Stannington Infant School – Long Term Plan 2023-24– Foundation Stage						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
All about me	Celebrations	A	nimals	Journeys	Once upon a time	
Sharing own scrap books	Party	Animal encounter Arrival of caterpillars		A walk around Stannington/ introduce Teddy's journey book	Gingerbread Man storytelling workshop	
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	
Harvest	World nursery rhyme week	Number Day	Science Week World Book Day	Eco Schools Day	Healthy week	
Being Me in the World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
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	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	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	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	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 To understand the	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. Aim: To be able to	
	All about me Sharing own scrap books Record poems and songs for website. Harvest 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 All about me	Autumn 1Autumn 2All about meCelebrationsSharing own scrap booksPartySharing own scrap booksPartyRecord poems and songs for website.Christmas Nativity PlayHarvestWorld nursery rhyme weekBeing Me in the WorldCelebrating DifferenceChildren 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 understandCelebrating 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	Autumn 1Autumn 2Spring 1All about meCelebrationsAnimalSharing own scrap booksPartyAnimal Arrival oSharing own scrap booksPartyAnimal Arrival oRecord poems and songs for website.Christmas Nativity PlayParents assemblyHarvestWorld nursery rhyme weekNumber DayHarvestWorld nursery rhyme weekDreams and GoalsBeing Me in the WorldCelebrating Difference To identify what they are good at. 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 understandChildren will learn to understand that ewary one is different but the same in some ways To know how to be a kind friend online and offline and words they rights and the same being a class member Aim: To understand that we have similarities andSpring 1AllAnim: To understand that we have similarities andAnim: To understand that twe have similarities and	Autumn 1Autumn 2Spring 1Spring 2All about meCelebrationsAnimalsAll about meCelebrationsAnimalsSharing own scrap booksPartyAnimal encounter Arrival of caterpillarsRecord poems and songs for website.Christmas Nativity PlayParents assembly to celebrate learningHarvestWorld nursery rhyme weekNumber DayScience Week World Book DayHarvestWorld nursery rhyme weekNumber DayScience Week World Book DayBeing Me in the WorldCelebrating Difference are good at. To inderstand that everyone is different but the same in some ways To know how to be a part of a team responsibilities of being a class memberCelebrating and words they can use to assert themselvesChildren will learn is to know how to be akind friend online and offline and words they can use to assert themselvesChildren will earnis to know how to be akind friend online and offline and words they can use to assert themselvesChildren will earnis to know how to be akinis To understand that we have similarities andChildren will earnis to know how to encourage people to achieve their goals To express how I feel when I achieve a goal Aim: To understand the we have similarities andAim: To understand the we have similarities and Aim: To understand the	Autumn 1Autumn 2Spring 1Spring 2Summer 1All about meCelebrationsAnimalsJourneysSharing own scrap booksPartyAnimal encounter Arrival of caterpillarsA walk around Stannington/ introduce Teddy's journey bookRecord poems and songs for website.Christmas Nativity PlayParents assembly to celebrate learningClass floor book to share with Y1 childrenHarvestWorld nursery rhyme weekNumber Day weekScience Week World Book DayEco Schools DayBeing Me in the WorldCelebrating Difference to understand thow ta e good at. To learn to work as part of a team To understand the responsibilities of wenk when lachieve their gools To understand the the same in some ways To understand the kind friend online and offline and words they can use to assert themselvesChildren will learn: To know how to be a kind friend online and offline and words they can use to assert themselvesChildren will fearn To know how to be achieve their gools To express how i feel achieve their gools To express how i feel Aim: To understand that when lachieve a gool Aim: To understand the kim: To understand the kim: To understand the when lachieve a gool Aim: To understand the kim: To understand the	

	relationships within their families, friendships, and the class To begin to understand citizenship and learn what our rights and responsibilities are within our class	relationships with friends and family	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.	on relationships and how to manage my feelings.	the uses of our body parts and how to keep them healthy.
Enrichment	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
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 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
Being a Writer	Narrative – oral story retelling We're going on a Bear Hunt by Michael Rosen Gruffalo by Julia Donaldson		<u>Narrative – oral rehearsal - write</u> <u>labels/phrases</u> Handa's Hen by Eileen Brown Farmer Duck by Martin Waddell		Narrative – oral rehearsal -write sentences Train Ride by June Cribben Gingerbread Man by Hans Christian Anderson	
Being a Reader –	Whole class reading texts Guess how much I love you -Sam McBratney and Garth Williams		Whole class reading texts Dear Zoo - Rod Campbell The Very Hungry Caterpillar – Eric Carle Smeds and Smoos –		<u>Whole class reading texts</u> Astro Girl by Ken Wilson -Max The Leopards Drum - A traditional tale from	

