



Stannington Infant School – Long Term Plan 2021-22 – 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	Healthy Me
Sensational Start	Bear Footprints	Celebrations magic box	Postal delivery of Little Red Hen story book and ingredients to make bread	Visit to the Emergency services museum	Animals Club visit	Caterpillars arriving in school
Fabulous Finish	Bears Storytelling, songs and poems assembly for parents	Christmas Nativity Play	Children record their own storytelling videos	Transport Museum for parents	Art and music exhibition	Children create an “all about me” book for their new class teacher
Theme Days/Weeks	Harvest No Pens Wednesday	Puppets	Number Day	Science Week World Book Day	Arts Week Eco Schools Day	Clean air day Arts week Healthy week
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>Aim: To learn the school routine and feel happy, safe, and secure in their new class</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>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.</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>Aim: To learn something new and explain how they achieved it. To explain what it means to persevere.</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>Aim: To know the importance for good health of physical exercise and a healthy diet. To talk about ways to keep healthy and safe.</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>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.</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>Aim: To name and locate body parts To know how they have changed since they were a baby and compare to now.</p>

Enrichment	Teddy bears picnic Toys Workshop Share the learning - parents' assembly (online) Forest Schools	Family Read Indian Dance workshop Visit of Owls World Nursery Rhyme week (15 th -19 th November) Visit to the theatre (provisional) Forest Schools	Gingerbread Man workshop Invite grandmas into school Chinese dance workshop	Visit to Emergency Services Museum Invite parents into school-occupations talk A walk around Stannington Visit to Sheffield City Centre	Animal Club workshop African drumming workshop	Clean air day Arts week Healthy week
Being a Mathematician	Baseline assessments Exploring numbers 1-5 Sorting numbers into two groups Comparing quantities of identical objects Solve real world mathematical problems with numbers up to 5 Compare sizes	Comparing quantities of non-identical objects One more than One less than Time Number bonds to 5 Solve real world mathematical problems with numbers up to 5 Pattern Subitising up to 5	Counting up to 15 Combining groups to find a whole Addition up to 15 One more than One less than 2D shapes 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 Describe familiar routes using positional language	Repeating patterns Addition by counting on Subtraction by counting back Counting up to 20 Doubling	Halving and sharing Odd and even numbers Capacity Length Height Distance Weight Money
Being a Writer	<u>Narrative-story telling</u> We're Going on a bear hunt by Michael Rosen To draw a story map to sequence the story 'We're Going on a Bear hunt.' To act out onomatopoeia words in the story and add words to the story map Children's interest books	<u>Non-fiction writing</u> To write an information sheet about light <u>Narrative writing</u> To use onomatopoeia to write a Bonfire Night Poem To write a letter to Father Christmas Children's interest books	<u>Narrative writing</u> To draw and label story maps and story substitutions for The Little Red Hen and the The Gingerbread Man To write speech and thought bubbles for story characters To write a character description Children's interest books	<u>Non-Fiction writing</u> To write non-chronological reports about transport To write a class information book about transport <u>Narrative writing</u> To plan and write an imaginative short story using a story board (Where, Who, What, Problem, Solution, Ending) Children's interest books	<u>Non-fiction writing</u> To write facts about under the sea animals To write facts about African animals To write facts about Zoo animals <u>Narrative writing</u> To write about our visit of Meet the Creature	<u>Non-fiction writing</u> To write facts about caterpillars To write instructions to make a smoothie <u>Narrative writing</u> To draw and use a story board to create an oral short story about a caterpillar or butterfly To write a food diary Children's interest books

<p>Being a Reader</p>	<p>Whole class reading texts Kipper stories Wibbly Pig Goldilocks and the Three Bears Peace at Last 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>Whole class reading text Day and Night animals (non-fiction) Kippers birthday The Toys Party The Tiger Who came to tea 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>Whole class reading texts The Little Red Hen The Gingerbread Man Little Red Riding Hood The Ugly Duckling Cinderella The Enormous turnip Hansel and Gretel</p> <p>Poems to learn by heart: Noodles Ning Nang Nong Spin like a helicopter...</p>	<p>Whole class reading texts The Enormous Pancake The Runaway Pancake Whatever Next? The Train Ride Duck in a truck The Great Balloon 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>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 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>Whole class reading texts The Very Hungry Caterpillar Handers Surprise I Can Eat A Rainbow Oliver's Vegetables Oliver's Fruit Salad</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 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 To talk about forces they can feel</p> <p>Aim: To sort toys into pushes and pulls</p>	<p>Light and Dark To investigate light and dark To investigate light sources To investigate and learn how to make a simple circuit to light a bulb Investigate and explore the materials light can shine through</p> <p>Aim: To name light sources and non-light sources</p>	<p>Use of Everyday materials 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>Forces and motion 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</p>	<p>Living things 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>Animals, including humans To name and label parts of the body To know what humans and animals need to survive 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</p>

