changes through drawing and labels</p> <p>Aim: To know what a lifecycle is To describe the changes that occur from egg to chicken</p>	<p>Living things and their habitats</p> <p>Observe and describe changes of a caterpillar over time To know what a life cycle is To draw and label the lifecycle of a butterfly</p> <p>Aim: To draw and label the lifecycle of a butterfly To describe the lifecycle of a butterfly using scientific vocabulary</p>
<p>Being a Historian</p> 	<p>Changes within living memory</p> <p>Children will compare present day toys with toys from the past (their grandparents) Children will sort toys from the past and present</p> <p>Aim: To identify and talk about similarities and differences between toys now and toys in the past</p>	<p>Changes within living memory</p> <p>Children will learn about the toys that their grandparents played with. They will learn about the similarities and differences to the</p>	<p>Chronology</p> <p>Introduce children to what a timeline is and how it is used to sequence events in our past. Link to the story 'Once there were giants' story' Sequence how the</p>	<p>Chronology</p> <p>How have I changed since I was a baby?</p> <p>Children will talk about how they have changed since they were a baby. Link to the story 'A chair for baby bear story.'</p>	<p>Changes within living memory</p> <p>Children will know what clothes they wear to suit each season of the year</p>	

	<p>Chronology</p> <p>Children will observe and begin to sort toys that they have played with from birth until now Children will talk about the similarities and differences in toys</p> <p>Aim: To place toys in chronological order from birth until now</p>		<p>toys and games our grandparents played</p> <p>Aim: To be able to talk about the similarities and differences between toys now and toys in the past</p>	<p>baby grows from a baby into a giant</p> <p>Aim: I can describe what a timeline is I can sequence the baby to giant pictures in the story I describe the changes over time to the baby</p>	<p>Aim: To sequence photographs of changes from a baby to present day on a timeline To talk about changes from being a baby to present</p>	<p>Aim: To sort clothes to match Spring, Summer, Autumn and Winter To say why some clothes, suit one season better than another</p>
<p>Being a Geographer</p> 	<p>Locational knowledge</p> <p>To name and locate parts of school indoors To know the name of the school I attend</p> <p>Aim: Children can name and locate their classroom, office, Headteachers office, toilets, hall, and classrooms Children know they attend Stannington Infant School</p> <p>I recognise a map of the world I can say where different bears live in the world I know what a globe is</p> <p>Aim: I can tell you some countries where bears live I can tell you the habitats where bears live e.g. forests, mountains, woodlands</p>	<p>Locational knowledge</p> <p>To name and locate parts of the school grounds e.g garden, playground, field,</p> <p>Aim: I can talk about features what I observe in the school grounds</p> <p>Human and Physical Geography</p> <p>To observe seasons changes in the school garden and the weather</p> <p>Aim: I can describe the weather I can identify changes in the school garden</p>	<p>Geographical Skills and fieldwork</p> <p>To can identify features in the school garden e.g. trees, apiary, plants, wall, grass,</p> <p>Aim: I can use the words behind, next to, in front of to describe the position of features in the school garden</p>	<p>Locational knowledge</p> <p>I can identify different local buildings in Stannington e.g. library, church, shops, school, I can talk about the similarities and differences between buildings</p> <p>Aim: Children can name local buildings in Stannington</p> <p>Place Knowledge Geographical Skills and fieldwork</p> <p>Go on a local walk and observe buildings and different types of houses in Stannington Take photographs of key landmarks in Stannington and create a map of our journey</p> <p>Aim: I know that Stannington is a village I can say what type of home I live in</p>	<p>Geographical Skills and fieldwork</p> <p>To use a map of the school to identify key features e.g. school garden, year 1 classrooms, field, school</p> <p>Aim: I can describe the position of features in the school grounds I can use a map of the school to orienteer</p>	<p>Human and Physical Geography</p> <p>I can compare the school garden in Autumn, Winter, Spring and Summer</p> <p>Aim: I can describe the similarities between seasons in the school gardens</p> <p>Geographical Skills and fieldwork</p> <p>To draw and label a map of the school to identify key features e.g school garden, year 1 classrooms, field, school</p> <p>Aim: I can use my map of the school to orienteer</p>

