



Stannington Infant School – Long Term Plan 2022-23 – 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	All creatures great and small
Sensational Start	Bear Footprints	Celebrations magic box	Postal delivery of Little Red Hen story book and ingredients to make bread	Visit from police car or fire engine	Animal Club visit	Visit to the Butterfly house
Fabulous Finish	Bears Storytelling, songs and poems assembly for parents	Christmas Nativity Play	Children record their own storytelling videos	Transport Museum for parents	Animals Art and music exhibition	A video for parents of the learning
Theme Days/Weeks	Harvest No Pens Wednesday	Puppets	Number Day	Science Week World Book Day	Eco Schools Day	Healthy week
SMSC and values	Being Me in the World Children will learn: To understand how it feels to belong To recognise and manage feelings To learn to work as part of a team To understand the rights and responsibilities of being a class member	Celebrating Difference Children will learn: To identify what they are good at. To understand that everyone is different but the same in some ways To know how to be a kind friend online and offline and words they can use to assert themselves	Dreams and Goals Children will learn to: Set personal goals and challenges. Develop the learning characteristic of perseverance in learning something new To know how to encourage people to achieve their goals To express how I feel when I achieve a goal	Healthy Me Children will learn: The importance of exercise, healthy eating, sleep and personal hygiene To identify what a stranger is and how to stay safe is someone approaches them.	Relationships Children will learn: What a friend is The difference between family and friends. How to solve problems when friendships breakdown.	Changing Me Children will learn: To name parts of the body and how to keep them healthy.. To understand growth and change in their bodies. To express their feelings about moving into year 1, talking about worries and what they are looking forward to.


Enrichment	Teddy bears picnic History of toys Workshop Share the learning - parents' assembly Forest Schools	Family Read Indian Dance workshop Visit of Owls World Nursery Rhyme week (14-18th November) Visit to the theatre Forest Schools	Gingerbread Man workshop Invite grandmas into school Chinese dance workshop	Invite parents into school- occupations talk A walk around Stannington	Animal Club workshop African drumming workshop Class 1 Forest Schools	Visit to The Butterfly House Healthy week Class 2 Forest Schools
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 African animals To write facts about Zoo animals To write facts about under the sea animals <u>Narrative writing</u> To write about our visit of Meet the Creature To write facts about under the sea animals	<u>Non-fiction writing</u> To write facts about under the sea animals 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 an under the sea creature To write a food diary

						Children's interest books
Being a Reader	<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 helicopte...</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 Investigate and ask questions about how toys work Compare and group toys together</p> <p>Forest Schools</p> <p>Children will learn the five senses and use them to investigate the school garden</p> <p>Identify and name some garden plants. Children know the difference between a plant and weed. Know how to care for plants.</p> <p>Seasonal Changes Forest Schools Children will identify the seasons and daily weather patterns.</p>	<p>Working scientifically Children will investigate light and dark. They will investigate sources of light. Children will learn how to make a simple circuit to light a bulb and investigate and explore the materials light can shine through</p> <p>Changes Children will observe the changing states when making pumpkin soup.</p> <p>Seasonal Changes Forest Schools Children will identify the seasons and daily weather patterns.</p>	<p>Uses of Everyday materials Children will distinguish between an object and the material it is made from. They will name investigate the physical properties of everyday materials. Children will group t everyday objects by the material they are made from. Children will discover which materials makes the best bag for Little Red Riding Hood.</p> <p>Changes Children will observe changing states when making bread.</p> <p>Observe changes to ice over time</p>	<p>Forces Children compare and group together different forms of transport. Children investigate magnetism, asking how and why questions.</p>	<p>Animals, including humans To know what a life cycle is and the changes that occur in chicks, frogs and caterpillars over time. Name, draw and label each stage of a lifecycle.</p> <p>Plants To identify and name plants in the school garden. To name and label parts of a plant and understand how to care for them.</p>	<p>Working Scientifically Investigate objects and materials that float and sink by making predictions and asking simple how and why questions.</p> <p>Plants To identify and name plants in the school garden. To name and label parts of a plant and understand how to care for them.</p>
<p>Being a Historian</p>	<p>Historical Knowledge Children will compare present day toys with toys from the past Children will sort toys from the past and present</p>	<p>Historical knowledge Children will learn about the toys that their grandparents played with. They will compare similarities and differences to the toys and games their</p>	<p>Chronology Children will learn what a timeline is and how it is used to sequence historical events. Link to the story 'Once there were giants' story' Children will</p>	<p>Historical enquiry Children will communicate historically about how they have changed since they were a baby. Link to the story 'A chair for baby bear story.'</p>	<p>Historical enquiry Children will know what clothes they wear to suit each season of the year</p>	