	<p>To use the language push, pull, twist, turn, rotate, spin, force, to describe how toys work. To describe what a force is</p> <p>Forest Schools</p> <p>I am learning to identify the five senses Aim: To name the five senses To give examples of objects found or observed in the garden to match each sense</p> <p>I am learning how to care for plants in the school garden Aim: To know what plants need to grow To know how to look after plants</p>	<p>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. To find out which materials light can shine through</p> <p>Changing states To observe what happens to cooked pumpkin and how it changes when making soup</p> <p>Aim: I can talk about the changes I observe when making pumpkin soup</p> <p>Forest Schools</p> <p>To name and describe the trees in the school garden Aim: To name a silver birch, willow, holly and oak tree</p> <p>To name and describe the similarities between leaves in the school garden Aim: To name leaves and their trees</p>	<p>Aim: To investigate the best material to make a boat for the gingerbread man. To say why they have chosen a specific 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>Changing state To observe the changes in state when making bread</p> <p>Aim: To describe the changes I observe when making bread e.g rising, liquid, solid</p> <p>To observe the changes to ice over time</p> <p>Aim: To talk about the changes I observe when a solid to a liquid I can describe what happens when I add colours to ice</p>	<p>To ask questions about why and how transport moves</p> <p>Plants To know what a bulb needs to grow 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>Plants 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 know the lifecycle 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>To know what a healthy meal for a child is To know what five a day is</p> <p>Living things and their habitats 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>Materials Investigate objects and materials that float and sink Aim: To sort objects that float and sink</p>
Being a Historian	Changes within living memory		Changes within living memory	Chronology	Chronology	Changes within living memory

	<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>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>Children will learn about the toys that their grandparents played with. They will learn about the similarities and differences to the 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>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 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>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>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>Children will know what clothes they wear to suit each season of the year</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>Locational knowledge</p> <p>Forest Schools To name and locate parts of the school grounds e.g garden, playground, field,</p> <p>Aim: I can talk about features that I observe in the school grounds</p> <p>Human and Physical Geography Forest Schools 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>Forest Schools 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</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>Locational Knowledge</p> <p>To identify different countries in the world where animals live</p> <p>Aim: I can name some countries of the world</p>	<p>Geographical Skills and fieldwork</p> <p>To draw and label a map of directions to their new classroom that include physical features e.g playground, classrooms, school garden</p> <p>Aim: I can use my map to find my new classroom (orieenter)</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>Human and Physical Geography</p> <p>Forest Schools 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 To describe how I know it is Autumn using vocabulary e.g. changes in leaf colours, bare trees</p>			<p>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 I can name and recognise a flat, terraced, semi-detached, detached house and a bungalow I can tell you the similarities and differences between houses 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. To compare a map of Stannington and Sheffield To visit Sheffield City Centre and compare to Stannington Aim: I can locate Stannington Infant School on a simple map I can locate Stannington on a map of Sheffield I can talk about the similarities and differences between Stannington and Sheffield City Centre</p>	<p>I can tell you about the countries and places that animals live</p> <p>To recognise some environments that are different from the one in which we live</p> <p>Aims: I can say what is different about the Amazon Rainforest, Artic, Australia, Africa, and other environments compared to where I live</p>	
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				<p>Human and Physical Geography</p> <p>To observe seasons changes in the school garden and the weather.</p> <p><i>Aim: To identify similarities and differences in weather patterns between Winter and Spring</i></p> <p><i>To describe the weather using the language frosty, foggy, cloudy sunny</i></p> <p><i>I can say what is the same/different about the school garden in Winter and Spring</i></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><i>Aim: I can name the parts of a computer</i></p> <p><i>I can say what a computer does</i></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</p> <p>Using a password to log onto a computer</p> <p>Ask permission to use technology</p> <p><i>Aim: I am beginning to know that information can be found on the internet</i></p> <p><i>I know that my password is like my</i></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</p> <p>Ask permission to use technology</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</p> <p>Make a class power point by taking photographs and typing a caption</p> <p>Learn to cut and paste a picture</p> <p>Learn to word process a sentence</p> <p>To learn how to use simple programmes e.g stop frame</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</p> <p>Who owns a piece of music and how would</p>	<p>Children to create a simple film for new children starting school</p> <p>Create a simple animated film using an iPad</p> <p>Online safety:</p> <p>How do we keep our personal information safe e.g. videos</p> <p>Who do you tell if you see something that upset you online?</p> <p>Introduce Hector</p> <p><i>Aim: I know how to record my voice on an Ipad</i></p>