	<p>Human and Physical Geography</p> <p>To observe and comment on what I see in the school garden</p> <p>Aim: To talk about observations of the school garden in Autumn</p> <p>To describe how I know it is Autumn using vocabulary e.f. changes in leaf colours, bare trees,</p>			<p>I can name and recognise a flat, terraced, semi-detached, detached house and a bungalow</p> <p>I can tell you the similarities and differences between houses</p> <p>I can draw a map of a walk around Stannington including labels of key landmarks</p> <p>Geographical Skills and fieldwork</p> <p>To look at maps of Stannington and Sheffield and talk about the features and landmarks.</p> <p>To compare a map of Stannington and Sheffield</p> <p>Aim: I can locate Stannington Infant School on a simple map</p> <p>I can locate Stannington on a map of Sheffield</p> <p>Human and Physical Geography</p> <p>To observe seasons changes in the school garden and the weather.</p> <p>Aim: To identify similarities and differences in weather patterns between Winter and Spring</p>		
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				<p>To describe the weather using the language frosty, foggy, cloudy sunny I can say what is the same/different about the school garden in Winter and Spring</p>		
<p>Using and understanding technology</p> 	<p>To name the parts of a computer</p> <p>To know what a computer does</p> <p>To explore different technology in school e.g. iPad, computers, cameras</p> <p>Aim: I can name the parts of a computer I can say what a computer does</p>	<p>To tinker with cause and effect apps and programmes</p> <p>To begin to find information from the internet about bears</p> <p>Online safety Using a password to log onto a computer Ask permission to use technology Aim: I am beginning to know that information can be found on the internet I know that my password is like my toothbrush and I do not ley anyone use it</p>	<p>To use everyday technology to record a story e.g. microphones, cameras, story</p> <p>To learn how to programme a Beebot</p> <p>Begin to create a map for a Beebot</p> <p>Online safety</p> <p>Create class rules for using technology Ask permission to use technology</p> <p>Aim: I can programme a Bee bot I know that I need to ask permission to use an Ipad, camera in the classroom</p>	<p>Children will learn how to use art software to create their own portrait</p> <p>Identifying everyday technology in the school and home. How does it work? Make a class and home book Make a class power point by taking photographs and typing a caption</p> <p>Learn to cut and paste a picture Learn to word process a sentence</p> <p>To learn how to use simple programmes e.g stop frame animation to make a moving vehicle animation</p> <p>Online safety: Chicken Clicken story – online friends online and offline Discuss computer games and apps rating. What do children like playing?</p> <p>Aim: I can name and talk about the everyday</p>	<p>Finding information from the internet about animals</p> <p>Children to create their own sound effects to accompany a story</p> <p>Children record each other performing a song, poem or rhyme</p> <p>Internet safety and safe usage – introduction of Hector.</p> <p>Online safety Who owns a piece of music and how would people feel if we used it without asking? Discuss personal information and what kind of information we should keep private.</p> <p>Aim: I can research animal information on the internet with an adult I can add sound effects to a story I know how to record a video</p>	<p>Children record each other at Forest Schools to make a simple video</p> <p>Children to create a simple film for new children starting school</p> <p>Create a simple animated film using an iPad Finding information from the internet about sea creatures</p> <p>Online safety: How do we keep our personal information safe e.g. videos Who do you tell if you see something that upset you online? Introduce Hector</p> <p>Aim: I know how to record my voice on an Ipad I know how to record on an Ipad I can use an Ipad to create a video with an adult about what I like about school</p>

				<p>technology that I use in my home</p> <p>I can identify and name technology that I use at school</p> <p>I can tell you how some everyday technology works</p> <p>I can paint a picture on an iPad or computer using a paint programme</p> <p>I can tell you some games that I play on my computer or tablet</p>	I know to ask permission when videoing my friend	To create a class video for new children starting school with adult support (use movie maker)