	<p>Chronology Children will observe and begin to sort toys that they have played with from birth until now and order on a timeline Children will talk about the similarities and differences in toys</p>		<p>grandparents played with.</p>	<p>sequence how the child changed over time</p>		
<p>Being a Geographer</p> 	<p>Locational knowledge Identify and name features of the school environment. Children will know they attend Stannington Infant School in Sheffield.</p> <p>Geographical skills Identify on a map of the world and a globe. Identify and name countries and continents that bears live in.</p> <p>Locational knowledge To know that London is the capital city of England Identify and name famous landmarks in London</p> <p>Geographical skills Identify a map of the United Kingdom where London</p>	<p>Locational knowledge Forest Schools Identify human and physical features of the school grounds</p>	<p>Locational knowledge Name and locate England, Mexico, France, India, Italy, France on a world map (breads around the world)</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography.</p> <p>Geographical skills Identify on a map where famous bridges are located in the world</p>	<p>Locational knowledge Children will learn about our local area/Stannington</p> <p>Human and physical features Identify physical and human features of Stannington</p> <p>Geographical Skills and fieldwork Use locational directional language to describe the location of features on a simple map of Stannington.</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of Stannington and Sheffield City Centre</p> <p>Human and Physical geography Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features e.g hills, valley, season, weather 	<p>Geographical skills and fieldwork To use a map of school to identify and name human and physical features. Use this knowledge to draw own map of school</p> <p>Locational Knowledge Identify and name different countries in the world where animals live</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of the countries where animals live.</p> <p>Locational knowledge Begin to learn the names of location of the world's seven continents</p> <p>Human and physical geography Identify seasonal and weather patterns in countries around the</p>	<p>Locational Knowledge Identify the five oceans in the world</p> <p>Geographical skills Use a world map and globe to communicate geographically where different sea animals live. Identify similarities and differences between places in the world.</p>

				<ul style="list-style-type: none"> Key human features e.g city, village, house, shop 	world. Identify and locate hot and cold areas of the world on a map/	
<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>To tinker with cause and effect apps and programmes</p> <p>To begin to find information from the internet about bears</p> <p>Online safety Using a password to log onto a computer Ask permission to use technology</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 Create class rules for using technology 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 Make a class power point by taking photographs and typing a caption</p> <p>Learn to cut and paste a picture Learn to word process a sentence</p> <p>To learn how to use simple programmes e.g stop frame animation to make a moving vehicle animation</p> <p>Online safety: Chicken Clicken story – online friends online and offline Discuss computer games and apps rating. What do children like playing?</p>	<p>Finding information from the internet about animals</p> <p>Children to create their own sound effects to accompany a story</p> <p>Children record each other performing a song, poem or rhyme</p> <p>Internet safety and safe usage – introduction of Hector.</p> <p>Online safety Who owns a piece of music and how would people feel if we used it without asking? Discuss personal information and what kind of information we should keep private.</p>	<p>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: How do we keep our personal information safe e.g. videos Who do you tell if you see something that upset you online? Introduce Hector</p>
Being a Designer	Construction Investigate and explore a range of large construction toys	Mechanisms Investigate and explore a range of small	Evaluating products Explore and evaluate a range of bags e.g. carrier bags, hand bags, wicker	Designing Explore and evaluate a range of vehicles. Generate, develop and communicate	Designing Explore and evaluate puppets. Generate, develop and	Cooking and nutrition Use a knife safely to chop food

	<p>and design and build models</p> <p>Practise holding scissors safely and correctly to snip paper</p> <p>Investigate and experiment using masking tape, Sellotape and glue to join two materials</p> <p>Textiles Explore threading using small and large beads</p>	<p>construction toys to build models</p> <p>Cooking and Nutrition Use a knife and fork correctly cut up playdough food</p> <p>Practise using a knife safely to cut vegetables Use a potato peeler safely</p> <p>Textiles Explore threading of small beads, popcorn and leaves on a string and cheerios on pipe cleaners to make bird feeders</p>	<p>basket bag and say what I like/dislike</p> <p>Designing Observe and draw different kinds of bags. Children communicate their ideas for a bag for Little Red Riding Hood through drawing</p> <p>Construction Evaluating Children follow their design to create a bag using a choice of materials. Children evaluate their bag with a friend</p> <p>Mechanisms Explore how to use a split pin to join paper Cut paper/card with control</p> <p>Cooking and nutrition Measure and weigh using scales. Select from and use a range of cooking utensils.</p>	<p>their ideas through talking and drawing. Design functional vehicles based on their design criteria.</p> <p>Evaluating Evaluate their ideas and products against design criteria</p> <p>Cooking and nutrition Measure and weigh using scales. Select from and use a range of cooking utensils.</p>	<p>communicate their ideas through talking and drawing.</p> <p>Evaluating Evaluate their ideas and products against design criteria</p>	<p>Use a potato peeler safely to whittle sticks</p> <p>Mechanisms Revisit how to use a split pin to join paper Cut paper/card with control</p>
 <p>Being a Musician</p>	<p>To learn to perform nursery rhymes and action songs To recognise and identify the beat in music To recognise quiet and loud sounds</p>	<p>To learn to perform nursery rhymes and action songs To listen and respond to different styles of music To use a tuned percussion instrument to high and low sound</p>	<p>To learn the words and perform new rhymes and songs. To play tune and untuned percussion instruments in time to the beat of music. Listen and begin to recognise two different beats at</p>	<p>To learn the words and perform new rhymes and songs To play tune and untuned percussion instruments in time to the beat of music. Listen and recognise two different beats at the same time.</p>	<p>To learn the words and perform new rhymes and songs Listen to pieces of music and identify changes in tempo. Identify three different speeds of accompanying beat. Develop rhythmic</p>	<p>To learn the words and perform new rhymes and songs Listen to pieces of music and identify changes in tempo. Identify three different speeds of accompanying beat.</p>

