



Stannington Infant School – Long Term Plan 2023-24– Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>All about me</b>	<b>Celebrations</b>	<b>Animals</b>		<b>Journeys</b>	<b>Once upon a time...</b>
<b>Sensational Start</b>	Sharing own scrap books	Party	Animal encounter Arrival of caterpillars		A walk around Stannington/ introduce Teddy's journey book	Gingerbread Man storytelling workshop
<b>Fabulous Finish</b>	Record poems and songs for website.	Christmas Nativity Play	Parents assembly to celebrate learning		Class floor book to share with Y1 children	Children record their own storytelling videos
<b>Theme Days/Weeks</b>	Harvest	World nursery rhyme week	Number Day	Science Week World Book Day	Eco Schools Day	Healthy week
<b>SMSC and values</b>	<p><b>Being Me in the World</b></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 <b>Aim: To understand and talk about feelings and emotions and</b></p>	<p><b>Celebrating Difference</b></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 <b>Aim: To understand that we have similarities and differences, and these are values within our</b></p>	<p><b>Dreams and Goals</b></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 <b>Aim: To understand the importance of perseverance and the</b></p>	<p><b>Healthy Me</b></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. <b>Aim: To know the importance of being healthy when thinking about exercise, healthy eating, sleep and lifestyle</b></p>	<p><b>Relationships</b></p> <p>Children will learn: What a friend is The difference between family and friends. How to solve problems when friendships breakdown. <b>Aim: To know the difference between family and friends and understand relationships with others To understand the impact of unkind words</b></p>	<p><b>Changing Me</b></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. <b>Aim: To be able to name and talk about</b></p>

	<b>relationships</b> within their families, friendships, and the class To begin to understand <b>citizenship</b> and learn what our rights and responsibilities are within our class	<b>relationships</b> with friends and family	role that <b>relationships</b> with family and friends play in supporting us to achieve our goals.	To understand stranger danger and the importance of personal safety.	<b>on relationships</b> and how to manage my feelings.	the uses of our body parts and how to keep them <b>healthy</b> .
<b>Enrichment</b>	Forest School	Family Read World Nursery Rhyme week (13-17th November) Theatre visit in or out of school Forest School	Animal encounter	What do people do in our community?  A walk around Stannington	Gingerbread Man workshop  Forest School	Clean Air Day Arts week Healthy week  Forest school
<b>Being a Mathematician</b>	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 Pattern	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 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 Capacity Weight Money	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	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
<b>Being a Writer</b>	<u>Narrative – oral story retelling</u> <b>We're going on a Bear Hunt</b> by Michael Rosen <b>Gruffalo</b> by Julia Donaldson		<u>Narrative – oral rehearsal - write labels/phrases</u> <b>Handa's Hen</b> by Eileen Brown <b>Farmer Duck</b> by Martin Waddell		<u>Narrative – oral rehearsal -write sentences</u> <b>Train Ride</b> by June Cribben <b>Gingerbread Man</b> by Hans Christian Anderson	
<b>Being a Reader –</b>	<u>Whole class reading texts</u> <b>Guess how much I love you</b> -Sam McBratney and Garth Williams <b>Only one</b>		<u>Whole class reading texts</u> <b>Dear Zoo</b> - Rod Campbell <b>The Very Hungry Caterpillar</b> – Eric Carle <b>Smeds and Smoos</b> –		<u>Whole class reading texts</u> <b>Astro Girl</b> by Ken Wilson -Max <b>The Leopards Drum</b> - A traditional tale from	

