





Stannington Infant School – Long Term Plan 2020-21 – Year 1

	Autumn	Spring	Summer
Theme	Toys	Our Country	Our Changing World
Sensational Start	What's inside – Mystery Toy Box	Making a model town and countryside	Ice Experiment
Fabulous Finish	Making noughts and crosses from clay	Make a quiz to share with Year 2	Perform space songs
SMSC and values	<p>Being Me in My World Children will learn: To recognise what is fair and unfair, kind and unkind, what is right and wrong. How to contribute to the life of the classroom. To help construct and agree to follow a Class Charter to understand how these rules help them. <i>Aim: To feel safe, secure and happy in their new class.</i></p> <p>Celebrating Differences to accept that everyone is different.</p> <ul style="list-style-type: none"> • how to make new friends. • what bullying is and how to help someone who is being bullied <p><i>Aim: To explain some ways they are similar and different from their friends.</i></p>	<p>Dreams and Goals Children will learn to...</p> <ul style="list-style-type: none"> • set a goal and how achieve it. • work well with a partner. • tackle new challenges and overcome obstacles. <p><i>Aim: To explain how they felt when they succeeded in a new challenge and how they celebrated it.</i></p> <p>Healthy Me Children will learn...</p> <ul style="list-style-type: none"> • to make healthy lifestyle choices. • how medicines can help them when they are poorly and how to use them safely. • to cross the road safely. <p><i>Aim: To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.</i></p>	<p>Relationships Children will learn...</p> <ul style="list-style-type: none"> • that there are lots of different types of families. • what being a good friend means to them. • To identify who can help them in their school community. <p><i>Aim: To explain why they appreciate someone who is special to them.</i></p> <p>Changing Me Children will learn...</p> <ul style="list-style-type: none"> • the lifecycle of humans and animals. • how their body has changed since being a baby. <p><i>Aim: To identify the parts of the body that make boys different to girls and use the correct names for these body parts.</i></p>
Enrichment	History Van Toys Day Theatre Visit to see a pantomime (streamed into school)	Yorkshire Sculpture Park (postponed)	Space dome visit

<p>Being a Mathematician</p>	<p>Place Value within 10 Addition & Subtraction within 10 Geometry- Shape</p>	<p>Place value within 20 Addition & Subtraction within 20 Place value within 50 Measures- Length and Height, Weight and Volume</p>	<p>Multiplication and Division Fractions Geometry- Position and direction Place value within 100 Measures- Money Measures- Time</p>
<p>Being a Writer and a Reader</p>	<p><u>Narrative – story retelling</u> Gruffalo’s Child by Julia Donaldson Funny Bones by Alan and Janet Alberg</p> <p><u>Whole class reading text:</u> Owl Babies by Martin Waddell</p>	<p><u>Narrative – story writing</u> Super Potato by Sue Hendra and Paul Linnett</p> <p>Non – Fiction –instructions</p> <p><u>Whole class reading text:</u> My Best Friend Bob by Georgie Ripper</p>	<p><u>Narrative – creative writing</u> Author focus- Shirley Hughes Non-Fiction – non-chronological writing linked to Extreme Environments and Explorers</p> <p><u>Whole class reading text:</u> Man on the Moon by Simon Bartram</p>
<p>Being a Scientist (green learning takes place during Forest School)</p> 	<p>Uses of everyday materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Aim: To carry out simple investigations to discover which material makes the best peg doll.</p>	<p>Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Aim: To group different animals and label parts of the body</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Aim: To name and identify a variety of trees and plants.</p>

	<p>Seasonal Changes (Forest School and throughout the year) Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Aim: Children can see and discuss how the world around them changes through the seasons.</p>		
<p>Being a Historian</p> 	<p>Changes within living memory</p> <p>Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Chronology Children will learn about toys from their childhood, their parent's and grandparent's childhoods. Children will learn to place toys in chronological order.</p> <p>Aim: to be able to compare toys now with toys from the past.</p>	<p>Changes within living memory</p> <p>Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will learn about significant historical events, people and places in their own locality.</p> <p>Historical knowledge Children will learn about different sources of evidence. Children will use sources of evidence to ask simple questions.</p> <p>Chronology Children will learn to place events in chronological order.</p> <p>Aim: to learn about Queen Elizabeth II and the Royal Family.</p>	<p>The lives of significant individuals in the past who have contributed to the national and international achievements.</p> <p>Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will learn about significant historical events, people and places in their own locality.</p> <p>Aim : To learn about Sheffield astronaut Helen Sharman</p>

Being a Geographer



Locational knowledge

Children will learn about our local area/Stannington. Children will know their address and that Stannington is a part of Sheffield.

