



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	Puppets	Number Day	Science Week World Book Day	Eco Schools Day	Healthy week
SMSC and values	<p>Being Me in the World</p> <p>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 Aim: To understand and talk about feelings</p>	<p>Celebrating Difference</p> <p>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 Aim: To understand that we have similarities and differences, and these</p>	<p>Dreams and Goals</p> <p>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 Aim: To understand the importance of</p>	<p>Healthy Me</p> <p>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. Aim: To know the importance of being healthy when thinking about exercise, healthy eating, sleep and lifestyle</p>	<p>Relationships</p> <p>Children will learn: What a friend is The difference between family and friends. How to solve problems when friendships breakdown. Aim: To know the difference between family and friends and understand relationships with others</p>	<p>Changing Me</p> <p>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.</p>

	and emotions and relationships within their families, friendships, and the class To begin to understand citizenship and learn what our rights and responsibilities are within our class	are values within our relationships with friends and family	perseverance and the role that relationships with family and friends play in supporting us to achieve our goals.	To understand stranger danger and the importance of personal safety.	To understand the impact of unkind words on relationships and how to manage my feelings.	Aim: To be able to name and talk about the uses of our body parts and how to keep them healthy .
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 Clean Air Day Arts week 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.'	<u>Non-fiction writing</u> To write an information sheet about light <u>Narrative writing</u>	<u>Narrative writing</u> To draw and label story maps and story substitutions for The Little Red Hen and the The Gingerbread Man	<u>Non-Fiction writing</u> To write non- chronological reports about transport To write a class information book about transport <u>Narrative writing</u>	<u>Non-fiction writing</u> To write facts about African animals To write facts about Zoo animals	<u>Non-fiction writing</u> To write facts about under the sea animals To write facts about caterpillars