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

m Tc ch Tc th	im: To understand chronology and relate it to nyself and my teacher To communicate historically to explain the hange and continuity from birth to an adult To comment on images of familiar situations in he past.	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 Aim: To begin to understand chronology and apply this to toys	Aim: To communicate historically about leaders from the past and present. Aim: To begin to understand chronology and apply this to significant figures.
Line and the second sec	tannington Infant School.	Location Knowledge I am beginning to learn my address. I am beginning to learn Stannington is a village and Sheffield is a city. Aim – To learn the difference between a village and a city. Place Knowledge 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. Aim – To identify features of the local area. Geographical Skills and Fieldwork 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? Aim – To begin to learn what human and physical features are.	 Location Knowledge know there are different countries around the world and can talk about their experiences. can say where different animals live in the world and identify this on a world map. can identify a map, a globe and an atlas and begin to know what they are used for. understand the word is made up of land and ocean. Aim – To learn that the world is made up of countries. To learn that these can be found on a globe, atlas or map. Place Knowledge 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. Aim – To learn the similarities and differences between other countries/environments and where we live. Human and Physical Geography am beginning to talk about parts of the world (including hot and cold countries).

			 (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. Aim- To name the weather and signs of seasonal changes.
Using and understanding technology	 What is a computer? 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. Aim: To begin to recognise uses of technology in everyday life. To know the names of parts of a computer. Communicating: Text, Images and Multimedia To take a picture with an i-pad or camera (forest school). To search for digital content with adult support. Aim: To begin to use for a purpose. Online safety (forest school and PSHE) 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. Aim: To begin to use technology with care and respect for others. Programming and Computational Thinking To that we control computers. 	 What is a computer? To learn to log on to a computer. To begin to remember a username for logging on e.g. purple mash/spelling shed. Aim: To begin to log on to a computer independently. Programming and Computational Thinking To tinker with toys and understand cause and effect. Aim: To begin to understand that technology is controlled and programmed by humans. Communicating: Text, Images and Multimedia 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 Aim: To add and change the appearance of text. 	 Online safety 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. Aim: To use technology with care and respect. Programming and Computational Thinking To input a short sequence of instructions to control a Beebot. Aim: To begin to understand that we can program technology to reach a given target. Communicating: Text, Images and Multimedia To use a painting programme or app to create artwork. To use a talking tin to record my voice. Aim: To begin to use technology to create images and record sounds.

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

0	Being a	To learn to perform	To learn to perform	To learn the words and	To learn the words and	To learn the words and	To learn the words and
	Musician	nursery rhymes and	nursery rhymes and	perform new rhymes	perform new rhymes and	perform new rhymes and	perform new rhymes
S.		action songs	action songs	and songs. To play	songs. To play untuned	songs Explore how	and songs.
- Č		To recognise and	To listen and respond to	untuned percussion	percussion instruments in	sounds can be produced	Explore how sounds can
		identify the pulse in	different styles of music.	instruments in time to	time to the pulse of music.	in different ways using	be produced in
		music	To recognise pulse and	the pulse of music and	Chant, play and clap simple	voices and instruments.	different ways using
		To recognise pulse and	matching movements to	accompany familiar	rhythms within a song.	songs Listen to pieces of	voices and instruments.
		matching movements	music.	songs. Begin to compose		music and begin to	Recognise how
		to music.		and clap simple rhythms.	Aim: To play an untuned	identify changes in	composers use
		To explore untuned	Aim:		instrument to perform in	tempo. Begin to respond	dynamics, tempo and
		percussion	To respond to music	Aim: To play an untuned	time with music. Respond	rhythmically in response	timbre.
		instruments.	using body percussion	instrument to perform	to music and copy rhythmic	to music.	Listen to pieces of
		Aim:	To begin to recognise	in time with music.	patterns.		music and identify
		To respond to music	changes in tempo.	Respond to music and	Create musical patterns.	Aim: To play an untuned	changes in tempo.
		using body percussion	Compose rhythms using	identify the different	Perform songs and sing in	instrument to perform in	Develop rhythmic
		To begin to perform to	clapping.	rhythmic patterns.	time to music.	time with music.	precision. Begin to
		music using percussion	Perform songs and sing	Perform songs and sing	Communicate musically	Investigate different ways	respond rhythmically in
		instruments.	in time to music	in time to music.	using specific vocabulary	of playing an instrument.	response to music.
		To compose rhythms	Communicate musically	Communicate musically		Perform songs and sing in	
		using clapping.	using specific vocabulary	using specific vocabulary		time to music.	Aim: To respond to
		Perform songs and				Communicate musically	music through
		begin to sing in time to				using specific vocabulary	recognition of different
		music.					speeds and tempos. To
		Communicate					play an untuned
		musically using					instrument exploring
		specific vocabulary					instrumental timbre.
							Perform songs with
							expression and explore
							vocal timbre.
							Communicate musically
							using specific
							vocabulary