Being a Designer	<p>Construction</p> <p>To explore a range of large construction toys to build models</p> <p>Aim: I can build a model using Duplo, lego, mobile</p> <p>To explore how to use a pairs of scissors</p> <p>To hold scissors in my dominant hand</p> <p>Aim: I can use scissors to make snips in paper</p> <p>To explore in the making area how to use masking tape, Sellotape and glue</p> <p>To explore how to join two materials together</p> <p>Aim: I can join two materials e.g. boxes,</p>	<p>Mechanisms</p> <p>To explore a range of small construction toys to make models e.g. Lego, kinnex, brio</p> <p>Aim: I can build a model using construction materials</p> <p>I can connect construction together to make a model</p> <p>Cooking and Nutrition</p> <p>To practise using a knife and fork with malleable materials e.g. playdough</p> <p>Aim: I can use a knife and fork to cut up my food</p> <p>To practise using a knife to cut up vegetables to make soup</p>	<p>Evaluating products</p> <p>Explore different bags e.g. carrier bags, hand bags, wicker basket bag and say what I like/dislike</p> <p>Aim: I know what a product is</p> <p>I know that a bag is a product</p> <p>Designing</p> <p>Observe and draw different kinds of bags. Children draw their own ideas for a bag for Little Red Riding Hood</p> <p>Aim: I can draw my ideas</p> <p>I can talk about my ideas with my friend or an adult</p>	<p>Designing</p> <p>Children observe images and products of vehicles</p> <p>Children draw their own vehicle and label the materials they will choose</p> <p>Evaluating</p> <p>They talk about likes and dislikes</p> <p>Aim: To design and construct a 3D vehicle</p> <p>To join materials using glue and tape</p> <p>To say what I like and dislike</p> <p>To say how to improve my vehicle</p> <p>Evaluating products</p> <p>Revisit what is a product</p>	<p>Designing Mechanisms</p> <p>Children will design and label their own moveable animal</p> <p>Children will revisit how split pins work</p> <p>Aim: To make a moving animal</p> <p>To use a split pin independently</p>	<p>Cooking and nutrition</p> <p>To practise the safe use of a potato peeler</p> <p>Aim: To use a potato peeler independently</p> <p>To whittle a stick to use for toasting a marshmallow</p> <p>To use a knife to cut fruits</p> <p>To thread fruits onto a stick</p> <p>Aim: To use a knife safely and independently to make a fruit kebab</p>

	<p>paper, card, together using glue or tape</p> <p>Textiles</p> <p>To explore threading of large beads and bobbins</p> <p>Aim: To be able to thread large objects onto laces</p>	<p>Aim: To know how to use a knife safely</p> <p>Textiles</p> <p>To explore threading of small beads, popcorn and leaves on a string and cheerios on pipe cleaners to make bird feeders</p> <p>Aim: To be able to thread small objects onto string showing good fine motor control</p>	<p>Construction</p> <p>Evaluating</p> <p>Children make their own bag by following their design and material choices</p> <p>To use glue or tape to join materials</p> <p>Children talk about and evaluate their bag with a friend</p> <p>Aim: To know how to join materials using glue or tape</p> <p>To say what they like/dislike about their product (bag)</p> <p>To say how to improve their design or product</p> <p>Mechanisms</p> <p>Children will explore how split pins work</p> <p>Children will learn how to use a split pin to attach pieces of paper and card</p> <p>Aim: To make a moving gingerbread man</p> <p>Cooking and nutrition</p> <p>To learn how to follow a recipe with adult support</p>	<p>Explore a range of puppets e.g. sock, stick, pop up, those on strings</p> <p>Designing</p> <p>Children draw their own idea for creating a sock puppet</p> <p>Aim: I can draw my own ideas</p> <p>I can add features to a sock puppet</p> <p>I can say what I like/dislike about my puppet</p> <p>I can say how I will improve my puppet</p> <p>Cooking and Nutrition</p> <p>To follow a simple recipe to make pancakes</p> <p>Aim: To know ingredients and instructions</p> <p>To follow a recipe with an adult to make pancakes</p>		
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			Aim: To bake bread and gingerbread men			
 Being a Musician	<p>To learn to sing along to nursery rhymes and action songs To begin to find the pulse in music To recognise high and low sounds</p> <p>Aim: To share and perform a nursery rhyme or action song To begin using body percussion to find the pulse To begin to respond to music by using actions</p>	<p>To learn to sing nursery rhymes and action songs To listen and respond to different styles of music To use a tuned percussion instrument to create a high and low sound</p> <p>Aim: To share and perform nursery rhymes or action songs To play a glockenspiel To create a high sound on a glockenspiel To create a low sound on a glockenspiel</p>	<p>To learn to sing nursery rhymes and action songs To use an un-tuned percussion instrument to create a high and low sound</p> <p>Aim: To share and perform nursery rhymes or action songs To play a shaker, tambourine or drum To create a high sound on a shaker, tambourine or drum To create a low sound on a shaker, tambourine or drum</p>	<p>To learn to sing nursery rhymes and action songs To begin to play an instrument as part of a class to accompany a song</p> <p>Aim: To share and perform nursery rhymes or action songs To play an instrument To accompany a song To use a shaker, tambourine or drum alongside a song</p>	<p>To learn to sing nursery rhymes and action songs To listen and appraise Funk music To begin to use voice sounds to accompany music</p> <p>Aim: To talk about music To talk about the pulse, rhyme, pitch, tempo of music To talk about my likes and dislikes about music To explore my voice sounds</p>	<p>To learn to sing nursery rhymes and action songs To listen and appraise Funk music To begin to use voice sounds to accompany music</p> <p>Aim: To talk about music To talk about the pulse, rhyme, pitch, tempo of music To talk about my likes and dislikes about music To explore my voice sounds</p>