	<p>To act out onomatopoeia words in the story and add words to the story map</p> <p>Children's interest books</p>	<p>To use onomatopoeia to write a Bonfire Night Poem</p> <p>To write a letter to Father Christmas</p> <p>Children's interest books</p>	<p>To write speech and thought bubbles for story characters</p> <p>To write a character description</p> <p>Children's interest books</p>	<p>To plan and write an imaginative short story using a story board (Beginning, Middle and ending)</p> <p>Children's interest books</p>	<p>To write facts about under the sea animals</p> <p><u>Narrative writing</u></p> <p>To write about our visit of Meet the Creature</p> <p>To write facts about under the sea animals</p>	<p>To write instructions to make a smoothie</p> <p><u>Narrative writing</u></p> <p>To draw and use a story board to create an oral short story about an under the sea creature</p> <p>To write a food diary</p> <p>Children's interest books</p>
Being a Reader	<p>Whole class reading texts</p> <p>Kipper stories</p> <p>Wibbly Pig</p> <p>Goldilocks and the Three Bears</p> <p>Peace at Last</p> <p>Where's my teddy?</p> <p>Brown bear, brown bear</p> <p>The Rainbow Bear</p> <p>Biscuit Bear</p> <p>Poems to learn by heart:</p> <p>Higgelty Piggelty Pop poems</p> <p>Fuzzy Wuzzy</p> <p>Higgelty piggelty pop</p> <p>Teddy Bear</p> <p>A Little Puppy</p> <p>The Deep Dark Wood</p> <p>Hairy Bear</p> <p>One little hedgehog</p> <p>Ten dirty dogs</p>	<p>Whole class reading text</p> <p>Day and Night animals (non-fiction)</p> <p>Kippers birthday</p> <p>The Toys Party</p> <p>The Tiger Who came to tea</p> <p>We're Going on an Elf chase</p> <p>The Nativity story</p> <p>Dear Santa</p> <p>All I want for Christmas</p> <p>Kipper's Christmas Eve</p> <p>The Christmas Bear</p> <p>Poems to learn by heart</p> <p>Bonfire Night</p> <p>Remember, remember the fifth of November story</p> <p>Hovis the hedgehog</p> <p>It was a cold, dark night (youtube)</p>	<p>Whole class reading texts</p> <p>The Little Red Hen</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>The Ugly Duckling</p> <p>Cinderella</p> <p>The Enormous turnip</p> <p>Hansel and Gretel</p> <p>Poems to learn by heart:</p> <p>Noodles</p> <p>Ning Nang Nong</p> <p>Spin like a helicopter...</p>	<p>Whole class reading texts</p> <p>The Enormous Pancake</p> <p>The Runaway Pancake</p> <p>Whatever Next?</p> <p>The Train Ride</p> <p>Duck in a truck</p> <p>The Great Balloon</p> <p>The Runaway Train</p> <p>Mr Grumpys Motor Car</p> <p>All Kinds of Cars</p> <p>All aboard for the Bobo Road</p> <p>Journey</p> <p>The Hundred Decker Bus</p> <p>Lost and Found</p> <p>Whole class poems to learn by heart:</p> <p>Michael Rosen</p> <p>Bugs</p> <p>Don't</p> <p>Down behind the dustbin</p> <p>Through my window</p>	<p>Whole class reading texts</p> <p>Three Billy Goats Gruff</p> <p>Who's in the shed?</p> <p>I love animals</p> <p>Dear Zoo</p> <p>Giraffes Can't Dance</p> <p>Rumble in the Jungle</p> <p>Walking Through the Jungle</p> <p>Poo in the Zoo</p> <p>What do you do if your house is a zoo?</p> <p>Poems to learn by heart – Spike Milligan</p> <p>Ant</p> <p>Bat</p> <p>Gorilla</p> <p>Cow</p> <p>Giraffe</p> <p>Frog</p> <p>Snail</p>	<p>Whole class reading texts</p> <p>The Very Hungry Caterpillar</p> <p>Hander's Surprise</p> <p>I Can Eat A Rainbow</p> <p>Oliver's Vegetables</p> <p>Oliver's Fruit Salad</p> <p>Poems to learn by heart</p> <p>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>Aim: To classify toys by how they work To communicate scientifically about how toys work</p> <p>Forest Schools</p> <p>Children will learn the five senses and use them to investigate the school garden</p> <p>Aim: To communicate scientifically about observations made in 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. Aim: To classify some plants To classify plants and weeds. To communicate</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>Aim: To classify light and non-light sources To communicate scientifically to discover which materials light passes through To communicate scientifically how to use simple equipment to make a simple circuit</p> <p>Changes Children will observe the changing states when making pumpkin soup.</p> <p>Aim: To communicate changes over time and communicate scientifically about what happens to the pumpkin.</p> <p>Forest Schools Identify Seasonal Changes Forest Schools</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 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>Aim: To classify objects by the material they are made from. To communicate scientifically to discover which material is best to make a bag.</p> <p>Changes Children will observe changing states when making bread.</p> <p>Aim: To communicate scientifically the changes that occur 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>Aim: To classify different forms of transport To communicate scientifically and classify objects that are/are not magnetic.</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>Aim: To communicate scientifically about the changes that occur in the lifecycles of caterpillars, chicks and frogs.</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>Aim: To classify plants in the school garden. Communicate scientifically about plants and their evolution and growth</p>	<p>Working Scientifically Investigate objects and materials that float and sink by making predictions and asking simple how and why questions. Aim: Communicate scientifically to discover objects that float and sink Classify objects that float and sink</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>Aim: To classify plants in the school garden. Communicate scientifically about plants and their evolution and growth</p>
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	<p>scientifically about the evolution and growth of plants</p> <p>Seasonal Changes Forest Schools Children will identify the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</p>	<p>Children will identify the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</p>	<p>Aim: Communicate scientifically about changes of state of ice.</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>Aim: To begin to understand the change and continuity of toys over time</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>Aim: To begin to understand chronology and apply this to toys To begin to communicate historically about toys from the past</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 grandparents played with.</p> <p>Aim: To communicate historically about grandparents' toys and games and life in the past. Aim: To begin to understand chronology and apply this to toys</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 sequence how the child changed over time</p> <p>Aim: To understand chronology and relate it to myself and my teacher To communicate historically to explain the change and continuity from birth to an adult</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>Aim: To understand chronology from a baby to a child To communicate historically using photographs from a baby to child</p>	<p>Historical enquiry Children will know what clothes they wear to suit each season of the year</p> <p>Aim: To understand change and continuity through the seasons</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. Aim: To use location to identify and name parts of the school, and know the area they live in, including the school they attend.</p> <p>Geographical skills Identify on a map of the world and a globe. Identify and name countries and continents that bears live in. Aim: To use location to identify countries and continents where bears live. To communicate geographically to compare England to other countries and continents</p> <p>Locational knowledge To know that London is the capital city of England</p>	<p>Locational knowledge Forest Schools Identify human and physical features of the school grounds Aim: To use location to identify and name parts of the school. Name human and physical features of the school through use of fieldwork to draw a map of the school grounds.</p>	<p>Locational knowledge Name and locate England, Mexico, France, India, Italy, France on a world map (bread around the world) Place knowledge Understand geographical similarities and differences through studying the human and physical geography. Aim: Communicate geographically to compare countries around the world</p> <p>Geographical skills Identify on a map where famous bridges are located in the world Aim: To use location to identify and name famous bridges in the world</p>	<p>Locational knowledge Children will learn about our local area/Stannington Human and physical features Identify physical and human features of Stannington Geographical Skills and fieldwork Use locational directional language to describe the location of features on a simple map of Stannington. Aim: To use location to identify and name the area they live in. Name human and physical features of Stannington. Understand human and physical features through use of fieldwork to draw a map of a local walk around Stannington</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of Stannington and Sheffield City Centre Human and Physical geography Use basic geographical vocabulary to refer to:</p>	<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 Aim: To communicate geographically to orienteer around the school grounds using a map</p> <p>Locational Knowledge Identify and name different countries in the world where animals live Place knowledge Understand geographical similarities and differences through studying the human and physical geography of the countries where animals live. Locational knowledge Begin to learn the names of location of the world's seven continents Human and physical geography Identify seasonal and weather patterns in countries around the world. Identify and locate hot and cold areas of the world on a map/</p>	<p>Locational Knowledge Identify the five oceans in the world 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. Aim: To use location to identify the five oceans. Communicate geographically to explain similarities and differences between the location of the oceans in the world.</p>
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	<p>Identify and name famous landmarks in London</p> <p>Geographical skills Identify a map of the United Kingdom where London</p> <p>Aim: To use location to identify and name the capital city of England</p> <p>Name famous physical features in London</p>			<ul style="list-style-type: none"> • Key physical features e.g hills, valley, season, weather • Key human features e.g city, village, house, shop <p>Aim: Name and compare human and physical features of Stannington and Sheffield City Centre</p> <p>Communicate geographically to compare Stannington and Sheffield City Centre</p>	<p>Aims: To use location to begin to name and identify the world's seven continents</p> <p>Name human and physical features of a place and compare between countries.</p> <p>Identify human and physical processes when comparing hot and cold places.</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>Aim: To know what a computer is and name parts and say what they do</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 Aim: To know what a computer is and that I do not share my password with anyone</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>Aim: Use programming and algorithms to write a sequence and to sequence beebots.</p> <p>Online safety</p> <p>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>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 Aim: Present information and use multimedia to research animal information on the internet with an adult</p> <p>Internet safety and safe usage</p> <p>Online safety 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 Aim: Present information and use multimedia to record a voice and create a class video.</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?</p>

