



Stannington Infant School – Long Term Plan 2026-27 – Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	Our Community	Animals	Transport	Once upon a time...
Sensational Start	Sharing own scrap books	Party	Village walk What jobs do people do in our community?	Animal encounter Arrival of chicks	Racing car	Gingerbread Man storytelling workshop
Fabulous Finish	Record poems and songs for website.	Christmas Nativity Play	Share learning on google classroom.	Class book to add to book corner.	Class book to add to book corner.	Children record their own storytelling videos
Theme Days/Weeks	Harvest	World nursery rhyme week	Number Day	World Book Day Puppet week	Eco Schools Day	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	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	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	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	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	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

	being a class member Aim: To understand and talk about feelings and emotions and relationships within their families, friendships, and the class To begin to understand citizenship and learn what our rights and responsibilities are within our class	Aim: To understand that we have similarities and differences, and these are values within our relationships with friends and family	Aim: To understand the importance of perseverance and the role that relationships with family and friends play in supporting us to achieve our goals.	eating, sleep and lifestyle To understand stranger danger and the importance of personal safety.	relationships with others To understand the impact of unkind words on relationships and how to manage my feelings.	they are looking forward to. Aim: To be able to name and talk about the uses of our body parts and how to keep them healthy .
Enrichment		Family Read World Nursery Rhyme week (9-13th November 2026)	A walk around Stannington	Animal encounter	Healthy week Forest School	Gingerbread Man workshop Church visit Forest school
Being a Mathematician	Subitising to 3 Counting to 4 Counting objects and sounds The five-ness of 5 Use the language more than, fewer than and equal to.	Explore 'whole' and 'part' Composition of 3,4,5 Match numerals to quantities Positional language Subitising within 5 Shape- circles and triangles	Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Focus on the 'staircase' pattern	Sorting numbers according to attributes - odd and even numbers Capacity and mass Consolidate previous learning Counting – larger sets and things that cannot be seen Counting objects to 20	Composition of 10 Comparison- linked to ordinality Play track games Time Introduce the Rekenrek 3D Shape Positional Language	Subtraction within 10 Automatic recall of Number bonds to 5 Review Composition of numbers to 10 Comparison Number Patterns Counting

KIRFS	Count orally forwards and backwards 0-10	Shapes with 4 sides Count orally forwards and backwards from 0 to 20.	and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Count objects and read numerals to 10.	Subitising to 6, including in structured arrangements Composition - '5 and a bit' Say one more and one less than numbers to 5.	Forming digits 0-9 Recording number sentence Say one more and one less than numbers to 10.	Count objects and read numerals to 20.
Being a Writer	<u>Narrative – oral story retelling</u> We're Going on a Bear Hunt by Michael Rosen The Gruffalo by Julia Donaldson		<u>Narrative – oral rehearsal - write labels/phrases</u> Handa's Hen by Eileen Brown Farmer Duck by Martin Waddell		<u>Narrative – oral rehearsal -write sentences</u> Gingerbread Man by Hans Christian Anderson You Can't Take an Elephant on a Bus – Patricia Cleveland-Peck	
Being a Reader –	<u>Whole class reading texts</u> Guess how much I love you -Sam McBratney and Garth Williams Meg and Mog - Helen Nicoll Pass the Jam Jim - Kay Umansky Non Fiction – My History –Pat Hughes Poems : Higgelty Piggelty Pop - Harry Horse Poems by Michael Rosen		<u>Whole class reading texts</u> Dear Zoo - Rod Campbell The Very Hungry Caterpillar – Eric Carle Smeds and Smoos – Julia Donaldson The Colour Monster - Anna Llenas Non Fiction – Whose baby? poems : Poems by Julia Donaldson Animal Poems by Spike Milligan		<u>Whole class reading texts</u> 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 Non Fiction – Leaping Frogs – Melvin Berger Nature Trail - Benjamin Zephaniah Poems by Nick Sheratt	

	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) 	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.	Animals, including humans To know what a life cycle is and the changes that occur in chicks, frogs and caterpillars over time. Talk about / draw 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 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
	Seasons – ongoing 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 story 'Once there were giants' story' Children will sequence how the child changed over time. 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.	Historical enquiry Children will learn about the toys that their grandparents played with. They will compare similarities and differences to the toys and games their grandparents played with. 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	Historical Knowledge Children will learn about the king and his role, they will learn about his mother and add these to the class 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.