Human and physical geography

Children will learn to identify physical and human features of Stannington and Sheffield.

Geographical skills and fieldwork

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features or routes on a map.

Aim: To know that they live in Stannington and that it is part of Sheffield. To identify the physical and human features in Stannington.

Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Sheffield) and the countryside. Children will compare the capital city of England, London to Brasilia, the capital of Brazil.

Human and physical geography

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use this knowledge to draw maps of the local area with labels.

Locational knowledge

Name and locate the world's seven continents.


Human and physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Aim: To be able to identify the names of continents To identify where the Arctic and Antarctic are and the conditions you find there.

		Aim: To make comparisons between Stannington and a non-European country.	
<p>Being a Computer User</p> 	<p>Communicating text and images Use information technology to communicate ideas through text. Aim: To use a school computer independently.</p> <p>Communicating multi media Take detailed photographs, save and import photographs into documents. Aim: Use digital media to create a calendar.</p>	<p>Computational thinking Children will understand what an algorithm is. Understand sequence affects outcome and the importance of putting events in the correct order. Aim: to sequence stories and routines correctly.</p> <p>Data handling Create pictograms to record information. Aim: to create a pictogram</p>	<p>Programming (a) Use keywords from fixed categories to label, classify and identify objects. Aim: to create a sorting game on purple mash.</p> <p>Programming (B) Instructions and making things happen Understand that recording a sequence of instructions forms the basis of computer programming. Aim: to write a sequence and to sequence beebots</p>
	<p>Online Safety Use technology safely and respectfully, keeping personal information private; Know how to use a password and why it is important to keep it safe. Stannington Stay Safe Team termly work</p>		
Being a Designer	<p>Construction – design and make a peg doll Explore and evaluate a range of toys (through images and existing puppets).</p> <p>Generate, develop, model and communicate their toy ideas through talking and drawing.</p> <p>Design functional toys for themselves and other users based on design criteria.</p>	<p>Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Measure and weigh using measuring cups and electronic scales.</p> <p>Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically.</p>	<p>Construction/Mechanisms – design and make a rocket Investigate the parts of a rocket.</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p>

	<p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Cut paper, card and fabric with increasing accuracy.</p> <p>Sew fabric together using a running stitch.</p> <p>Explore different ways of attaching detail to fabric –glue/sew/staple.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Aim – To create a peg doll toy. To sew using a running stitch. To explore different ways of attaching detail.</p>	<p>Evaluate their ideas and products against design criteria.</p> <p>Aim – To make soup/bun/ biscuit at Forest Schools. To chop and peel fruit safely. To follow a recipe with support.</p>	<p>Cut paper and card with increasing accuracy.</p> <p>Fix and join components with glue and cello tape,</p> <p>Evaluate their product against design criteria.</p> <p>Aim – To design and make a rocket. To assemble and combine different materials</p>
<p>Being a Musician</p> 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Aim; to listen to music in the style of Old School Hip Hop and understand the dynamics of this style of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Aim to use untuned percussion instruments to play to the pulse of a piece of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Aim; to play the glockenspiel within the instrumental break in the music using notes C and D</p>
<p>Being an Artist</p>	<p>Drawing and Observation - Portraits –</p>	<p>3D Form – Clay Sculptures -</p>	<p>Printing and Painting –</p>