	<p><b>you</b> – Linda Kranz <b>Meg and Mog</b> - Helen Nicoll <b>Pass the Jam Jim</b> - Kay Umansky</p> <p><b>Non Fiction - The Tree Book</b>- Hannah Alice</p> <p><b>Poems :</b> Higgelty Piggelty Pop - <b>Harry Horse</b> Poems by <b>Michael Rosen</b></p> <p><b>Author focus - Michael Rosen and Mick Inkpen</b></p>	<p>Julia Donaldson <b>The Colour Monster</b> - Anna Llenas</p> <p><b>Non Fiction - DK First Facts Bugs</b></p> <p><b>poems :</b> Poems by <b>Julia Donaldson</b> Animal Poems by <b>Spike Milligan</b></p> <p><b>Author focus - Eric Carle and Julia Donaldson</b></p>	<p>West Africa <b>Not Now Bernard</b> – David Mckee <b>A year in Percy’s Park</b> - Nick Butterworth</p> <p><b>Non Fiction - Can we Really Help the Bees?</b> - Katie Daynes</p> <p><b>Poems:</b> <b>Nature Trail - Benjamin Zephaniah</b> Poems by <b>Nick Sheratt</b></p> <p><b>Author focus - Nick Butterworth and David Mckee</b></p>
<p><b>Being a Scientist</b> (green learning takes place during Forest School)</p> 	<p><b>Forest Schools –Plants</b> <b>Children will make observations of school garden and draw plants</b> <b>Aim: To observe plants in the school garden. Communicate scientifically about plants.</b></p> <p><b>Forest Schools Seasons</b> Children will identify the seasons and daily weather patterns. <b>Aim: To communicating scientifically about the changes in seasons and weather patterns</b></p> <p><b>Changes</b> Children will observe the changing states when making pumpkin soup. Ice to water, chocolate when melted. <b>Aim: To communicate changes over time and communicate scientifically about changes of state.</b></p>	<p><b>Animals, including humans</b> 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. <b>Aim: To communicate scientifically about the changes that occur in the life cycle of caterpillars, chicks and frogs.</b></p>	<p><b>Forest School Plants</b> To identify and name plants in the school garden. To name and label parts of a plant and understand how to care for them. <b>Aim: To classify plants in the school garden. Communicate scientifically about plants and their evolution and growth</b></p> <p><b>Forest Schools Seasons</b> Children will compare the seasons and daily weather patterns. <b>Aim: To communicating scientifically about the changes in seasons and weather patterns</b></p>
<p><b>Being a Historian</b></p>	<p><b>Chronology</b> Children will learn what a timeline is and how it is used to sequence historical events. Link to the</p>	<p><b>Historical enquiry</b> Children will learn about the toys that their grandparents played with. They will compare</p>	<p><b>Historical Knowledge</b> Children will learn about the king and his role, they will learn about his mother and add these to the</p>

	<p>story 'Once there were giants' story' Children will sequence how the child changed over time.</p> <p><b>Aim:</b> To understand <b>chronology</b> and relate it to myself and my teacher  <b>To communicate historically</b> to explain the change and continuity from birth to an adult  <b>To comment on images of familiar situations in the past.</b></p>	<p>similarities and differences to the toys and games their grandparents played with.</p> <p><b>Aim:</b> To <b>communicate historically</b> about grandparents' toys and games and life in the past.  <b>Aim:</b> To begin to understand <b>chronology</b> and apply this to toys  <b>Aim:</b> To begin to understand <b>chronology</b> and apply this to toys</p>	<p>class timeline. They will talk about leaders that they know e.g. head teacher. Sports instructor.</p> <p><b>Aim:</b> To <b>communicate historically</b> about leaders from the past and present.  <b>Aim:</b> To begin to understand <b>chronology</b> and apply this to significant figures.</p>
<p><b>Being a Geographer</b></p> 	<p><b>Location Knowledge</b>  I know I live in Stannington and that I attend Stannington Infant School.  <b>Aim – To know that they attend Stannington Infant School.</b></p> <p><b>Human and Physical Geography</b> (forest school)  I can describe the weather using a weather chart. I can talk about weather across the 4 seasons e.g. temperature in winter compared to summer. I am beginning to talk about the clothes I would wear in different seasons. I can use the school garden to identify seasonal changes.  <b>Aim- To begin to learn about the weather and seasonal changes.</b></p> <p><b>Geographical Skills and Fieldwork</b>  I can locate Stannington Infant School on a map of Stannington.  I can draw a simple map e.g. school grounds, journeys  I can use a map of the school to orienteer around the school grounds  I can describe the position of features in the environment and school ground using terms such as behind, next to.  <b>Aim – To learn the purpose of a map and how it can be used.</b></p>	<p><b>Location Knowledge</b>  I am beginning to learn my address. I am beginning to learn Stannington is a village and Sheffield is a city.  <b>Aim – To learn the difference between a village and a city.</b></p> <p><b>Place Knowledge</b>  I can identify different buildings in Stannington - church / school / library /shops/Park and recognise similarities and differences.  I am beginning to name some human features in Stannington. I can say how Stannington is different thinking about the types of houses e.g. house / flat /farm/ bungalow/semi-detached/detached.  <b>Aim – To identify features of the local area.</b></p> <p><b>Geographical Skills and Fieldwork</b>  I can use a simple street map to identify human features by looking at symbols e.g. church, school, library, doctors. I can ask and answer simple geographical questions relating to holidays, places where family members live and the local area. e.g. Where are the shops located in Stannington. Where have you been on holiday? What countries have you visited?  <b>Aim – To begin to learn what human and physical features are.</b></p>	<p><b>Location Knowledge</b>  I know there are different countries around the world and can talk about their experiences.  I can say where different animals live in the world and identify this on a world map.  I can identify a map, a globe and an atlas and begin to know what they are used for.  I understand the word is made up of land and ocean.  <b>Aim – To learn that the world is made up of countries. To learn that these can be found on a globe, atlas or map.</b></p> <p><b>Place Knowledge</b>  I am beginning to recognise some environments that are different to where I live and compare them e.g. arctic desert jungle, ocean. I can explore and compare how England is similar and different to other countries e.g. England and China – Chinese new year, bears Asia, arctic, Christmas around the world.  <b>Aim – To learn the similarities and differences between other countries/environments and where we live.</b></p> <p><b>Human and Physical Geography</b>  I am beginning to talk about parts of the world (including hot and cold countries).</p>