		toothbrush and I do not ley anyone use it	Aim: I can programme a Bee bot I know that I need to ask permission to use an Ipad, camera in the classroom	animation to make a moving vehicle animation Online safety: Chicken Clicken story – online friends online and offline Discuss computer games and apps rating. What do children like playing? Aim: I can name and talk about the everyday technology that I use in my home I can identify and name technology that I use at school I can tell you how some everyday technology works I can paint a picture on an Ipad or computer using a paint programme I can tell you some games that I play on my computer or tablet	people feel if we used it without asking? Discuss personal information and what kind of information we should keep private. 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 I know to ask permission when videoing my friend	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 To create a class video for new children starting school with adult support (use movie maker)
Being a Designer	Construction To explore a range of large construction toys to build models Aim: I can build a model using Duplo, lego, mobile To explore how to use a pairs of scissors To hold scissors in my dominant hand	Mechanisms To explore a range of small construction toys to make models e.g Lego, kinnex, brio Aim: I can build a model using construction materials I can connect construction together to make a model	Evaluating products Explore different bags e.g. carrier bags, hand bags, wicker basket bag and say what I like/dislike Aim: I know what a product is I know that a bag is a product Designing	Designing Children observe images and products of vehicles Children draw their own vehicle and label the materials they will choose Evaluating They talk about likes and dislikes	Designing Mechanisms Children will design and label their own moveable animal Children will revisit how split pins work Aim: To make a moving animal To use a split pin independently	Cooking and nutrition Children will practise the safe use of a knife Aim: To use a knife safely and independently to make a smoothie

	<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 To explore how to join two materials together</p> <p>Aim: I can join two materials e.g. boxes, 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>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>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>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 I can talk about my ideas with my friend or an adult</p> <p>Construction Evaluating</p> <p>Children make their own bag by following their design and material choices To use glue or tape to join materials Children talk about and evaluate their bag with a friend</p> <p>Aim: To know how to join materials using glue or tape To say what they like/dislike about their product (bag) To say how to improve their design or product</p> <p>Mechanisms</p> <p>Children will explore how split pins work</p>	<p>Aim: To design and construct a 3D vehicle To join materials using glue and tape To say what I like and dislike To say how to improve my vehicle</p> <p>Evaluating products</p> <p>Revisit what is a product 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 Aim: I can draw my own ideas I can add features to a sock puppet I can say what I like/dislike about my puppet 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 To follow a recipe with an adult to make pancakes</p>		
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			<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>Aim: To bake bread and gingerbread men</p>			
 <p>Being a Musician</p>	<p>To learn to sing along to nursery rhymes and action songs</p> <p>To begin to find the pulse in music</p> <p>To recognise high and low sounds</p> <p>Aim: To share and perform a nursery rhyme or action song</p> <p>To begin using body percussion to find the pulse</p> <p>To begin to respond to music by using actions</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>To listen and respond to different styles of music</p> <p>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</p> <p>To play a glockenspiel</p> <p>To create a high sound on a glockenspiel</p> <p>To create a low sound on a glockenspiel</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>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</p> <p>To play a shaker, tambourine or drum</p> <p>To create a high sound on a shaker, tambourine or drum</p> <p>To create a low sound on a shaker, tambourine or drum</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>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</p> <p>To play an instrument</p> <p>To accompany a song</p> <p>To use a shaker, tambourine or drum alongside a song</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>To listen and appraise Funk music</p> <p>To begin to use voice sounds to accompany music</p> <p>Aim: To talk about music</p> <p>To talk about the pulse, rhyme, pitch, tempo of music</p> <p>To talk about my likes and dislikes about music</p> <p>To explore my voice sounds</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>To listen and appraise Funk music</p> <p>To begin to use voice sounds to accompany music</p> <p>Aim: To talk about music</p> <p>To talk about the pulse, rhyme, pitch, tempo of music</p> <p>To talk about my likes and dislikes about music</p> <p>To explore my voice sounds</p>
Being an artist	<p>Drawing</p> <p>To teach child how to hold a pencil correctly</p> <p>To explore how to use pencils and pencil crayons to draw circles</p>	<p>Artist focus: Kandinsky Kasuma</p> <p>Painting</p>	<p>Artist focus: Anthony Gormley</p> <p>Sculpture and 3D</p> <p>Observe and talk about likes and dislikes of the</p>	<p>Textiles</p> <p>Children explore how to weave using natural materials, card, paper and ribbons</p>	<p>Artist focus: William Turner</p> <p>Children create a sea animal collage.</p> <p>Children observe and learn how to paint a wash</p>	<p>Textiles</p> <p>To explore collage, camouflage and butterfly patterns</p> <p>To observe and talk about likes and dislikes</p>

