






Stannington Infant School – Long Term Plan 2024-25– 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/ visit 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	<p>Being Me in the World</p> <p>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,</p>	<p>Celebrating Difference</p> <p>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</p>	<p>Dreams and Goals</p> <p>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</p>	<p>Healthy Me</p> <p>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.</p>	<p>Relationships</p> <p>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.</p>	<p>Changing Me</p> <p>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>

	friendships, and the class To begin to understand citizenship and learn what our rights and responsibilities are within our class		play in supporting us to achieve our goals.			and how to keep them healthy .
Enrichment		Family Read World Nursery Rhyme week (13-17th November)	Animal encounter	What do people do in our community? A walk around Stannington	Arts week Healthy week Forest School	Clean Air Day Gingerbread Man workshop Botanical Gardens 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 Shapes with 4 sides	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 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	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 Subitising to 6, including in structured arrangements Composition - '5 and a bit'	Composition of 10 Comparison- linked to ordinality Play track games Time Introduce the Rekenrek 3D Shape Positional Language Forming digits 0-9 Recording number sentence	Subtraction within 10 Automatic recall of Number bonds to 5 Review Composition of numbers to 10 Comparison Number Patterns Counting Count objects and read numerals to 20.
KIRFS	Count orally forwards and backwards 0-10	Count orally forwards and backwards from 0 to 20.	Count objects and read numerals to 10.	Say one more and one less than numbers to 5.	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 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	

<p>Being a Reader –</p>	<p align="center"><u>Whole class reading texts</u></p> <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 – Festivals – Jo Ely</p> <p>Poems : Higgelty Piggelty Pop - Harry Horse Poems by Michael Rosen</p> <p>Author focus - Michael Rosen and Mick Inkpen</p>	<p align="center"><u>Whole class reading texts</u></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 – Whose baby?</p> <p>poems : Poems by Julia Donaldson Animal Poems by Spike Milligan</p> <p>Author focus - Eric Carle and Julia Donaldson</p>	<p align="center"><u>Whole class reading texts</u></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 – Leaping Frogs – Melvin Berger 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>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>Seasons Children will compare the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</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>Seasons Children will compare the seasons and daily weather patterns. Aim: To communicating scientifically about the changes in seasons and weather patterns</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 story ‘Once there were giants’ story’ Children will sequence how the child changed over time.</p>	<p>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.</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 timeline. They will talk about leaders that they know e.g. head teacher. Sports instructor.</p> <p>Aim: To communicate historically about leaders from the past and present.</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>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>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. 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</p>

			<p>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. Programming and Computational Thinking To know 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.</p> <p>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.</p> <p>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>	<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.</p> <p>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.</p> <p>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>Being a Designer</p>	<p>Children will use equipment correctly to join. Children will investigate joining paper and card using glue and Sellotape. Aim: To master practical skills of joining.</p> <p>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.</p> <p>Children will make repeating patterns. Explore threading using small and large beads Aim: To master the practical skill of threading</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

		To design, innovate, reflect and evaluate their sock puppet.	
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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 body percussion

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

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 instrument exploring instrumental timbre. **Perform** songs with expression and explore vocal timbre. **Communicate musically** using specific vocabulary

<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 begin drawing objects. To create simple observational drawings in pencils/crayon/charcoal. Aim: To master the technique of drawing a circle. To master techniques to create an observational drawing. To communicate artistically to describe their work.</p>	<p>Painting To hold a paintbrush correctly. To identify, name and paint the primary colours. To explore colour mixing. Aim: To master the technique of holding a paintbrush correctly. To master the technique of colour mixing.</p> <p>Sculpture and 3D To explore properties of clay and how it can be moulded using fingers and thumbs. Aim: To master the technique of sculpture.</p>	<p>Textiles To create a mixed media collage inspired by 'The Rainbow Fish'. 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>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: Iris Scott To study the work of the artist Iris Scott. To discuss likes and dislikes of an artist's work. 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 an artists' work. To take inspiration from artists to create own piece of artwork based on work of Scott.</p>	<p>Sculpture and 3D To design and build a 3D model building using cardboard boxes and tubes. Aim: To master the technique of 3D modelling to create a building.</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 technique of holding a paintbrush correctly and select the correct colours to paint a colour wheel.</p>
<p>Being a Sportsperson (GET Set 4 PE)</p>	<p>Introduction to PE Unit 1. Moving safely, taking turns and playing fairly. Aim: To develop spatial awareness. To</p>	<p>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.</p>	<p>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.</p>	<p>Fundamentals Unit 2 To run, jump, hop, balance, change direction, travel. Aim: To develop ways of travelling safely around a space.</p>	<p>Games Unit 1 To combine fundamental skills when playing a game. Aim: To develop social and emotional skills such as turn taking, following</p>	<p>Sports Day Practice</p>

	<p>develop social and emotional skills such as turn taking and playing fairly.</p> <p>Fundamentals Unit 1</p> <p>Exploring body and spatial awareness.</p> <p>Aim: To develop spatial awareness by moving through large and small spaces.</p>				<p>rules and working cooperatively as part of a team.</p>	
<p>Gymnastics (GET Set 4 PE)</p>		<p>Gymnastics Unit 1</p> <p>Creating shapes, balances and jumps. Exploring spatial awareness.</p> <p>Aim: To develop competence in physical activity skills e.g. balance, ways to travel and exploring levels and direction. To begin to use performance to demonstrate their skills. To begin to understand what a healthy an active lifestyle is</p>		<p>Gymnastics Unit 2</p> <p>Creating shapes, balances and jumps on the floor and apparatus. Exploring spatial awareness.</p> <p>Aim: To develop competence in physical activity skills e.g. balance, ways to travel and exploring levels and direction. To begin to use performance to demonstrate their skills. To begin to understand what a healthy an active lifestyle is</p>		

<p style="text-align: center;">Dance</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>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>	
<p>Studying People and Communities</p> <p>Which stories are special and why? Throughout the year, children listen and respond to religious stories, thinking about what they teach believers. Aim: To make sense of religious beliefs. To understand the impact and significance of religious beliefs for believers. To make connections between religious and non-religious beliefs, concepts, practices and ideas.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>Being special: where do we belong? Children talk about the idea that each person is unique and valuable and share times when they have felt special. Children explore the idea that religions teach that everyone is unique and valuable and hear stories from the Bible to illustrate this. Children compare Christian baptism with how other religions and non-religious families welcome babies. Aim: To make sense of religious and non-religious beliefs about belonging and being welcomed. To understand the impact and significance of religious and non-religious beliefs in relation to welcoming a new baby. To make connections between religious and non-religious beliefs, concepts, practices and ideas.</p> <p>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. Children learn about a place of worship for another faith and find out what happens there. 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.</p>			