Being a Geographer 	Location Knowledge I know I live in Stannington and that I attend Stannington Infant School. Aim – To know that they attend Stannington Infant School (location). 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 physical geography e.g. the weather and seasonal changes 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 to locate places	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 use location knowledge 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 to build knowledge of the place that we go to school. 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 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 located on a globe, atlas or map. 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 compare to where we live using place knowledge 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.
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Using and understanding technology 	Algorithms Children will direct a rocket around a grid to reach planets. Aim – To create an algorithm to direct a rocket. (introduction to programming) Tinkering creativity abstraction Children will tinker to create junk model rockets. Aim – children will use computational skills to create a junk model rocket.	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 Aim – To begin to understand abstraction by considering what is important about our bodies. Abstraction decomposition algorithms	Algorithms Decomposition collaborating Children will direct an emergency vehicle to a destination on a grid. Aim To use an algorithm to get the vehicle to its destination. Creating pattern logical reasoning Children will create their own pattern for an emergency vehicle. Aim – To create a pattern for an emergency vehicle, they will predict based on a pattern.	Algorithms collaborating Children will direct a rabbit around a grid to collect carrots. Aim - To create an algorithm to create a route to gain the most carrots. Algorithms decomposition collaborating Children will sequence the steps required to plant a seed. They will follow this algorithm to plant seeds. Aim – To work in teams to sequence instructions. To follow	Similar Same Pattern Different classify Children will learn to classify by comparing different types of transport and considering what makes a boat a boat. Aim – To develop a classification for a boat. To relate this to computing (a computer doesn't have a brain and would need a clear clarification to sort boats from other transport types). Classify sort Children will experiment to	Tinkering Creating Debugging Children will make a tangram using 2d shapes. Aim – to tinker to create a tangram. Creating pattern Children will collect objects on a walk. They will explore ways to sort the items. Aim – To sort objects and collate the findings using a pictogram. Algorithm logic tinkering Children will draw a map of the

	Pattern logic reasoning Children will create their own play dough aliens. Aim – children will create playdough aliens; they will look at similarities and differences and sort by different criteria.	Children will make a body. Aim – children will use abstraction to think about what they do and don't need to include. They will use an oral algorithm e.g. What do I need to do first? (linked to history) Pattern algorithms Children will sequence the growth of a human. They will match animals to their young Aim – children will notice the development of humans and animals over time. They will understand that this is an algorithm and needs sequencing in the correct order. debugging decomposition algorithms	Children will consider what is important as they design outfits for emergency workers. Aim – To only include the most important features to design an emergency workers outfit.	an algorithm to plant a seed. Abstraction tinkering collaborating creating Children will create a scarecrow using junk modelling. Aim – To use abstraction to consider what is important to include in a scarecrow e.g. does a scarecrow need hair? Does it matter what colour his shirt is?	classify and sort items that float or sink. Aim – to sort and classify floating and non-floating items. Algorithm decomposition Children will make a boat. Aim – To follow an algorithm to make a boat.	journey that they have been on. Aim – children will create a map (algorithm) of their journey.
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		Children will sequence movements in PE. They will experiment with which sequence works best. Aim- To create own algorithms to debug to create sequences that work well.				
Being a Designer Ongoing skills development throughout the year	Children will use equipment correctly to join. Children will investigate joining paper and card using a range of equipment e.g. glue, Sellotape, masking tape. Aim: To master practical skills of joining. Children will use scissors correctly and safely. Practise holding scissors and using them correctly. Aim: To master the practical skills of using scissors correctly to make small and large cuts in paper in card. Children will explore construction toys and build models. Construction - Investigate and explore a range of large construction toys and build models. Aim: To master practical skills to construct models using a range of construction.					
	Children will make repeating patterns. Explore threading using small and large beads Aim: To master the practical skill of threading	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 and join materials. Research and investigate when making their puppet. To design, innovate, reflect and evaluate their sock puppet.		Children will make fruit salad. 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. 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.		



