
	Stannington Infant School – Long Term Plan 2023-24– Foundation Stage					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	Animals		Journeys	Once upon a time...
Sensational Start	Sharing own scrap books	Party	Animal encounter Arrival of caterpillars		A walk around Stannington/ introduce Teddy's journey book	Gingerbread Man storytelling workshop
Fabulous Finish	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
Theme Days/Weeks	Harvest	World nursery rhyme week	Number Day	Science Week World Book Day	Eco Schools Day Arts Week	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 Aim: To understand and talk about feelings and emotions and relationships within their families,	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 Aim: To understand that we have similarities and differences, and these are values within our relationships with friends and family	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 Aim: To understand the importance of perseverance and the role that relationships with family and friends	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. Aim: To know the importance of being healthy when thinking about exercise, healthy eating, sleep and lifestyle To understand stranger danger and the importance of personal safety.	Relationships 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 impact of unkind words on relationships and how to manage my feelings.	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. Aim: To be able to name and talk about the uses of our body parts

	<p>Guess how much I love you -Sam McBratney and Garth Williams Only one you – Linda Kranz Meg and Mog - Helen Nicoll Pass the Jam Jim - Kay Umansky</p> <p>Non Fiction - The Tree Book- Hannah Alice</p> <p>Poems : Higgelty Piggelty Pop - Harry Horse Poems by Michael Rosen</p> <p>Author focus - Michael Rosen and Mick Inkpen</p>	<p>Dear Zoo - Rod Campbell The Very Hungry Caterpillar – Eric Carle Smeds and Smoos – Julia Donaldson The Colour Monster - Anna Llenas</p> <p>Non Fiction - DK First Facts Bugs</p> <p>poems : Poems by Julia Donaldson Animal Poems by Spike Milligan</p> <p>Author focus - Eric Carle and Julia Donaldson</p>	<p>Astro Girl by Ken Wilson -Max The Leopards Drum - A traditional tale from West Africa Not Now Bernard – David Mckee A year in Percy's Park - Nick Butterworth</p> <p>Non Fiction - Can we Really Help the Bees? - Katie Daynes Poems: Nature Trail - Benjamin Zephaniah Poems by Nick Sheratt</p> <p>Author focus - Nick Butterworth and David Mckee</p>
<p>Being a Scientist (green learning takes place during Forest School)</p> 	<p>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.</p> <p>Forest Schools Seasons Children will identify the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</p> <p>Changes Children will observe changing states. Ice to water, chocolate when melted. Aim: To communicate changes over time and communicate scientifically about changes of state.</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. Aim: To communicate scientifically about the changes that occur in the life cycle of caterpillars, chicks and frogs.</p>	<p>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</p> <p>Forest Schools Seasons Children will compare the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</p>
<p>Being a Historian</p>	<p>Chronology Children will learn what a timeline is and how it is used to sequence historical events. Link to the</p>	<p>Historical enquiry Children will learn about the toys that their grandparents played with. They will compare</p>	<p>Historical Knowledge Children will learn about the king and his role, they will learn about his mother and add these to the class</p>

	<p>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 To comment on images of familiar situations in the past.</p>	<p>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 Aim: To begin to understand chronology and apply this to toys</p>	<p>timeline. They will talk about leaders that they know e.g. head teacher. Sports instructor. Aim: To communicate historically about leaders from the past and present. Aim: To begin to understand chronology and apply this to significant figures.</p>
<p>Being a Geographer</p> 	<p>Location Knowledge I know I live in Stannington and that I attend Stannington Infant School. Aim – To know that they attend Stannington Infant School.</p> <p>Human and Physical Geography (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 begin to learn about the weather and seasonal changes.</p> <p>Geographical Skills and Fieldwork 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. Aim – To learn the purpose of a map and how it can be used.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Location Knowledge 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. Aim – To learn that the world is made up of countries. To learn that these can be found on a globe, atlas or map.</p> <p>Place Knowledge 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. Aim – To learn the similarities and differences between other countries/environments and where we live.</p> <p>Human and Physical Geography I 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.</p>

			<p>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>Aim- To name the weather and signs of seasonal changes.</p>
<p>Using and understanding technology</p> 	<p>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. Aim: To understand that humans control technology.</p>	<p>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.</p>	<p>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.</p>
Being a Designer	Children will use equipment correctly to join.	Children will make a puppet. Research and Investigate	Children will make a split pin puppet.