Being an artist	<p>Drawing</p> <p>To teach child how to hold a pencil correctly To explore how to use pencils and pencil crayons to draw circles To explore lines and shapes using pencils of different thickness</p> <p>Aim: To hold a pencil using a tripod grip I can draw circles, lines and simple shapes I can make an observational drawing of a teddy bear</p>	<p>Artist focus: Kandinsky Kasuma</p> <p>Painting</p> <p>To use a paintbrush with care to copy a colour wheel</p> <p>Aim: To know the name the primary colours To name the secondary colours</p> <p>To study the work of the artists Kandinsky and Kasuma To know the difference between warm and cold colours and bold colours</p>	<p>Artist focus: Anthony Gormley Sculpture and 3D</p> <p>Observe and talk about likes and dislikes of the clay work of Anthony Gormley 'The Field' Revisit how to mould using fingers and thumbs</p> <p>Aim: To make a clay sculpture of a character from a Traditional story in the style of 'Gormley'</p>	<p>Textiles</p> <p>Children explore how to weave using natural materials, card, paper and ribbons</p> <p>Aim: To create a piece of natural artwork on a weaving frame To weave an Easter basket using card or paper</p> <p>Sculpture and 3D</p> <p>To observe and talk about the construction of different bridges in the world e.g. Brooklyn Bridge,</p>	<p>Textiles</p> <p>To explore collage, camouflage and animal patterns To observe and talk about likes and dislikes of the animal paintings of Rousseau e.g tiger in the tropical storm, Snake Charmer Explore colours, backgrounds of Rousseau paintings</p> <p>Aim: To create a piece of artwork in the style of Rousseau</p>	<p>Artist focus: Goldsworthy</p> <p>Children use natural materials including twigs, flowers, leaves, stones to create natural artwork</p> <p>Aim: To create a piece of natural art in the style of Andy Goldworthy</p> <p>Sculpture and 3D</p> <p>To explore using clay and natural materials to create sculpture</p>

	<p>Painting</p> <p>To learn the names of the primary colours To select the correct primary colours to paint a colour wheel</p> <p>Aim: To name the three primary colours To begin to hold a paintbrush with a firm grip</p>	<p>Children to talk about likes, dislikes relating to colour choices, shapes and patterns.</p> <p>Aim: To creating a painting in the style of the artist Kandinsky To create artwork in the style of Kusama using pencil crayons, felt tips or paints</p> <p>Sculpture and 3D</p> <p>To explore the properties of clay and how it can be moulded using fingers and thumbs</p> <p>Aim: To make a simple clay thumb pot To make a Diva pot</p>	<p>Printing</p> <p>Children will explore printing with paints using a range of tools e.g fruit, vegetables, sponges, shapes, cogs, fingers</p> <p>Aim: To create a printed repeating pattern using paint using a choice of tools</p>	<p>San Francisco, Sydney Harbour, London Bridge, To build a 3D model bridge using a choice of construction materials e.g. cardboard boxes, straws</p> <p>Aim: To create a 3D bridge model</p>	<p>To paint a background in the style of Rousseau To create an animal collage using cutting, tearing, sticking and assembling</p>	<p>Aim: To create a Forest School friend character based on Anthony Gormley's sculptures 'The Field'</p> <p>Artist focus: William Turner</p> <p>Children revisit how to use collage e.g. layering, cutting in order to create a sea animal collage. Children observe and learn how to paint a wash using the work of Turner as a stimulus</p> <p>Aim: To create an Under the Sea mixed media piece of artwork</p>
<p>Being a Sportsperson REAL P.E (Balance, Agility and co-ordination)</p>	<p>Coordination and static balance</p> <p>I can work on simple tasks with help</p> <p>I can follow instructions and practise safely</p> <p>I can observe and copy others</p> <p>Aim: I can balance on one leg</p>	<p>Dynamic balance and agility</p> <p>I can follow simple instructions.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p>I can work sensibly with other, taking turns and sharing</p>	<p>Dynamic balance and static balance</p> <p>I can name some things I am good at</p> <p>I can understand and follow simple rules I can follow simple instructions</p> <p>Aim: I can balance on a line I can stand on a line with good stance for ten seconds</p>	<p>Co-ordination and counter balance</p> <p>I can explore and describe different movements</p> <p>I can observe and copy others</p> <p>Aim: I can stand and roll a ball up and down my legs I can perform a counter balance with a partner</p>	<p>Co-ordination and agility</p> <p>I can perform a small range of skills and link two movements together</p> <p>I can perform a single skill or movement with some control</p> <p>I can move confidently in different ways</p> <p>Aim: I can roll a ball against a wall</p>	<p>Agility and static balance</p> <p>I am aware of why exercise is important for good health</p> <p>I am aware of the changes to the way I feel when I exercise</p> <p>Aim: I can chase a ball rolled by a partner and collect it I can balance on the floor by reaching</p>