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 bodypercussion

To begin to **perform** to music using percussion instruments. To **compose** rhythms using clapping. **Perform** songs and begin to sing

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

	in time to music. Communicate musically using specific vocabulary					instrument exploring instrumental timbre. Perform songs with expression and explore vocal timbre. Communicate musically using specific vocabulary
Being an artist	<u>Basic Skills</u> Drawing To hold a pencil correctly. To explore a range of mark making tools. To draw lines and circles. To talk about patterns. To create and use a pencil dictionary. Aim: To master the technique of making marks.	<u>Continue with basic skills</u> Drawing Artist study: Stephen Wiltshire To draw a range of lines that resemble the shape of a poppy. To use a pencil to create dark and light lines. To talk about patterns and begin using a pencil to draw my own patterns.	Painting To set up and clear away power paints To mix yellow and brown power paint To maintain a creamy consistency when mixing power paint To use a brush to create patterns To paint between lines To use a paintbrush to create patterns Aim: To master the technique of creating a creamy paint consistently.	Painting Artist study: Van Gogh To apply drawing and painting skills to paint a sunflower. To identify shapes that I see within a sunflower. To draw what I see. To draw a range of lines that resemble the shape of a sunflower. To create and use a pencil dictionary. To maintain a creamy consistency when mixing power paint To paint between lines Aim: To master the technique of drawing a	Sculpture Artist study: Stephen Wiltshire (continued) To draw shapes that represent an object. To make marks into clay. To manipulate clay into a desired effect (a poppy). To roll clay using a rolling pin. Aim: To master the technique of sculpting clay to make a poppy. To communicate artistically to	Drawing into Painting Artist study: Freda Kahlo To identify my face shape. To draw with increasing detail. To apply my knowledge of painting and use power paint to form my skin tone. <u>Provision focus</u> Drawing To draw a range of pencil lines that resemble the

