Stannington Infant School Curriculum overview

**Foundation Stage** (2025 /26)

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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1 Theme** | **All about me** | | Celebrations | Our Community | | Animals | | Journeys | Once Upon A Time |
| **Whole School curriculum events / week** | PSHE Focus week  Harvest | NSPPC Jumper Day  Children in Need  Anti-Bullying Day  Enterprise Week linked to the PFA Christmas Fair | | Number Day | | | World Book Day  Science Week  Puppet Week | Eco day | Healthy Week   Sports Day |
| **Enrichment** |  | Church Visit | |  | | | Animal Workshop | Local area walk | Gingerbread man workshop |
| **Narrative writing / oral retelling** | **We’re going on a Bear Hunt** by Michael Rosen | **Gruffalo** by Julia Donaldson | | **Handa’s Hen** by Eileen Brown | | | **Farmer Duck** by Martin Waddell | **You Can’t Take an Elephant on a Bus** –  Patricia Cleveland-Peck | **Gingerbread Man** by Hans Christian Anderson |
| **Non Fiction Focus** |  |  | |  | | | **Whose Baby?** |  | **Leaping Frogs- Melvin Berger** |
| **Maths** | Subistising to 3  The Fiveness of 5 | Composition  Positional Language  2D Shapes | | Comparing  Ordering  Doubles | | | Odd and Even  Capacity and Mass  Counting larger sets | Composition  Positional Language  Forming digits 0-9  Recording number sentences  3D Shape | Subtraction within 10  Automatic recall of Number bonds to 5 |
| **PSHE /SMSC** | Being Me in my World:  To feel safe, secure and happy in their new class. | Celebrating difference:  To say what they are good at. To understand that people are the same in some ways and different in other ways. | | Dreams and Goals:  To set personal goals.  To develop perseverance. | | | Healthy Me:  To know the importance of exercise, healthy eating, sleep and personal hygiene  To identify what a stranger is and how to stay safe is someone approaches them. | Relationships:  To know who their friends are and who their family are. | Changing Me:  To name some body parts.  To talk about feelings and moving to Year 1. |
| **Science** | Changes  Children will observe changing states. Ice to water, chocolate when melted.  Seasons  Children will compare the seasons and daily weather patterns. | | | Animals  Lifecycle of chicks, frogs and caterpillars.  Seasons  Children will compare the seasons and daily weather patterns. | | | | Through 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.  Children will make observations of school garden and draw plants  Seasons  Children will compare the seasons and daily weather patterns. | |
| **History** | Chronology  Read- ‘Once there were giants’ story’ How do people change over time. | | | Historical enquiry  Toys through time. Compare toys and say how they are similar and different. | | | | Historical knowledge  The role of King Charles. | |
| **Geography** | Local area  Children will know the name of the local area.  Children will locate Stannington on a map and make a map of the school grounds.  Describe the weather and talk about the four seasons. | | | Local area  Children will learn their address. They will identify features of Stannington such as shops.  Locate human features of the local area. | | | | The wider world  Children will know that there are different countries in the world. Children will begin to use maps and atlases to locate places. They will compare contrasting locations, | |
| **Design Technology** | Develop skills:  Children will develop scissor skills. They will investigate joining paper and card using glue and Sellotape. | | | Investigate and construct:  The children will investigate and then make a puppet.  Children will construct using large blocks and junk modelling. | | | | Mechanisms:  Children will make a split pin puppet.  Cooking and nutrition: Children will make fruit salad. | |
| **Computing** | **Algorithms**  Children will begin to direct an object.  **Tinkering creativity** Children will learn to tinker to make a junk model.  **Pattern logic reasoning**  Children will create their own play dough aliens. | **Logic pattern abstraction**  Children will use different sources to find out about bodies; they will look at similarities and differences. They will consider what is important e.g. is hair colour important and begin to understand abstraction  **abstraction decomposition algorithms**  Children will make a body.  **(linked to history)**  **Pattern algorithms**  Children will sequence the growth of a human. | | **Algorithms**  **Decomposition collaborating**  Children will direct an emergency vehicle to a destination on a grid.  **Creating pattern logical reasoning**  Children will create their own pattern for an emergency vehicle.  **abstraction**  Children will consider what is important as they design outfits for emergency workers. | | **Algorithms collaborating**  Children will direct a rabbit around a grid to collect carrots.  **Algorithms decompostion collaborating**  Children will sequence the steps required to plant a seed. They will follow this algorithm to plant seeds.  **Abstraction tinkering collaborating creating**  Children will create a scarecrow using junk modelling. | | **Similar Same Pattern Different classify**  Children will learn to classify by comparing different types of transport and considering what makes a boat a boat.  **Classify sort**  Children will experiment to classify and sort items that float or sink.  **Algorithm decomposition**  Children will make a boat. | **Tinkering**  **Creating**  **Debugging**  Children will mke a tangram using 2d shapes.  **Creating pattern**  Children will collect objects on a walk. They will explore ways to sort the items.  **Algorithm logic tinkering**  Children will draw a map of the journey that they have been on. |
| **RE** | What is a celebration and how do different people celebrate? (e.g. birthdays, Harvest Festival, Bonfire Night, Diwali etc)  Why is Christmas special for Christians? | | | Why is the word ‘God’ special to Christians?  Why is Easter special to Christians? | | | | What places are special and why? | |
| **Art** | Drawing lines and circles   Observational Drawing: | Painting  Primary Colours  3D Form –Sculptures using clay | | Collage  Weaving | | Artist inspired finger printing | | 3D Sculpture- Box modelling | Painting- The colour wheel |
| **PE Games** | Spatial awareness  Turn Taking  Moving in small spaces | Throwing and Catching | | Throwing and Catching | | | Travelling in different ways | Combine skills to play a game | Sports Day |
| **PE gym** |  | Creating shapes  Balance and jumps | |  | | | Creating shapes  Balance and jumps on equipment |  |  |
| **PE dance** |  |  | | Responding to Music creatively | | |  | Responding to Music creatively |  |
| **Music** | Perform nursery rhymes and action songs  Untuned percussion instruments | | | | Play un tuned percussion instruments in time to music  Compose and clap simple rhythms. | | | Exploring sounds  Respond to music | |
| **Forest Schools** |  | | |  | |  | | Identifying and labelling plants and trees.    Children can see and discuss how the world around them changes through the seasons. | |
| **Community** | Food Banks | Christmas Fair  Christingle  Family Read | |  | | | Egg Rolling |  | Summer Fair  Sports day |
| **25 Things (tbc)** | Learn a song | Perform to an audience | | Go on a winter walk | | | Learn to catch | Build a den | Take part in a sports day |