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 3The Fiveness of 5 | CompositionPositional Language2D Shapes | ComparingOrderingDoubles | Odd and EvenCapacity and MassCounting larger sets | CompositionPositional LanguageForming digits 0-9Recording number sentences3D Shape | Subtraction within 10Automatic 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 hygieneTo 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**  | ChangesChildren will observe changing states. Ice to water, chocolate when melted. SeasonsChildren will compare the seasons and daily weather patterns.  | AnimalsLifecycle of chicks, frogs and caterpillars.SeasonsChildren will compare the seasons and daily weather patterns.  | Through Forest SchoolPlantsTo 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 SeasonsChildren will compare the seasons and daily weather patterns.  |
| **History**  | ChronologyRead- ‘Once there were giants’ story’ How do people change over time.  | Historical enquiryToys through time. Compare toys and say how they are similar and different.  | Historical knowledgeThe role of King Charles.  |
| **Geography**  | Local areaChildren 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 areaChildren will learn their address. They will identify features of Stannington such as shops. Locate human features of the local area.  | The wider worldChildren 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:   | PaintingPrimary Colours3D Form –Sculptures using clay  | CollageWeaving  | Artist inspired finger printing | 3D Sculpture- Box modelling  | Painting- The colour wheel |
| **PE Games**  | Spatial awarenessTurn TakingMoving in small spaces | Throwing and Catching | Throwing and Catching | Travelling in different ways | Combine skills to play a game | Sports Day  |
| **PE gym**  |  | Creating shapesBalance and jumps |  |  Creating shapesBalance and jumps on equipment |   |   |
| **PE dance**  |  |  | Responding to Music creatively |   |  Responding to Music creatively |   |
| **Music**  | Perform nursery rhymes and action songsUntuned percussion instruments | Play un tuned percussion instruments in time to musicCompose 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  |