		Aim: I can jump and land successfully I can perform a seated balance			I can catch a ball from one metre away	round and pointing to the ceiling
Gymnastics	Exploring how to travel in different ways both on the floor and using equipment Aim: To travel under, over, on, along, forwards, backwards, sideways on the floor and apparatus	Exploring different ways to travel, balance, basic shapes Aim: To be able to demonstrate a tuck and star shapes on the floor and apparatus	To explore rocking and rolling Review travelling, rolling and shapes on apparatus Aim: To demonstrate rocking and rolling on the floor	To begin to balance with control. To link shapes, rolls and travels together Move around, under, over, and through different objects and equipment Aim: To balance on one foot, two feet, one hand, one foot, without hands To put together two shape and travel movements	Begin to balance with control. Link shapes, rolls and travels together Move around, under, over, and through different objects and equipment Aim: To balance on one leg for at least ten seconds with control To demonstrate two linked movements on the floor and the apparatus	To travel around, under, over, and through different objects and equipment. Explore the use of ribbons or scarfs Aim: To demonstrate 2-3 simple actions to construct a sequence. To say what they have done well To know the importance of warming up before exercise.
Dance	Nursery Rhyme Dance To explore movements in response to music To learn to clap out a beat in a piece of music Aim: To perform copied movements to perform a dance	Nursery Rhyme Dance To explore movements in response to music To learn to clap out a beat in a piece of music Aim: To perform own imaginative movements to perform a dance	Fairy tale Dance To explore travelling using turning, jumping, skipping, hopping To explore moving at different speeds and levels Aim: To perform a short dance sequence	Transport Mix Dance To listen to the beat and move in time to the music To copy movements in time to music To explore own movements to music Aim: To create and perform a transport dance in time to music	Animals Dance To move in time to music To include turning, twisting, jumping, hopping movements when dancing to music To copy animal movements Aim: To create and perform a short animal dance which includes	Minibeasts Dance Children to explore their own movements in time to music for different mini beasts creatures To use jumping, twisting, turning, hopping, and change of direction

					twisting, turning, jumping, hopping	Children to travel on different levels and at different speeds Aim: To perform a minibeast dance which included twisting, turning, hopping, jumping and movements on different levels and at different speeds
Studying People and Communities	Celebrations, Festivals and Traditions		R.E	R.E	R.E	R.E
	<p>To talk about special times and events for their family and friends, including: Harvest Halloween Bonfire Night Remembrance Sunday Diwali Hannukah Christmas and Angels Christingle Visit to Christ Church and Knowle Top Chinese New Year Pancake Day</p> <p>Aim: To talk about events in my life and celebrations that I take part in To be able to talk about how I am different or similar to my friends and their families To know about different festivals around the world To know that countries can celebrate festivals in different ways</p>		<p>To learn the story of Easter and understand why it is important to Christians</p> <p>Aim: I can sequence the Easter Story I can talk about what happens in the story I can talk about how I celebrate Easter</p>	<p>To Learn about places of worship in Stannington and Sheffield.</p> <p>Aim: I can talk about features of a church I can talk about features of a mosque I know that a church and a mosque are a place of worship</p> <p>Links to stories: Muslim stories The Baby Birds The Tiny Ants Seven New Kittens</p>	<p>To talk about stories from the Bible and their meaning.</p> <p>Aim: I can talk about right and wrong I can talk about what it means to be a good friend I can talk about danger and how to keep safe</p> <p>Links to stories: Stories of Jesus Good Samaritan The Lost Sheep Noahs Ark Jonah and the whale</p>	