





## Stannington Infant School – Long Term Plan 2022-23 – 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><b>Being Me in My World</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To understand the rights and responsibilities of being a member of their class.</li> <li>To know their views are valued.</li> <li>To contribute to construct and agree to follow the class charter.</li> <li>To recognise how it feels to be proud of an achievement and understand how their choices and consequences.</li> </ul> <p><b>Aim:</b> understand and talk about <b>relationships</b> and our place within families, friendships and the class. Understand <b>citizenship</b> and discuss our rights and responsibility through Class Charters.</p>	<p><b>Celebrating Differences</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To identify similarities and differences between people in their class.</li> <li>To accept that everyone is different and how this makes us unique.</li> <li>To know what bullying is and how to help someone who is being bullied.</li> <li>To know who they can talk to if they were feeling unhappy or bullied.</li> </ul> <p><b>Aim:</b> to understand that we have similarities and differences and these are valued within our <b>relationships</b> and friendships. To be able to talk about our <b>mental health</b>.</p> <p><b>Relationships</b> Children will learn...</p> <ul style="list-style-type: none"> <li>To identify member of their family and understand that there are lots of different types of families.</li> <li>To know what being a good friend is and how to make new friends.</li> </ul>	<p><b>Healthy Me</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To understand the difference between being healthy and unhealthy and how to make healthy lifestyle choices.</li> <li>To know how to keep themselves clean and know how germs cause disease/illness.</li> <li>To understand how medicines can help them when they are poorly and how to use them safely.</li> <li>To cross the road safely.</li> </ul> <p><b>Aim:</b> to understand the importance of <b>being healthy</b> when thinking about lifestyle and mental health.</p> <p><b>Changing Me</b> Children will learn...</p> <ul style="list-style-type: none"> <li>To understand the lifecycle of humans and animals.</li> <li>To how their body has changed since being a baby.</li> </ul>

		<ul style="list-style-type: none"> <li>To identify who can help them in their school community.</li> </ul> <p>Aim: To <b>explain</b> why we appreciate someone who is special to us.</p> <p>Aim: understand and talk about <b>relationships</b> and who is special to us. To understand the role <b>relationships</b>, play in <b>being healthy</b>.</p> <p>To understand the role <b>safety</b> plays within our life.</p>	<p>Aim: To be able to talk about and name our body parts as part of <b>being healthy</b> and our own <b>safety</b>.</p>
<b>Online Safety</b>	<p>Children will understand their online rights and responsibilities.</p> <p>Children will understand what online bullying is and why it is important to ask before sharing another person's information.</p> <p>Aim: understand and talk about <b>relationships</b> and our place within the class.</p> <p>Understand <b>citizenship</b> and discuss our rights and responsibility through a class Acceptable Use Policy.</p> <p>Stannington Stay Safe Team – Digital 5 a Day</p>	<p>Children will recognise when an online community feels unsafe or uncomfortable. Children will understand how to make healthy choices about their online lifestyle choices.</p> <p>Aim: To understand the role <b>relationships</b>, play in <b>being healthy</b>.</p> <p>To understand the role <b>safety</b> plays within our life off and online.</p> <p>Stannington Stay Safe Team – Online Friendships</p>	<p>Children know who to ask for help in the community and online.</p> <p>Children understand what is acceptable behaviour online and what isn't.</p> <p>Aim: To understand the role <b>safety</b> plays within our life and who we talk to off and online.</p> <p>Understand and talk about <b>relationships</b> and our place within the community.</p> <p>Stannington Stay Safe Team – Searching Safely</p>
<b>Enrichment</b>	Toy Workshop	Yorkshire Wildlife Park	Wonderdome visit
<b>Being a Mathematician</b>	<p>Place Value within 10</p> <p>Addition &amp; Subtraction within 10</p> <p>Geometry- Shape</p>	<p>Place value within 20</p> <p>Addition &amp; Subtraction within 20</p> <p>Place value within 50</p> <p>Measures- Length and Height, Weight and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Geometry- Position and direction</p> <p>Place value within 100</p> <p>Measures- Money</p> <p>Measures- Time</p>