	<p>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>Painting 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>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 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 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>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>Printing 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>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 To observe and talk about the construction of different bridges in the world e.g. Brooklyn Bridge, 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>using the work of Turner as a stimulus</p> <p>Aim: To create an Under the Sea mixed media piece of artwork</p> <p>Artist focus: Goldsworthy Children use natural materials including twigs, flowers, leaves, stones to create under the sea animals</p> <p>Aim: To create an under the sea animal using natural materials in the style of Andy Goldsworthy</p>	<p>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 To paint a background in the style of Rousseau To create an butterfly collage using cutting, tearing, sticking and assembling</p>
Being a Sportsperson REAL P.E	Coordination and static balance	Dynamic balance and agility	Dynamic balance and static balance	Co-ordination and counter balance	Co-ordination and agility	Agility and static balance

<p>(Balance, Agility and co-ordination)</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>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>Aim: I can jump and land successfully I can perform a seated balance</p>	<p>I can name some things I am good at</p> <p>I can understand and follow simple rules</p> <p>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>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>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 I can catch a ball from one metre away</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 round and pointing to the ceiling</p>
<p>Gymnastics</p>	<p>Exploring how to travel in different ways both on the floor and using equipment</p> <p>Aim: To travel under, over, on, along, forwards, backwards, sideways on the floor and apparatus</p>	<p>Exploring different ways to travel, balance, basic shapes</p> <p>Aim: To be able to demonstrate a tuck and star shapes on the floor and apparatus</p>	<p>To explore rocking and rolling</p> <p>Review travelling, rolling and shapes on apparatus</p> <p>Aim: To demonstrate rocking and rolling on the floor</p>	<p>To begin to balance with control.</p> <p>To link shapes, rolls and travels together</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Aim: To balance on one foot, two feet, one hand, one foot, without hands</p> <p>To put together two shape and travel movements</p>	<p>Begin to balance with control.</p> <p>Link shapes, rolls and travels together</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Aim: To balance on one leg for at least ten seconds with control</p> <p>To demonstrate two linked movements on the floor and the apparatus</p>	<p>To travel around, under, over, and through different objects and equipment.</p> <p>Explore the use of ribbons or scarfs</p> <p>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.</p>
<p>Dance</p>	<p>Nursery Rhyme Dance</p>	<p>Nursery Rhyme Dance</p>	<p>Fairy tale Dance</p>	<p>Transport Mix Dance</p>	<p>Animals Dance</p>	<p>Minibeasts Dance</p>

	<p>To explore movements in response to music To learn to clap out a beat in a piece of music</p> <p>Aim: To perform copied movements to perform a dance</p>	<p>To explore movements in response to music To learn to clap out a beat in a piece of music</p> <p>Aim: To perform own imaginative movements to perform a dance</p>	<p>To explore travelling using turning, jumping, skipping, hopping To explore moving at different speeds and levels</p> <p>Aim: To perform a short dance sequence</p>	<p>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</p> <p>Aim: To create and perform a transport dance in time to music</p>	<p>To move in time to music To include turning, twisting, jumping, hopping movements when dancing to music To copy animal movements</p> <p>Aim: To create and perform a short animal dance which includes twisting, turning, jumping, hopping</p>	<p>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 Children to travel on different levels and at different speeds</p> <p>Aim: To perform a minibeast dance which included twisting, turning, hopping, jumping and movements on different levels and at different speeds</p>
<p>Studying People and Communities</p>	<p>Celebrations, Festivals and Traditions</p> <p>To talk about special times and events for their family and friends, including: Harvest Halloween Bonfire Night Remembrance Sunday Diwali Hannukah Christmas around the world 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</p>			<p>R.E</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 name and talk about people who are familiar to them</p>	<p>R.E</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</p>	<p>R.E</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</p>

	<p>To be able to talk about how I am different or similar to my friends and their families</p> <p>To know about different festivals around the world</p> <p>To know that countries can celebrate festivals in different ways</p> <p>To recognise some similarities and differences between life in this country and life in other countries</p> <p>Aim: I can talk about the similarities and differences between life in this country and life in other countries.</p>	<p>Aim: To name people they come across in the community e.g. police, hairdresser, nurses, doctors, shop assistants and talk about their roles</p>	<p>The Tiny Ants</p> <p>Seven New Kittens</p>	<p>The Lost Sheep</p> <p>Noahs Ark</p> <p>Jonah and the whale</p>
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