





Stannington Infant School – Long Term Plan 2021-22 – Year 1 – Cycle A

	Autumn	Spring	Summer
Theme	Our School	Sheffield	Rainforests
Sensational Start	Walk around the school and village	Visit to the City Centre	Dance workshop
Fabulous Finish	Create a PowerPoint to go on school website to share our learning about 'Our school'	Make a leaflet to advertise Sheffield	Create a quiz for Year 2
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. Aim: To feel safe, secure and happy in their new class.</p> <p>Celebrating Differences to accept that everyone is different. How to make new friends. What bullying is and how to help someone who is being bullied Aim: To explain some ways they are similar and different from their friends.</p>	<p>Dreams and Goals Children will learn: To set a goal and how to achieve it. To work well with a partner. How to tackle new challenges and overcome obstacles. Aim: To explain how they felt when they succeeded in a new challenge and how they celebrated it.</p> <p>Healthy Me Children will learn: The importance of making healthy lifestyle choices. How medicines can help them when they are poorly and how to use them safely. How to cross the road safely. Aim: To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.</p>	<p>Relationships Children will learn: That there are lots of different types of families. What being a good friend means to them. How to identify who can help them in their school community. Aim: To explain why they appreciate someone who is special to them.</p> <p>Changing Me Children will learn: About the lifecycle of humans and animals. How their body has changed since being a baby. Aim: To identify the parts of the body that make boys different to girls and use the correct names for these body parts.</p>

Enrichment	Local Area Walk History Van - Homes in the past	Visit City centre Kelham Island Museum	Tropical Butterfly House Botanical gardens
Being a Mathematician	Place Value within 10 Addition & Subtraction within 10 Geometry- Shape	Place value within 20 Addition & Subtraction within 20 Place value within 50 Measures- Length and Height, Weight and Volume	Multiplication and Division Fractions Geometry- Position and direction Place value within 100 Measures- Money Measures- Time
Being a Writer and a Reader	<p><u>Narrative – story retelling</u> Gruffalo’s Child by Julia Donaldson Funny Bones by Allan and Janet Ahlberg Non – Fiction –instructions –linked to puppet making</p> <p><u>Whole class reading text:</u> Beegu by Alexis Deacon Owl Babies by Martin Waddell</p>	<p><u>Narrative – story writing</u> Bog Baby by Jeanne Willis Non- fiction – recount - linked to one of the school visits</p> <p><u>Whole class reading text:</u> My Best Friend Bob by Georgie Ripper Windhover by Alan Brown</p>	<p><u>Narrative – story writing</u> Creative writing linked to a literacy shed video clip Non-Fiction – non-chronological writing linked to Rainforests</p> <p><u>Whole class reading text:</u> Man on the Moon by Simon Bartram The Shape Game by Anthony Browne</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 umbrella.</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>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. Aim: To name and identify a variety of trees and plants.</p>

		<p>Aim: To group different animals and label parts of the body</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>Working scientifically Throughout the year children will carry out investigations.</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>Children will learn about significant historical events, people and places in their own locality.</p> <p>Chronology Children will learn how our school has changed over time. Children will place these events/changes on a time- line in chronological order.</p> <p>Aim: To find out how our school has changed since it was built in 1910. To find out what it was like to go to Stannington School in 1910. To know about changes in how people lived and compare to today.</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>The lives of significant individuals in the past who have contributed to national and international achievements. Children will learn about significant historical events, people and places in their own locality such as Harry Brearley.</p> <p>Historical knowledge Children will learn about different sources of evidence. Children will use sources of evidence to ask simple questions. Children will sort objects into past and present.</p> <p>Aim: To know why the steel industry is an important part of Sheffield's history. To find out about Harry Brearley.</p>	

Being a Geographer



Locational knowledge

Children will know their address and that Stannington is a part of Sheffield.

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

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

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

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.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise

Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will name and locate 4 UK countries and begin to name capital cities. Children will identify 4 UK country flags.

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country: comparing Brasilia (capital of Brazil) with London. 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

Children will learn to identify physical and human features of Lonon and Brasilia.

Geographical skills and fieldwork

Locational knowledge

To 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 name and locate the 7 continents. To locate hot and cold areas including identifying where the polar regions (Arctic and Antarctic, North and South Pole) and rainforests are in the world. To describe the features of rainforests.

	<p>a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Children use this knowledge to draw maps of the local area with labels.</p> <p>Aim: To know the difference between a town and countryside. To know their address and where they live. To identify human and physical features of Stannington. To draw a map of the school grounds.</p>	<p>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.</p> <p>Aim: To name and locate the 4 UK countries and begin to identify capital cities. To identify the 4 UK flags. To identify human and physical features of London and Brasilia. To compare London and Brasilia.</p>	
<p>Being a Computer User</p> 	<p>Key skills (What is a computer?) Name the parts of a computer and what they do.</p> <p>Aim: To create a new document, save it, name it and reopen it.</p> <p>Communicating - text and images Take detailed photographs, save and import photographs into documents.</p> <p>Aim: Use digital media to create a calendar.</p>	<p>Programming (a) Children will understand what an algorithm is. Children will understand sequence affects outcome and the importance of putting events in the correct order.</p> <p>Aim: To create their own algorithm. 'How to log on to the class computer'.</p> <p>Data handling To enter data into software to create a pictogram and save.</p> <p>Aim: to create a pictogram and answer questions about the data.</p>	<p>Communicating - multimedia To learn how to record sounds and images using computers and digital devices.</p> <p>Aim: To tell a story with pictures and sound. To record sounds to create a game.</p> <p>Programming (B) Instructions and making things happen Understand that recording a sequence of instructions forms the basis of computer programming.</p> <p>Aim: To create longer programs to move a Bee-Bot between specific points on</p>