<p><b>Being a Writer and a Reader</b></p>	<p><u>Narrative – story retelling</u>  <b>The Three Little Pigs</b>  <b>Gruffalo’s Child</b> by Julia Donaldson  <b>Non –Fiction – instructions</b></p> <p><u>Whole class reading text:</u>  <b>Owl Babies</b> by Martin Waddell  <b>Beegu</b> by Alexis Deacon</p>	<p><u>Narrative – story writing</u>  <b>Funny Bones</b> by Alan and Janet Alberg  <b>Bog Baby</b> by Jeanne Willis  <b>Poetry</b></p> <p><b>Non- fiction – recount</b> - linked to one of the school visits</p> <p><u>Whole class reading text:</u>  <b>My Best Friend Bob</b> by Georgie Ripper  <b>Windhover</b> by Alan Brown</p>	<p><u>Narrative – creative writing</u>  <b>Pinky</b> – Literacy Shed  <b>Non-Fiction – non-chronological writing</b>  linked to Our Changing World  <b>Poetry</b></p> <p><u>Whole class reading text:</u>  <b>Look Up</b> by Nathan Byron  <b>Man on the Moon</b> by Simon Bartram</p>
<p><b>Being a Scientist</b>  (green learning takes place during Forest School)</p> 	<p><b>Uses of everyday materials</b>  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><b>Aim: Using classification to carry out simple investigations. Communicate scientifically to discover which material makes the best peg doll.</b></p>	<p><b>Animals, including humans</b>  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><b>Aim: Classify different animals and understand the evolution and growth of living things over time. Classify parts of the body and communicate scientifically about animals and humans.</b></p>	<p><b>Plants</b>  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><b>Aim: To classify a variety of trees and plants. Communicate scientifically about plants and their evolution and growth.</b></p>

	<p><b>Seasonal Changes (Forest School and throughout the year)</b>          Observe changes across the four seasons          Observe and describe weather associated with the seasons and how day length varies.  <b>Aim: Communicating scientifically about the changing seasons.</b></p>		
<p><b>Being a Historian</b></p> 	<p><b>Changes within living memory</b></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><b>Chronology</b>          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><b>Aim: to understand chronology and apply this to toys.</b>  <b>To use different sources of evidence to find out about toys in the past.</b>  <b>To understand the change and continuity of toys over time.</b>  <b>To communicate historically about toys from the past.</b></p>	<p><b>Changes within living memory</b></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><b>Historical knowledge</b>          Children will learn about different sources of evidence. Children will use sources of evidence to ask simple questions.</p> <p><b>Chronology</b>          Children will learn to place events in chronological order.</p> <p><b>Aim: to understand the chronology of the British monarchy.</b>  <b>To use different sources of evidence to find out about the Royal family and Queen Elizabeth II.</b>  <b>To communicate historically to share information about the Royal family and Queen Elizabeth II.</b></p>	<p><b>The lives of significant individuals in the past who have contributed to the national and international achievements.</b></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><b>Aim: To communicate historically to explain the change and continuity around space travel and Helen Sharma.</b>  <b>To explain the cause and consequences of the work carried out Helen Sharma.</b>  <b>To understand chronology and apply this to space travel.</b></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 use location to identify and name the area they live in and know their address. Name human and physical features of Stannington. Understand human and physical features through the use of fieldwork to draw a map of the school grounds.**

### 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 use location to identify the seven continents. To use location to identify the North and South Pole as well as the polar regions.**

**Name human and physical features of a place.**

**Identify human and physical processes when comparing hot and cold places. Communicate geographically to explain sustainability of global warming and the effect on the polar regions.**

		<p>Aim: To use <b>location</b> to identify and name the countries that make up the UK and begin to know capital cities. To identify <b>human and physical processes</b> when comparing London with Brasilia. Name and compare <b>human and physical features</b> of Brasilia and London <b>Communicate geographically</b> to compare London and Brasilia.</p>	
<p><b>Being a Computer User</b></p> 	<p><b>Communicating text and images</b> Use information technology to communicate ideas through text. <b>Aim: To use a school computer independently.</b></p> <p><b>Communicating multi media</b> Take detailed photographs, save and import photographs into documents. <b>Aim: Use digital media to create a calendar.</b></p>	<p><b>Computational thinking</b> Children will understand what an algorithm is. Understand sequence affects outcome and the importance of putting events in the correct order. <b>Aim: to sequence stories and routines correctly.</b></p> <p><b>Data handling</b> Create pictograms to record information. <b>Aim: to create a pictogram</b></p>	<p><b>Programming (a)</b> Use keywords from fixed categories to label, classify and identify objects. <b>Aim: to create a sorting game on purple mash.</b></p> <p><b>Programming (B)</b> <b>Instructions and making things happen</b> Understand that recording a sequence of instructions forms the basis of computer programming. <b>Aim: to write a sequence and to sequence beebots</b></p>
<p><b>Being a Designer</b></p>	<p><b>Construction – design and make a peg doll</b> Explore and evaluate a range of toys (through images and existing puppets). Generate, develop, model and communicate their toy ideas through talking and drawing. Design functional toys for themselves and other users based on design criteria.</p>	<p><b>Cooking and Nutrition:</b> Use the basic principles of a healthy and varied diet to prepare dishes. 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.</p>	<p><b>Construction/Mechanisms – design and make a rocket</b> Investigate the parts of a rocket. 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.</p>