			<p>(Forest School)I can describe the weather using a weather chart. I can talk about weather across the 4 seasons e.g. temperature in winter compared to summer. I am beginning to talk about the clothes I would wear in different seasons. I can use the school garden to identify seasonal changes.</p> <p><b>Aim- To name the weather and signs of seasonal changes.</b></p>
<p><b>Using and understanding technology</b></p> 	<p><b>What is a computer?</b> To name the parts of a computer and keyboard e.g. screen, keyboards, mouse, keys, numbers, letters, spacebar. To identify everyday technology in school and at home. <b>Aim: To begin to recognise uses of technology in everyday life. To know the names of parts of a computer.</b> <b>Communicating: Text, Images and Multimedia</b> To take a picture with an i-pad or camera (forest school). To search for digital content with adult support. <b>Aim: To begin to use for a purpose.</b> <b>Online safety (forest school and PSHE)</b> To begin to ask permission before taking a photograph of someone. To talk about what it is and isn't appropriate to take a photograph of. To know that it important to be kind online. <b>Aim: To begin to use technology with care and respect for others.</b> <b>Programming and Computational Thinking</b> To that we control computers.</p>	<p><b>What is a computer?</b> To learn to log on to a computer. To begin to remember a username for logging on e.g. purple mash/spelling shed. <b>Aim: To begin to log on to a computer independently.</b> <b>Programming and Computational Thinking</b> To tinker with toys and understand cause and effect. <b>Aim: To begin to understand that technology is controlled and programmed by humans.</b> <b>Communicating: Text, Images and Multimedia</b> To type my name and begin to use a capital letter with adult support. To use a mouse or touchscreen to select an option on a screen e.g. an icon <b>Aim: To add and change the appearance of text.</b></p>	<p><b>Online safety</b> To begin to ask permission before taking a photograph of someone. To talk about what it is and isn't appropriate to take a photograph of. <b>Aim: To use technology with care and respect.</b> <b>Programming and Computational Thinking</b> To input a short sequence of instructions to control a Beebot. <b>Aim: To begin to understand that we can program technology to reach a given target.</b> <b>Communicating: Text, Images and Multimedia</b> To use a painting programme or app to create artwork. To use a talking tin to record my voice. <b>Aim: To begin to use technology to create images and record sounds.</b></p>

	Aim: To understand that humans control technology.		
Being a Designer	<p><b>Children will make a frame for their family picture.</b> Investigate and experiment using masking tape, Sellotape and glue to join two materials  <b>Aim: To master the practical skill of joining two materials and using scissors.</b></p> <p><b>Children will make repeating patterns.</b> Explore threading using small and large beads  <b>Aim: To master the practical skill of threading</b></p> <p><b>Children will make pumpkin soup</b>  <b>Cooking and nutrition</b>  Practise using a knife safely to cut vegetables  Use a potato peeler safely  <b>Aim: To master the practical skills of using a potato peeler and a knife safely to cut vegetables</b></p>	<p><b>Children will make a puppet. Research and Investigate</b> existing puppets. <b>Designing</b> Generate, develop and communicate their ideas through talking and drawing.  <b>Evaluating-</b> Evaluate their ideas and products against design criteria.  <b>Aim: To master practical skills to cut fabric. Research and investigate</b> when making their puppet  <b>To design, innovate, reflect and evaluate</b> their sock puppet.</p> <p><b>Children will make a shelter for a farm animal.</b>  <b>Construction</b> - Investigate and explore a range of large construction toys and design and build models  <b>Aim: To master practical skills to construct models</b> using a range of construction.</p>	<p><b>Children will make a split pin puppet.</b></p> <p><b>Mechanisms</b>  Explore how to use a split pin to join paper  Cut paper/card with control  <b>Aim: To master the practical skills of using a split pin to join paper and scissors to create a moveable gingerbread man.</b></p>