	<p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Look closely at objects and buildings (toys)</p> <p>Explore and develop the use of line, shape, form and space in observational drawings</p> <p>Aim – To draw a detailed picture of a toy</p> <p>Painting: Colour Mixing - Use a range of materials creatively to design and make products Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, shape, form and space Learn about the work of a range of artists, making links to their own work.</p> <p>Create secondary colours by mixing primary colours. To learn about complimentary colours.</p> <p>Aim - To draw a portrait using complimentary colours.</p>	<p>Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture.</p> <p>Children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy, Antony Gormley and Barbara Hepworth.</p> <p>Children will look at different techniques using natural materials; model making using clay, collecting materials and making patterns, land art and group sculpture building.</p> <p>Use a range of materials creatively to design and make products. Use sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using line, shape, form and space Learn about the work of a range of artists, making links to their own work.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p>Use a range of materials creatively to design and make products. Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern and texture Learn about the work of local artist John Pedder making links to their own work.</p> <p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p> <p>Aim- To make marks in print with a variety of objects to build a repeating pattern.</p>
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		Aim - To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.	
Being a Sportsperson	<p>Children will develop their fundamental movement skills with a focus on: Balance on various parts of the body. Develop coordination through movement. Aim: Develop control and coordination</p> <p>Gymnastics Perform simple gymnastic movements</p> <p>Dance Respond to music using travel, stretch, twist, turn, jump Change the dynamics in a dance using speed, shape, size, level, direction</p>	<p>Coordination- Ball skills Develop control and coordination through ball skills. Children to begin to master the skills of catching and throwing and hitting a ball using a racket</p> <p>Gymnastics Travel in a variety of ways using the floor and apparatus. Perform a simple gymnastics sequence using forwards, backwards and sideways travel</p> <p>Dance Develop coordination and rhythm through cheerleading.</p>	<p>Coordination- Ball skills Develop control and coordination through ball skills. Children to begin to master the skills of catching and throwing</p> <p>Gymnastics Develop gymnastic movements of a roll and a balance. To learn and perform a simple sequence by linking at least 2 movement</p> <p>Dance Link dance movements using control.</p>
Studying Religions	<p>Know about and understand religions and world views.</p> <p>A. Celebrations and festivals: <i>Who Celebrates what and why?</i></p> <p>Main - Christianity and Islam Secondary – Judaism / Hinduism</p> <p>Children explore stories and celebrations focus on the Christmas story</p>	<p>Express ideas and insights into religions and world views.</p> <p>B. Myself: <i>How do we show we care for others? Why does it matter?</i></p> <p>Children hear three moral stories - <u>Christian</u> (<i>Moses and The Ten Commandments – Forgiveness/Respect</i>), <u>Muslim</u> (<i>The Thirsty Camel – Respect / Kindness</i>), <u>Jewish</u> (<i>Noah and the Ark – Hope / Respect</i>) and discuss whether they are saying the same things about how we should behave.</p>	<p>Gain and deploy the skills for learning from religions and world views.</p> <p>C. Stories of Jesus: <i>What can we learn from stories of Jesus about love and respect.</i></p> <p>Children retell two different stories about Jesus and think about their meaning – The Lost Coin, The Prodigal Son.</p> <p>Children compare the stories and think about what Christians today learn from them.</p>

	<p>Children find out and ask questions about artefacts relating to these celebrations.</p> <p>Children respond sensitively to questions about being generous and thankful (e.g. Harvest Festival / Jewish Shabbat / Muslim Zakat/Hindu Diwali)</p> <p>Children begin to notice and talk about the fact that people come from different religions.</p> <p>Aim: To enable children to reflect on what it means to celebrate and why people celebrate</p>	<p>Children express creatively their own ideas about the questions <i>Who am I? Where do I belong? How are we all connected?</i></p> <p>Children ask questions about ‘goodness’</p> <p>Children notice and talk about the fact that people come from different religions.</p> <p>Aim: To enable children to reflect on the similarities of moral stories from different religions and how we can all learn from them.</p>	<p>Children identify and talk about the values different characters in the stories showed.</p> <p>Children ask and answer ‘who’, ‘when’, ‘where’, ‘what if’, and ‘why’ questions about the stories.</p> <p>Aim: To enable children to reflect on the meaning of stories from Christianity and the values they offer Christians today. (Love, Hope, Respect, Trust Forgiveness, Faith)</p>
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