	<p>Select from and use a range of tools and equipment to perform practical tasks. Cut paper, card and fabric with increasing accuracy. Sew fabric together using a running stitch. Explore different ways of attaching detail to fabric –glue/sew/staple. Evaluate their ideas and products against design criteria.</p> <p><b>Aim – To master practical skills to create a peg doll.</b> <b>To design and innovate, reflect and evaluate a peg doll.</b> <b>Research and investigate</b> when making their peg doll. <b>To master practical skills to sew using a running stitch.</b> <b>To design and innovate, reflect and evaluate a hand puppet.</b></p>	<p><b>Evaluate their ideas and products against design criteria.</b></p> <p><b>Aim – to master practical skills to make biscuits and cake following a recipe.</b> <b>Reflect upon and evaluate the biscuits or cake.</b></p>	<p>Cut paper and card with increasing accuracy. Fix and join components with glue and cello tape, Evaluate their product against design criteria.</p> <p><b>Aim – to master practical skills to create a rocket.</b> <b>To design and innovate, reflect upon and evaluate a rocket.</b> <b>Research and investigate</b> when making their rocket.</p>
<p><b>Being a Musician</b></p> 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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><b>Aim: To learn to play the recorder and perform to others.</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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><b>Aim; To learn to play the glockenspiel and perform to others.</b></p>

	<p>Aim: <b>respond to music</b> (old Hip Hop style) and understand the <b>composition</b> of the style.</p> <p>To <b>communicate musically</b> about the music.</p>	<p>To understand <b>composition</b> when playing the recorder.</p> <p>To <b>communicate musically</b> about their recorder playing.</p> <p><b>Respond</b> to the music they are playing and listening to.</p>	<p>To understand <b>composition</b> when playing the glockenspiel.</p> <p>To <b>communicate musically</b> about their glockenspiel playing.</p> <p><b>Respond</b> to the music they are playing and listening to.</p>
<b>Being an Artist</b>	<p><b>Drawing and Observation - Portraits –</b></p> <p>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 objects and buildings (toys) Explore and develop the use of line, shape, form and space in observational drawings</p> <p><b>Aim - Master techniques to draw a toy. Communicate artistically to describe their work.</b></p> <p><b>Painting: Colour Mixing -</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use painting to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, shape, form and space</p> <p>Learn about the work of a range of artists, making links to their own work.</p>	<p><b>3D Form – Clay Sculptures -</b></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.</p> <p>Use sculpture 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>Learn about the work of a range of artists, making links to their own work.</p>	<p><b>Printing and Painting –</b></p> <p>Use a range of materials creatively to design and make products.</p> <p>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>Learn about the work of a printing artist. Make marks in print with a variety of objects, including natural and man-made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Build a repeating pattern and recognise pattern in the environment.</p> <p><b>Aim: Develop ideas to understand the work of a printer. Master techniques and take inspiration from the style of a printer to create images using mark making in print. Communicate artistically to discuss/ describe the work of a printer and evaluate their own piece of work.</b></p>