	<u>Provision:</u> Collage To explore the workshop table. To investigate different textured materials and talk about these. To talk about what a collage is. Sculpture To explore the workshop table. To investigate different joining materials. To experiment with joining materials together	To create and use a pencil dictionary. Aim: To develop ideas to understand the work of an artist to create a drawing of a poppy. To master the technique of drawing lines. To communicate artistically to describe the work of an artist. Printing Artist study: Wassily Kandinsky To explore how colours are mixed (collaborative colour mixing) To discuss likes and dislikes of an artist's work. To print with my fingers/ hands and printing tools. Aim: To master the technique of printing to create a pattern.	<u>Provision focus</u> Drawing To draw a range of pencil lines that resemble the shape of an animal To explore what happens when pressure is applied into a pencil	range of lines that form a sunflower. To communicate artistically to describe an artists' work. To take inspiration from artists to create own piece of artwork. Collage To explore different materials and fabrics and talk about differences. To use PVA glue to join materials together. To can hold scissors together to cut simple shapes. To cut, tear and stick materials together to create a collage of an Easter animal. Aim: To master the technique of cutting, tearing and sticking to create a collage. <u>Provision focus</u> Drawing (continued) To draw a range of pencil lines that resemble the shape of an animal.	describe an artists' work. To take inspiration from artists to create own piece of artwork. <u>Provision focus</u> Drawing (continued) To draw a range of pencil lines that resemble the shape of vehicles. To explore what happens when pressure is applied into a pencil. Sculpture To combine all skills learnt and apply into making flowers. Forest school focuses: Sculpture Artist study: Anthony Gormley To observe and discuss clay work by Anthony Gormley 'The Field.' To explore clay and talk about what I can do to the material (twist, squeeze) To create a clay sculpture. Aim: To take inspiration from the artist Anthony Gormley to create a clay sculpture.	shape of objects or people. i.e. story characters Painting To maintain a creamy consistency when mixing power paint To explore making skin tone shades
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		To communicate artistically to describe an artists' work. To take inspiration from artists to create own piece of artwork. <u>Provision:</u> Printing To explore making clean prints with different objects, printing patterns, in a collaborative printing activity. To create a firework print for bonfire night. Painting To set up paint in the classroom. To set up a power paint colour and mix to a cream consistency. Sculpture To explore malleable materials and talk about what I can do to the material (twist, squeeze) To use my thumb		To explore what happens when pressure is applied into a pencil.	Master the technique of sculpture with fingers and thumbs. Drawing Artist study: Gary Hodges To draw a range of pencil lines that resemble the shape of an animal. To use thick and thin lines. To create and use my pencil dictionary. Aim: To master the technique of drawing lines. To communicate artistically to describe an artists' work. To take inspiration from artists to create own piece of artwork.
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		and fingers to make a ball of clay into a pinch pot (Diva Lamp)				
Being a Sportsperson (GET Set 4 PE)	Introduction to PE Unit 1. Moving safely, taking turns and playing fairly. Aim: To develop creativity by learning skills such as turn taking and playing fairly. Fundamentals Unit 1 Exploring body and spatial awareness. Aim: To develop performance skills showing 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 perform throwing and catching 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 perform throwing and catching a small ball or beanbag several times without dropping it.	Fundamentals Unit 2 To run, jump, hop, balance, change direction, travel. Aim: To develop competency in travelling safely around a space.	Games Unit 1 To combine fundamental skills when playing a game. Aim: To develop creativity by learning skills such as turn taking and playing fairly.	Sports Day Practice

					towards a healthy active lifestyle	
Studying People and Communities	What is a celebration and how do different people celebrate? Children explore the idea of celebrations and talk about celebrations they have experienced e.g. birthdays. Children find out more about celebrations around the world including Harvest Festival, Bonfire Night, Diwali, Lunar New Year (17 Feb) and Eid (19/20 March). Aim: To make sense of religious and non-religious beliefs about celebrations. To understand the impact and significance of religious and non-religious beliefs in relation to celebrations. To make connections between religious and non-religious beliefs, concepts, practices and ideas. Why is Christmas special for Christians? Children talk about things that are special to them and why they are unique and special. Children listen to, respond and retell the Christmas story, developing an understanding of why and how Christians celebrate Christmas. Aim: To make sense of religious beliefs for Christians through storytelling. To understand the impact and significance of religious and non-religious beliefs at Christmas. To make connections between religious and non-religious beliefs, concepts, practices and ideas.	Why is the word ‘God’ so important to Christians? Children think about nature, what they find special and beautiful about the world and how they can look after it. Children listen to, respond and retell the creation story from the Bible. Children think about the idea of a ‘creator’ and explore how Christians praise and give thanks to their creator. Aim: To make sense of religious and non-religious beliefs about creation and nature. To understand the impact and significance of religious and non-religious beliefs in giving thanks and caring for nature. To make connections between religious and non-religious beliefs, concepts, practices and ideas. Why is Easter special to Christians? Children listen to, respond and retell the Easter story. Children recall symbols of Easter and explain what they represent for Christians. Aim: To make sense of religious beliefs for Christians through storytelling and artwork. To understand the impact and significance of religious and non-religious beliefs at Easter. To make connections between religious and non-religious beliefs, concepts, practices and ideas.	What places are special and why? Children talk about places that are special to them and why. Children visit Christ Church and consider the church as a special place for Christians, looking at the features and talking about what makes this a place of worship. Aim: To make sense of religious and non-religious beliefs about special places and places of worship. To understand the impact and significance of religious and non-religious beliefs about special places. To make connections between religious and non-religious beliefs, concepts, practices and ideas.			