			a simple grid, planning out the program first using command cards. To look at sequences of instructions for a Bee-Bot, and predict the finish point
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			
Being a Designer	Construction – design and make a new Y1 outdoor area. Explore and evaluate a range of play/learning outdoor areas. (through images, models and visit FS and current Y1 area). Generate, develop, model and communicate their ideas through talking and drawing. Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing] Assemble play equipment/ structures, exploring how they can be made stronger, stiffer and more stable (layer pieces of paper/card). Explore and use simple hinges for gates and doors.	Cooking and Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. (Find out what food people grew. Match meat to animals). Design and make a soup. Measure and weigh using measuring cups and electronic scales. Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. Evaluate their ideas and products against design criteria. Aim – To make soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.	Construction/Mechanisms – design and make a vehicle Explore and evaluate a range of vehicles (through images and existing toy vehicles). Explore how vehicles have different sized wheels appropriate to their function and purpose. Generate, develop, model and communicate their vehicle ideas through talking and drawing. Make model vehicles using construction kits and lego. Select from and use a range of tools and equipment to perform practical tasks. Cut paper and card with increasing accuracy. Fix and join components with glue and sellotape,

	<p>Evaluate their ideas and products against design criteria.</p> <p>Aim - To design and make a Y1 outdoor play/learning area. To say what worked well and discuss what improvements they would make next time.</p>	<p>Construction – design and make a puppet Explore and evaluate a range of puppets (through images and existing puppets).</p> <p>Generate, develop, model and communicate their puppet ideas through talking and drawing.</p> <p>Design functional puppets for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks. Draw around puppet templates.</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 fabric hand puppet. To sew using a running stitch. To explore different ways of attaching detail.</p>	<p>Explore and use mechanisms. Attach a fixed axle and wheels to the vehicle.</p> <p>Evaluate their vehicle against design criteria.</p> <p>Aim – To create a vehicle/jeep to explore the rainforest. To assemble and combine different materials.</p>
Being a Musician	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

	<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. To learn to play the recorder. Explore pulse and rhythm.</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. To learn to play the recorder. Explore pitch and tempo.</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. To learn to play the recorder. To learn and perform a song.</p>
<p>Being an Artist</p>	<p>Observational Drawing – Children will use drawing 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.</p> <p>Look closely at the school buildings. Explore and develop the use of line, shape, form and space in observational drawings.</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</p>	<p>3D Form – Clay Sculptures -Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy, Antony Gormle. The children will look at different techniques using natural materials; model making using clay and making a pinch pot 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 including Jackson Pollock and David Hockney.</p>	<p>Printing and Painting – 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 a range of artists, 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. Make rubbings.</p>

	<p>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 - Joe Scarborough.</p> <p>Create secondary colours by mixing primary colours.</p> <p>Aim – To draw a detailed picture of School. To paint an image of school inspired by Joe Scarborough.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Make a punch pot. 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>Aim - To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to make a pinch pot/sculpture.</p> <p>Observational Drawing – Children will use drawing 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. Children will work on various scales.</p> <p>Aim - To create a piece of art based on the work of Jo Peel.</p>	<p>Build a repeating pattern and recognise patterns in the environment. Observe the effect of different coloured backgrounds on their printing Aim- To be able to talk about the use of patterns in the art they have looked at. To make marks in print with a variety of objects to build a repeating pattern.</p> <p>Painting and Textiles (Collage) 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.</p> <p>Revisit patterns – look at symmetrical as well as repeating patterns in nature (mini-beasts e.g. butterfly wings) and focus on colours and shapes. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a collage. Learn to use the different techniques of cutting, tearing, sticking and assembling. Aim – To create a collage based on nature and/or one of the artists listed.</p>
--	---	---	--

			To use as many of the techniques listed as possible.
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 and hitting a ball using a racket</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: Who Celebrates what and why?</p> <p>Main - Christianity and Islam Secondary – Judaism / Hinduism</p> <p>Children explore stories and celebrations focus on the Christmas story</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.</p>	<p>Express ideas and insights into religions and world views.</p> <p>B. Myself: How do we show we care for others? Why does it matter?</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>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>Gain and deploy the skills for learning from religions and world views.</p> <p>C. Stories of Jesus: What can we learn from stories of Jesus about praying and helping people?</p> <p>Children retell two different stories about Jesus and think about their meaning - The Good Samaritan and Five Loaves and Two Fishes</p> <p>Children compare the stories and think about what Christians today learn from them.</p>

	<p>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 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>
--	---	---	---