	<p>Create secondary colours by mixing primary colours. To learn about complimentary colours.</p> <p><b>Aim: To develop ideas</b> to understand the work of an artist to create a portrait. <b>Master techniques and take inspiration from</b> the style of an artist to create a portrait. <b>Communicate artistically</b> to describe the work of an artist.</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><b>Aim – develop ideas</b> to understand the work of sculptors. <b>Master techniques and take inspiration from</b> sculptors to create 3D clay sculptures. <b>Communicate artistically</b> to discuss/ describe the work of a sculptor and evaluate their own piece of work.</p>	
<p><b>Being a Sportsperson</b></p>	<p>Children will develop their fundamental movement skills with a focus on: Balancing, running, changing direction, hopping, skipping and jumping <b>Aim: To develop competency</b> in fundamental and skills. To use <b>performance</b> to demonstrate their skills. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Children will develop their ball skills with a focus on: Throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. <b>Aim: To develop competency</b> in ball skills. To use <b>performance</b> to demonstrate their</p>	<p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing. <b>Aim: To develop competency</b> in athletics. To use <b>performance</b> to demonstrate their skills. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Children will develop their sending and receiving skills with a focus on: Throwing and catching, rolling and kicking, tracking and stopping a ball. <b>Aim: To develop competency</b> in sending and receiving a ball. To use <b>performance</b> to demonstrate their skills. To understand</p>	<p>Children will develop their athletic skills with a focus on: Running at different speeds, changing direction, jumping and throwing. <b>Aim: To develop competency</b> in athletics. To use <b>performance</b> to demonstrate their skills. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Children will develop their striking and fielding skills with a focus on: Throwing and catching, stopping a rolling ball, tracking and retrieving a ball and striking a ball. <b>Aim: To develop competency</b> around striking and fielding a ball. To use</p>

	<p>skills. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Gymnastics Perform simple gymnastic movements <b>Aim: To develop competency in gymnastics. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p>Dance Respond to music using travel, stretch, twist, turn, jump Change the dynamics in a dance using speed, shape, size, level, direction <b>Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p>the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Gymnastics Travel in a variety of ways using the floor and apparatus. <b>Aim: To develop competency in travelling forwards, backwards and sideways. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p> <p><b>Dance</b> Develop coordination and rhythm through cheerleading. <b>Aim: To develop competency in dance. To use performance to demonstrate their skills. To understand the importance of working creatively and a healthy active lifestyle.</b></p>	<p><b>performance</b> to demonstrate how to throw and catch a ball. To understand the importance of working <b>creatively</b> and a <b>healthy active lifestyle</b>.</p> <p>Children will develop their target skills with a focus on: Selecting and applying the appropriate action for the target considering the size and distance of the challenge. <b>Aim: To develop competency around following rules. To use performance to play the game. To understand the importance of working creatively and a healthy active lifestyle.</b></p>
<p><b>Studying Religions</b></p>	<p>Know about and understand religions and world views.</p> <p>A. <b>Celebrations and festivals:</b> <i>Who Celebrates what and why?</i></p> <p><b>Main</b> - Christianity and Islam <b>Secondary</b> – 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. <b>Myself:</b> <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</p>	<p>Gain and deploy the skills for learning from religions and world views.</p> <p>C. <b>Stories of Jesus:</b> <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 find out and ask questions about artefacts relating to these celebrations.          Children respond sensitively to questions about being generous and thankful (e.g. Harvest Festival / Jewish Shabbat / Muslim Zakat/Hindu Diwali)          Children begin to notice and talk about the fact that people come from different religions.</p> <p><b>Aim:</b>  <b>To know about and understand religions and world views.</b>  <b>Express ideas and insights into religions and world views.</b>  <b>Gain and deploy the skills for learning from religions and world views.</b></p>	<p>they are saying the same things about how we should behave.          Children express creatively their own ideas about the questions <i>Who am I? Where do I belong? How are we all connected?</i>          Children ask questions about ‘goodness’          Children notice and talk about the fact that people come from different religions.</p> <p><b>Aim: Know about and understand religions and world views</b> through the use of story.  <b>Express ideas and insights into religions and world views</b> through the art of storytelling.  <b>Gain and deploy the skills for learning from religions and world views.</b></p>	<p>Children compare the stories and think about what Christians today learn from them.          Children identify and talk about the values different characters in the stories showed.          Children ask and answer ‘who’, ‘when’, ‘where’, ‘what if’, and ‘why’ questions about the stories.</p> <p><b>Aim: Know about and understand religions and world views</b> through the use of the bible.  <b>Express ideas and insights into religions and world views</b> on Christianity today.  <b>Understanding practices and lifestyles of Christians today.</b>  <b>Gain and deploy the skills for learning from religions and world views.</b></p>
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