

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

Oh I do like to be beside the seaside

Year Group: Foundation Stage Term: Summer 2

Inspiration: Visiting the seaside (school trip)

Communication and language

Children listen attentively in a range of situations
 Children listen to instructions and follow them accurately, asking for clarification if necessary.
 They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify action or events.
 They answer 'how' and 'why' questions about their experiences and in response to stories or events. They can carry out instructions which contain several parts in a sequence.

Understanding the World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
 Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help maintain the area that they live in.
Looking after the sea, plastic in the sea recycling and plastic reduction.
Marine biologist: jobs in science. Learn about jobs in science related to the sea and pollution.

Compare Sheffield to the seaside

Literacy

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

They can use phonic, semantic and syntactic knowledge to maintain knowledge and familiar vocabulary.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Spell many irregular but high frequency words. They use key features of narrative in their writing.

Write own stories and recounts. Write own 'twisted tales' spins of traditional tales.

Maths

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. Children estimate, measure, weigh compare and order objects and talk about properties position and time.

Physical Development

Move confidently in a range of ways. Handle equipment effectively, including pencils for writing.
 They begin to write on lines and control letter size.
 Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Dress and undress independently successfully managing fastening buttons or laces.

Sports day practise: Team building and team games

Personal, Social and Emotional Development

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

They can talk about things that they enjoy are good at and things that they do not find easy. They can talk about plans that they have made to carry out activities and what they might change if they were to repeat them.

Celebrate my strengths: what am I good at?

Expressive arts and design

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
 Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 Children develop their own ideas...which interest them.

Through their explorations they can find out and make decisions about how media and materials can be combined and changed.

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