**Being a Musician**

To learn to perform nursery rhymes and action songs  
 To recognise and identify the pulse in music  
 To recognise pulse and matching movements to music.  
 To explore untuned percussion instruments.  
**Aim:**  
 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.  
**Communicate musically** using specific vocabulary

To learn to perform nursery rhymes and action songs  
 To listen and respond to different styles of music.  
 To recognise pulse and matching movements to music.  
**Aim:**  
 To **respond to music** using body percussion  
 To begin to **recognise** changes in tempo.  
 Compose rhythms using clapping.  
**Perform** songs and sing in time to music  
**Communicate musically** using specific vocabulary

To learn the words and perform new rhymes and songs. To play untuned percussion instruments in time to the pulse of music and accompany familiar songs. Begin to compose and clap simple rhythms.  
**Aim:** To play an untuned instrument to **perform** in time with music.  
 Respond to music and identify the different rhythmic patterns.  
**Perform** songs and sing in time to music.  
**Communicate musically** using specific vocabulary

To learn the words and perform new rhymes and songs. To play untuned percussion instruments in time to the pulse of music. Chant, play and clap simple rhythms within a song.  
**Aim:** To play an untuned instrument to **perform** in time with music. Respond to music and copy rhythmic patterns.  
**Create** musical patterns.  
**Perform** songs and sing in time to music.  
**Communicate musically** using specific vocabulary

To learn the words and perform new rhymes and songs Explore how sounds can be produced in different ways using voices and instruments. songs Listen to pieces of music and begin to identify changes in tempo. Begin to respond rhythmically in response to music.  
**Aim:** To play an untuned instrument to **perform** in time with music.  
 Investigate different ways of playing an instrument.  
**Perform** songs and sing in time to music.  
**Communicate musically** using specific vocabulary

To learn the words and perform new rhymes and songs.  
 Explore how sounds can be produced in different ways using voices and instruments. Recognise how composers use dynamics, tempo and timbre.  
 Listen to pieces of music and identify changes in tempo.  
 Develop rhythmic precision. Begin to respond rhythmically in response to music.  
**Aim:** To **respond to music** through recognition of different speeds and tempos. To play an untuned instrument exploring instrumental timbre.  
**Perform** songs with expression and explore vocal timbre.  
**Communicate musically** using specific vocabulary