			To know that I need to ask permission to use an iPad or camera in the classroom	<p>Present information and use multimedia to create a Stop Start 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>Aim: Present information and use multimedia to name and talk about the everyday technology that I use in my home and at school. Present information and use multimedia to create a picture.</p>	<p>people feel if we used it without asking? Discuss personal information and what kind of information we should keep private.</p> <p>Aim: Present information and use multimedia to record a video and to understand we ask permission when videoing people</p>	
Being a Designer	<p>Construction Investigate and explore a range of large construction toys and design and build models</p> <p>Aim: To master practical skills to construct models using a range of construction</p> <p>Practise holding scissors safely and correctly to snip paper</p> <p>Aim: To master practical skill of using scissors</p>	<p>Mechanisms Investigate and explore a range of small construction toys to build models</p> <p>Aim: To master practical skills of connecting materials to build a model</p> <p>Cooking and Nutrition Use a knife and fork correctly cut up playdough food</p> <p>Aim: To master the practical skills of using a knife and fork to safely cut playdough</p>	<p>Evaluating products Explore and evaluate a range of bags e.g. carrier bags, hand bags, wicker 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</p>	<p>Designing Explore and evaluate a range of vehicles. Generate, develop and communicate 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>Aim: To master practical skills to create a vehicle. Research and investigate when making their vehicle</p>	<p>Designing Explore and evaluate puppets. Generate, develop and communicate their ideas through talking and drawing.</p> <p>Evaluating Evaluate their ideas and products against design criteria</p> <p>Aim: To master practical skills to cut fabric. Research and investigate when making their puppet</p>	<p>Cooking and nutrition Use a knife safely to chop food</p> <p>Aim: To master the skill of using a knife safely to chop fruit</p> <p>Use a potato peeler safely to whittle sticks</p> <p>Aim: To master the practical skill of using a potato peeler</p> <p>Mechanisms Revisit how to use a split pin to join paper Cut paper/card with control</p>