Being an artistDrawing DerwingArtist focus: Knalisey PaintingArtist focus: MatisesSoupture and 3D Increate an medicing the construction of bridge and butterfly patternsTextilesTextilesChildren construction of painting concert, using and takes, dislikes of artist knalinks, cancel disperiment artist knalinks, cancel disperiment butterfly patternsArtist focus: MatisesSoupture and 3D bridge and butterfly patterns the construction of bridge scale the construction of the constructio							
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	Being a Sportsperson						
Unit 2.	(GET Set 4 PE)	Introduction to PE	Fundamentals Unit 1	Fundamentals Unit 1	Ball Skills Unit 1	Games Unit 1	Sports Day Practice
		Unit 2.					

	Moving safely, taking turns and playing fairly. Aim: To develop spatial awareness. To develop social and emotional skills such as turn taking and playing fairly.	Exploring body and spatial awareness. Aim: To develop spatial awareness by moving through large and small spaces.	Exploring body and spatial awareness. Aim: To develop spatial awareness by moving through large and small spaces.	To throw and catch a small ball or beanbag. Aim: To be able to throw and catch a small ball or beanbag several times without dropping it.	To combine fundamental skills when playing a game. Aim: To develop social and emotional skills such as turn taking, following rules and working cooperatively as part of a team. Ball Skills Unit 2 To throw and catch a small ball or beanbag. Aim: To be able to throw and catch a small ball or beanbag several times without dropping it.
Gymnastics		SIS Scheme Lessons 1-7 Exploring different ways to travel, balance, basic shapes 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		SIS Scheme lesson 8 -12 To begin to balance with control. To link shapes, rolls and travels together Move around, under, over, and through different objects and equipment Aim: To develop competence in developing skills e.g. balance, ways to travel. To use performance	

Dance	Get Set 4 PE. Unit 1. Everyday Life. Aim: To develop Competency in dance movements. To show creativity in response to music. To begin to understand how	what a healthy an active lifestyle is	Get Set 4 PE Unit 2. Places Lessons 1,2,5,6 Aim: To develop Competency in dance movements. To show creativity in response to music. To begin to understand how dance	to demonstrate their skills. To begin to demonstrate working creatively . To understand what a healthy an active lifestyle is		
	dance contributes towards a healthy active lifestyle.		contributes towards a healthy active lifestyle			
Studying People and	Celebrations, Festivals and Traditions		R.E	R.E		
Communities						
		es and events for their fami	ily and friends, including:	To learn the story of Easter	Children learn about places of worship in	
Throughout the year	Harvest			and understand why it is	Stannington and Sheffield for different religions e.g.	
children will listen and	Bonfire Night			important to Christians	Mosque, temple, church.	
respond to stories from	Diwali					
the Bible and their	Hannukah			To name and discuss people	Aim: Express ideas and insi	ights into religions and
meaning.	Christmas around the w	orld		who are familiar to them.	world views	
Stories of Jesus	Christingle			Gain and deploy skills for l	earning from religions	
Good Samaritan	Visit to Christ Church and Knowle Top		Aim: To know about and	and world views		
The Lost Sheep	Luna New Year			understand religions and		
Noah's Ark	Pancake Day			world views		
Jonah and the whale	Aim: To know some similarities and differences between life in this country and life in different countries.			Express ideas and insights into religions and world views		