			the same time. Begin to compose and clap simple rhythms.	Chant, play and clap simple rhythms and follow the leader in performing rhythms	precision with two different beats at once. Begin to respond rhythmically in response to music.	Develop rhythmic precision with two different beats at once. Begin to respond rhythmically in response to music
Being an artist	<p>Drawing Children hold a pencil correctly. Use drawing to explore lines and circles using pencils of different thickness</p> <p>Painting Name and paint the primary colours</p>	<p>Artist focus: Kandinsky Kasuma</p> <p>Painting Name and paint the secondary colours</p> <p>To study the work of the artists Kandinsky and Kasuma Identify and name warm, cold and bold colours Discuss likes, dislikes of a range of artists work</p> <p>Sculpture and 3D Explore properties of clay and how it can be moulded using fingers and thumbs</p>	<p>Sculpture and 3D Investigate and explore the construction of bridges in the world e.g. Brooklyn Bridge, San Francisco, Sydney Harbour, London Bridge. Design and build a 3D model bridge using a choice of construction materials e.g. cardboard boxes, straws</p> <p>Printing Explore printing using a variety of objects e.g. fruit, vegetables, sponges, shapes, cogs, fingers</p>	<p>Textiles Explore and practise the technique of weaving using natural materials, card, paper and ribbons</p>	<p>Textiles Explore and experiment with collage, camouflage and butterfly patterns Observe and discuss likes and dislikes of the animal paintings of Rousseau e.g. tiger in the tropical storm, Snake Charmer</p> <p>Forest Schools (class 1) Artist focus: Anthony Gormley</p> <p>Sculpture and 3D Observe and discuss likes and dislikes of the clay work of Anthony Gormley 'The Field' Revisit how to mould clay using fingers and thumbs</p>	<p>Textiles Children create a mixed media sea animal collage Children observe and learn how to paint a wash using the work of Turner as a stimulus</p> <p>Forest Schools (class 2) Artist focus: Anthony Gormley</p> <p>Sculpture and 3D Observe and discuss likes and dislikes of the clay work of Anthony Gormley 'The Field' Revisit how to mould clay using fingers and thumbs</p>
Being a Sportsperson (GET Set 4 PE)	Exploring body and spatial awareness.	To throw and catch a small ball or beanbag.	To throw and catch a small ball or beanbag.	To develop control when jumping and hopping.	Sports Day Practise.	To combine fundamental skills when playing a game.

Gymnastics	Exploring how to travel in different ways both on the floor and using equipment	Exploring different ways to travel, balance, basic shapes	To explore rocking and rolling Review travelling, rolling and shapes on apparatus	To begin to balance with control. To link shapes, rolls and travels together Move around, under, over, and through different objects and equipment	Begin to balance with control. Link shapes, rolls and travels together Move around, under, over, and through different objects and equipment	To travel around, under, over, and through different objects and equipment. Explore the use of ribbons or scarfs
Dance	Nursery Rhyme Dance To explore movements in response to music To learn to clap out a beat in a piece of music	Nursery Rhyme Dance To explore movements in response to music To learn to clap out a beat in a piece of music	Fairy tale Dance To explore travelling using turning, jumping, skipping, hopping To explore moving at different speeds and levels	Transport Mix Dance To listen to the beat and move in time to the music To copy movements in time to music To explore own movements to music	Animals Dance To move in time to music To include turning, twisting, jumping, hopping movements when dancing to music To copy animal movements	Minibeasts Dance Children to explore their own movements in time to music for different mini beasts creatures To use jumping, twisting, turning, hopping, and change of direction Children to travel on different levels and at different speeds
Studying People and Communities	Celebrations, Festivals and Traditions 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			R.E To learn the story of Easter and understand why it is important to Christians To name and discuss people who are familiar to them.	R.E Children learn about places of worship in Stannington and Sheffield for different religions e.g Mosque, temple, church, synagogue Links to stories: Muslim stories The Baby Birds The Tiny Ants	R.E To listen and respond to stories from the Bible and their meaning. Links to stories: Stories of Jesus Good Samaritan The Lost Sheep Noahs Ark Jonah and the whale

	To recognise some similarities and differences between life in this country and life in other countries		Seven New Kittens	
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