	<p>Investigate and experiment using masking tape, Sellotape and glue to join two materials</p> <p>Aim: To master the practical skill of joining two materials</p> <p>Textiles Explore threading using small and large beads</p> <p>Aim: To master the practical skill of threading</p>	<p>Practise using a knife safely to cut vegetables Use a potato peeler safely</p> <p>Aim: To master the practical skills of using a potato peeler and a knife safely to cut vegetables</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>Aim: To master the practical skill of threading to create a bird feeder</p>	<p>using a choice of materials. Children evaluate their bag with a friend</p> <p>Aim: To master practical skill of joining two materials</p> <p>Research and investigate when making their bag To design, innovate, reflect and evaluate their bag</p> <p>Mechanisms Explore how to use a split pin to join paper Cut paper/card with control</p> <p>Aim: To master the practical skills of using a split pin to join paper and scissors to create a moveable gingerbread man.</p> <p>Cooking and nutrition Measure and weigh using scales. Select from and use a range of cooking utensils.</p> <p>Aim: To master practical skills to bake bread and gingerbread biscuits Reflect upon and evaluate the biscuits and bread.</p>	<p>To design, innovate, reflect and evaluate their vehicle model</p> <p>Cooking and nutrition Measure and weigh using scales. Select from and use a range of cooking utensils.</p> <p>Aim: To master practical skills to cook pancakes Reflect upon and evaluate the pancakes</p>	<p>To design, innovate, reflect and evaluate their sock puppet</p>	<p>Aim: To master the practical skills of using a split pin to join paper and scissors to create a moveable minibeast</p>
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 <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>Aim: To perform nursery rhymes To respond to music using body percussion To begin to perform to music using percussion instruments. To compose rhythms using clapping. Perform songs and begin to sing in time to music.</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>Aim: To perform nursery rhymes To respond to music using body percussion To begin to perform high and low notes using percussion instruments. Compose rhythms using clapping. Perform songs and sing in time to music</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 the same time. Begin to compose and clap simple rhythms.</p> <p>Aim: To play a tuned or untuned instrument to perform in time with music. Respond to music and identify the different beats and clap rhythms. Perform songs and sing in time to music</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. Chant, play and clap simple rhythms and follow the leader in performing rhythms</p> <p>Aim: To play a tuned or untuned instrument to perform in time with music. Respond to music and identify the different beats. Follow a rhythm composed by the leader. Perform songs and sing in time to music</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 precision with two different beats at once. Begin to respond rhythmically in response to music.</p> <p>Aim: Communicate musically using specific vocabulary. To respond to music through recognition of different speeds and tempos. Play a percussion instrument and perform to others a simple rhythm. Perform songs and sing in time to music</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 precision with two different beats at once. Begin to respond rhythmically in response to music</p> <p>Aim: Communicate musically using specific vocabulary. To respond to music through recognition of different speeds and tempos. Play a percussion instrument and perform to others a simple rhythm. Perform songs and sing in time to music</p>
<p>Being an artist</p>	<p>Drawing Children hold a pencil correctly. Use drawing to explore lines and circles using pencils of different thickness</p> <p>Aim: Master techniques to draw lines and shapes.</p>	<p>Artist focus: Kandinsky Kasuma</p> <p>Painting Name and paint the secondary colours</p> <p>Aim: Master techniques to hold a paintbrush correctly Aim: To know the name the secondary colours</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</p>	<p>Textiles Explore and practise the technique of weaving using natural materials, card, paper and ribbons</p> <p>Aim: To master the technique of weaving to create a piece of artwork</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>Aim: To take inspiration from artists to create an</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>Aim: To master the technique of painting a</p>

	<p>Master techniques to draw a teddy bear</p> <p>Painting Name and paint the primary colours Aim: Master techniques to hold a paintbrush correctly and paint a primary colour wheel</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>Aim: To master technique of using a paintbrush. To communicate artistically to describe artists' work. To take inspiration from artists to create own piece of artwork based on work of Kandinsky and Kasuma.</p> <p>Sculpture and 3D Explore properties of clay and how it can be moulded using fingers and thumbs</p> <p>Aim: To master the technique of sculpture to create a clay thumb Diva pot</p>	<p>materials e.g. cardboard boxes, straws Aim: To master the technique of 3D modelling. To develop ideas and use of different materials and methods to create a bridge</p> <p>Printing Explore printing using a variety of objects e.g fruit, vegetables, sponges, shapes, cogs, fingers</p> <p>Aim: To master the technique of printing to create a repeating pattern</p>		<p>animal picture in the style of Rousseau. Master the technique of tearing and layering. 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>Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture. Master the technique of sculpture with fingers and thumb</p>	<p>wash and tearing paper to create mixed media artwork</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> <p>Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture. Master the technique of sculpture with fingers and thumb</p>
<p>Being a Sportsperson (GET Set 4 PE)</p>						