	<p>Explore will investigate joining paper and card using glue and Sellotape.</p> <p>Aim: To master practical skills of joining.</p> <p>Children will use scissors correctly and safely. Practise holding scissors and using them correctly.</p> <p>Aim: To master the practical skills of using scissors correctly to make small and large cuts in paper in card.</p> <p>Children will make repeating patterns. Explore threading using small and large beads Aim: To master the practical skill of threading</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Children will make fruit salad.</p> <p>Cooking and nutrition Practise using a knife safely to cut fruit Aim: To master the practical skills of using a knife safely to cut fruit.</p>
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 Being a Musician	<p>To learn to perform nursery rhymes and action songs</p> <p>To recognise and identify the pulse in music</p> <p>To recognise pulse and matching movements to music.</p> <p>To explore untuned percussion instruments.</p> <p>Aim: To respond to music using body percussion</p> <p>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</p>	<p>To learn to perform nursery rhymes and action songs</p> <p>To listen and respond to different styles of music.</p> <p>To recognise pulse and matching movements to music.</p> <p>Aim: To respond to music using body percussion</p> <p>To begin to recognise changes in tempo. Compose rhythms using clapping. Perform songs and sing in time to music</p> <p>Communicate musically using specific vocabulary</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>To learn the words and perform new rhymes and songs Explore how sounds can be produced in different ways using voices and instruments.</p> <p>songs Listen to pieces of music and begin to identify changes in tempo. Begin to respond rhythmically in response to music.</p> <p>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</p>	<p>To learn the words and perform new rhymes and songs.</p> <p>Explore how sounds can be produced in different ways using voices and instruments.</p> <p>Recognise how composers use dynamics, tempo and timbre.</p> <p>Listen to pieces of music and identify changes in tempo. Develop rhythmic precision. Begin to respond rhythmically in response to music.</p> <p>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>
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<p>Being an artist</p>	<p>Drawing To hold a pencil correctly. To explore a range of mark making tools. To draw lines and circles. To being drawing objects. To use create simple observational drawings in pencils/crayon/charcoal. Aim: To master techniques to create an observational drawing. To communicate artistically to describe their work.</p>	<p>Drawing Artist focus: Wassily Kandinsky To study the work of the artist Kandinsky. To discuss likes, dislikes of a of artist's work. To draw a circle. Aim: To master the technique of drawing a circle. To take inspiration from artists to create own piece of artwork based on work of Kandinsky. To communicate artistically to describe the work of an artist.</p> <p>Sculpture and 3D To properties of clay and how it can be moulded using fingers and thumbs. Aim: To master the technique of sculpture to create a clay thumb Diva pot.</p>	<p>Textiles To explore and experiment with collage using animal prints. Aim: To master the technique of tearing and layering to create a piece of artwork.</p> <p>Textiles To explore and practise the technique of weaving using natural materials, card, paper and ribbons Aim: To master the technique of weaving to create a piece of artwork.</p>	<p>Printing Artist focus: Henri Matisse To paint with my fingers/hands and printing tools. To create a repeating pattern print. Aim: To master the technique of printing to create a repeating pattern. To communicate artistically to describe artists' work. To take inspiration from artists to create own piece of artwork based on work of Matisse.</p>	<p>Sculpture and 3D To investigate and explore the construction of bridges around the world e.g. Brooklyn Bridge, San Francisco, Sydney Harbour, London Bridge. To design and build a 3D model bridge using a choice of construction materials e.g. cardboard boxes, straws. Aim: To master the technique of 3D modelling to create a bridge.</p>	<p>Textiles To create a mixed media collage for a traditional tale. To observe and learn how to paint a wash. Aim: To master techniques of tearing paper and painting a wash to create mixed media artwork.</p> <p>Painting To identify, name and paint the primary and secondary colours. To being to mix colours on a colour wheel. Aim: To master the techniques of holding a paintbrush correctly and select the correct colours to paint a colour wheel.</p> <p>Painting Artist focus: Piet Mondrain To study the work of Piet Mondrain. To discuss likes and dislikes of a of artist's work in relation to 'bold' colours. Aim: To communicate artistically to describe artists' work. To take inspiration from artists to create own piece of artwork based on work of Mondrian.</p>
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					Forest school focus: Sculpture and 3D Artist focus: Anthony Gormley To observe and discuss likes and dislikes of the clay work of Anthony Gormley 'The Field.' To explore how to mould clay using fingers and thumbs. Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture. Master the technique of sculpture with fingers and thumbs.	
Being a Sportsperson (GET Set 4 PE)	Introduction to PE Unit 1. 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.	Fundamentals Unit 1 Exploring body and spatial awareness. Aim: To develop spatial awareness by moving through large and small spaces. Ball Skills Unit 1 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.	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.	Fundamentals Unit 2 To run, jump, hop, balance, change direction, travel. Aim: To develop ways of travelling safely around a space.	Games Unit 1 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.	Sports Day Practice
Gymnastics	SIS Scheme Lessons 1-7			SIS Scheme lesson 8 -12 To begin to balance with control.		

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