

Federation Vision: Nurturing a caring community, in which every child learns well.

Curriculum Drivers

Aspiration: Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.
Promote self-efficacy - which is an individual's belief in his or her innate ability to achieve goals.
Citizenship: Enable children to make their own decisions and to take responsibility for their own lives and communities.
Develop children's understanding of their communities from the local (Sheffield) to the national (British) and finally to the global (World).

Holt House Infant School Long Term Planning
 Down at the bottom of the garden
 Year Group: Foundation Stage Term: Spring 2

Inspiration: Finding out about minibeasts

Communication and language

- To listen attentively whilst on the carpet
- Maintain concentration for small group activities
- Listen and respond appropriately to others during group activities and play situations
- To speak clearly to others
- To respond to simple instructions
- To answer simple questions asked by adults and peers
- Two channelled attention can listen and do for a short time
- Maintain concentration and sits appropriately during an activity
- Children follow instructions involving several ideas or actions.

Show and tell on a daily basis to give the children the opportunity to talk to others, ask questions and respond to others.
 Opportunities to listen to a range of traditional tales, story mapping these tales to retell and act out. Talk for writing actions to accompany oral retelling. *Improving: encourage children to have a look at what they have produced and question children: how could you improve this?*

Understanding the World

- Looks closely at similarities differences patterns and change
- Talks about why things happen and how things work
- Complete a simple programme on the computers
- Recognise technology and use for a particular purpose
- Know about other families traditions and communities

Visit the North Anston Butterfly House to learn about animals and their habitats, conservation, and about ways in which we can help animals in captivity and in the wild. Learn about jobs related to conservation. How could you help animals in the world?

Observe caterpillars life cycle in classroom

Literacy

- Name writing
- Simple CVC words to label things e.g. dog
- Simple sentence writing
- Story writing
- Recognising and reading own name
- Learning Jolly phonics sounds and actions Phase 3
- Reading simple sounds
- Segmenting CVC words
- Reading CVC words
- Read and understand a simple sentence
- Recognising and reading tricky words
- Demonstrate an understanding of what they have read by answering questions.

To write my name on all of my work so I know that it belongs to me.
 To write simple captions to describe something that I have learnt about. To write a simple sentence.
 To write for different purposes (dependent upon interest) To rewrite a traditional tale
 To foster a love of writing through the learning areas and motivate children to write independently
 To foster a love of reading and books through high quality texts in the learning areas. A basket of books (Pink and red) in the reading area for independent reading
Improving: encourage children to have a look at what they have produced and question children: how could you improve this?

Maths

- Recognising numbers to 20
- Ordering numbers to 20
- 1:1 correspondence to 20
- Simple 2D and 3D shape names and properties
- Finding one more or one less than a given number
- Adding 2 single digit numbers
- Simple repeating patterns 3 step

Playing number games independently in the learning areas; indoor and out
 Encourage children to record in their maths books
 To being to solve simple word problems
 Using skills from lessons to independently access on the maths area

Physical Development

- To hold a pencil with a good grip
- To move safely in a variety of ways with control
- Understands good practises with regard to keeping healthy
- Eats a variety of healthy foods
- Uses the toilets independently
- To get dressed independently for PE

To be a healthy child including: Healthy eating a good understanding of sleep routines and basic hygiene. Follow Jasmine PE
Improving: encourage children to have a look at what they have produced and question children: how could you improve this?

Personal, Social and Emotional Development

- Take turns when using the resources inside and out.
- Show sensitivity to others needs, thoughts and feelings
- Form positive relationships with adults and children
- Show confidence when speaking to others
- Understand and follow the classroom rules
- Understand that own actions affect other people

It's good to be me - understanding differences. Look at feelings and understand how to be emotionally healthy. How to help others with their emotional health.

Expressive arts and design

- To mix colours to create a desired colour
- Play co-operatively as part of a group to act out a narrative
- To create simple representations of vents people and objects
- Introduce a storyline into play
- Construct with a purpose in mind

Illustrations for our traditional story, becoming writers and illustrators.
 Use a variety of media to represent their ideas
Improving: encourage children to have a look at what they have produced and question children: how could you improve this?

Characteristics of effective learning:

Playing and Exploring
 Finding about and exploring
 Playing with what they know
 Be willing to have a go

Active Learning
 Being involved and concentrating
 Keeping on trying
 Enjoying achieving what they set out to do

Creating and Thinking Critically
 Having their own ideas
 Making links
 Choosing ways to do things