Gymnastics	<p>Exploring how to travel in different ways both on the floor and using equipment</p> <p>Aim: To develop competence in physical activity e.g. balance, ways to travel</p>	<p>Exploring different ways to travel, balance, basic shapes</p> <p>Aim: To develop competence in physical activity skills e.g. balance, ways to travel. To begin to use performance to demonstrate their skills. To begin to understand what a healthy an active lifestyle is</p>	<p>To explore rocking and rolling</p> <p>Review travelling, rolling and shapes on apparatus</p> <p>Aim: To develop competence in developing skills e.g. balance, ways to travel. To begin to use performance to demonstrate their skills. To begin give examples of what a healthy an active lifestyle is</p>	<p>To begin to balance with control.</p> <p>To link shapes, rolls and travels together Move around, under, over, and through different objects and equipment</p> <p>Aim: To develop competence in developing skills e.g. balance, ways to travel. To use performance to demonstrate their skills. To begin to demonstrate working creatively. To understand what a healthy an active lifestyle is</p>	<p>Begin to balance with control.</p> <p>Link shapes, rolls and travels together Move around, under, over, and through different objects and equipment</p> <p>Aim: To develop competence in developing skills e.g. balance, ways to travel. To use performance to demonstrate their skills. To begin to demonstrate working creatively. To understand what a healthy an active lifestyle is</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 develop competence in physical activity e.g. balance, ways to travel. To use performance to demonstrate their skills. To demonstrate working creatively. To understand what a healthy an active lifestyle is</p>
Dance	Nursery Rhyme Dance	Nursery Rhyme Dance	Fairy tale Dance	Transport Mix Dance	Animals Dance	Minibeasts Dance
	To explore movements in response to music	To explore movements in response to music To learn to clap out a beat in a piece of music	To explore travelling using turning, jumping, skipping, hopping	To listen to the beat and move in time to the music To copy movements in time to music	To move in time to music To include turning, twisting, jumping, hopping movements when dancing to music	Children to explore their own movements in time to music for different mini beasts creatures

	<p>To learn to clap out a beat in a piece of music</p> <p>Aim: To use performance to demonstrate dance movements</p>	<p>Aim: To use performance to demonstrate dance movements. To begin to show creativity in their dance. To begin to understand how dance contributes towards a healthy active lifestyle</p>	<p>To explore moving at different speeds and levels</p> <p>Aim: To develop competency in dance movements. To show creativity in response to music. To begin to understand how dance contributes towards a healthy active lifestyle</p>	<p>To explore own movements to music</p> <p>Aim: To develop competency in dance movements. To show creativity in response to music. To begin to understand how dance contributes towards a healthy active lifestyle</p>	<p>To copy animal movements</p> <p>Aim: To develop competency in dance movements demonstrating changes in movement and direction. To show creativity in response to music. To begin to understand how dance contributes towards a healthy active lifestyle</p>	<p>To use jumping, twisting, turning, hopping, and change of direction</p> <p>Children to travel on different levels and at different speeds</p> <p>Aim: To develop competency in dance movements demonstrating changes in movement direction and speed. To show creativity in response to music. To begin to understand how dance contributes towards a healthy active lifestyle</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>To recognise some similarities and differences between life in this country and life in other countries</p> <p>Aim: To know about and understand religions and world views Express ideas and insights into religions and world views</p>		<p>R.E</p> <p>To learn the story of Easter and understand why it is important to Christians</p> <p>To name and discuss people who are familiar to them.</p> <p>Aim: To know about and understand religions and world views Express ideas and insights into religions and world views</p>	<p>R.E</p> <p>Children learn about places of worship in Stannington and Sheffield for different religions e.g Mosque, temple, church, synagogue</p> <p>Links to stories: Muslim stories The Baby Birds The Tiny Ants Seven New Kittens</p> <p>Aim: Express ideas and insights into religions and world views</p>	<p>R.E</p> <p>To listen and respond to stories from the Bible and their meaning.</p> <p>Links to stories: Stories of Jesus Good Samaritan The Lost Sheep Noahs Ark Jonah and the whale</p> <p>Aim: Express ideas and insights into religions and world views Gain and deploy skills for learning from</p>	

			Gain and deploy skills for learning from religions and world views	religions and world views
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