<p><b>Being an artist</b></p>	<p><b>Drawing</b> Children hold a pencil correctly. Use drawing to explore lines and circles using pencils of different thickness <b>Aim: Master techniques to draw lines and shapes. Master techniques to draw a self portrait</b></p> <p><b>Painting</b> Name and paint the primary colours <b>Aim: Master techniques to hold a paintbrush correctly and paint a primary colour wheel</b></p>	<p><b>Artist focus: Kandinsky</b> <b>Painting</b> To study the work of the artist Kandinsky Discuss likes, dislikes of a of artist's work <b>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.</b></p> <p><b>Painting</b> Name and paint the secondary colours <b>Aim: Master techniques to hold a paintbrush correctly</b> <b>Aim: To know the name the secondary colours</b></p> <p><b>Sculpture and 3D</b> Explore properties of clay and how it can be moulded using fingers and thumbs <b>Aim: To master the technique of sculpture to create a clay thumb</b> Diva pot</p>	<p><b>Textiles</b> Explore and experiment with collage, camouflage and butterfly patterns <b>Aim: Master the technique of tearing and layering.</b></p> <p>Explore and practise the technique of weaving using natural materials, card, paper and ribbons <b>Aim: To master the technique of weaving to create a piece of artwork</b></p>	<p><b>Artist focus: Matisse</b> <b>Printing</b> Explore printing using a variety of objects e.g fruit, vegetables, sponges, shapes, cogs, fingers <b>Aim: To master the technique of printing to create a repeating pattern</b> <b>To communicate artistically to describe artists' work.</b> <b>To take inspiration from artists to create own piece of artwork based on work of Matisse.</b></p>	<p><b>Sculpture and 3D</b> 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 <b>Aim: To master the technique of 3D modelling.</b> <b>To develop ideas and use of different materials and methods to create a bridge</b></p> <p><b>Forest school Artist focus: Anthony Gormley</b></p> <p><b>Sculpture and 3D</b> Observe and discuss likes and dislikes of the clay work of Anthony Gormley 'The Field' Revisit how to mould clay using fingers and thumbs <b>Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture.</b> <b>Master the technique of sculpture with fingers and thumb</b></p>	<p><b>Textiles</b> Children create a mixed media collage for a traditional tale. Children observe and learn how to paint a wash. <b>Aim: To master the technique of painting a wash and tearing paper to create mixed media artwork</b></p> <p><b>Forest school Artist focus: Anthony Gormley</b></p> <p><b>Sculpture and 3D</b> Observe and discuss likes and dislikes of the clay work of Anthony Gormley 'The Field' Revisit how to mould clay using fingers and thumbs <b>Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture.</b> <b>Master the technique of sculpture with fingers and thumb</b></p>
<p><b>Being a Sportsperson (GET Set 4 PE)</b></p>	<p><b>Introduction to PE Unit 2.</b></p>	<p><b>Fundamentals Unit 1</b></p>	<p><b>Fundamentals Unit 1</b></p>	<p><b>Ball Skills Unit 1</b></p>	<p><b>Games Unit 1</b></p>	<p><b>Sports Day Practice</b></p>



	<p><b>Moving safely, taking turns and playing fairly.</b></p> <p>Aim: To develop spatial awareness. To develop social and emotional skills such as turn taking and playing fairly.</p>	<p>Exploring body and spatial awareness.</p> <p>Aim: To develop spatial awareness by moving through large and small spaces.</p>	<p>Exploring body and spatial awareness.</p> <p>Aim: To develop spatial awareness by moving through large and small spaces.</p>	<p>To throw and catch a small ball or beanbag.</p> <p>Aim: To be able to throw and catch a small ball or beanbag several times without dropping it.</p>	<p>To combine fundamental skills when playing a game.</p> <p>Aim: To develop social and emotional skills such as turn taking, following rules and working cooperatively as part of a team.</p> <p><b>Ball Skills Unit 2</b></p> <p>To throw and catch a small ball or beanbag.</p> <p>Aim: To be able to throw and catch a small ball or beanbag several times without dropping it.</p>	
Gymnastics		<p>SIS Scheme Lessons 1-7</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</p>		<p>SIS Scheme lesson 8 -12</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</p>		

<p><b>Dance</b></p>	<p><b>Get Set 4 PE. Unit 1. Everyday Life.</b></p> <p><b>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.</b></p>	<p><b>what a healthy an active lifestyle is</b></p>	<p><b>Get Set 4 PE Unit 2. Places Lessons 1,2,5,6</b></p> <p><b>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</b></p>	<p>to demonstrate their skills. To begin to demonstrate working creatively. To understand what a healthy an active lifestyle is</p>		
<p><b>Studying People and Communities</b></p> <p>Throughout the year children will listen and respond to stories from the Bible and their meaning.          Stories of Jesus          Good Samaritan          The Lost Sheep          Noah's Ark          Jonah and the whale</p>	<p><b>Celebrations, Festivals and Traditions</b></p> <p>To talk about special times and events for their family and friends, including:          Harvest          Bonfire Night          Diwali          Hannukah          Christmas around the world          Christingle          Visit to Christ Church and Knowle Top          Luna New Year          Pancake Day</p> <p><b>Aim: To know some similarities and differences between life in this country and life in different countries.</b></p>			<p><b>R.E</b></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><b>Aim: To know about and understand religions and world views</b>          Express ideas and insights into religions and world views</p>	<p><b>R.E</b></p> <p>Children learn about places of worship in Stannington and Sheffield for different religions e.g. Mosque, temple, church.</p> <p><b>Aim: Express ideas and insights into religions and world views</b>          Gain and deploy skills for learning from religions and world views</p>	