



Broomfield Primary School



Long Term Plan – Foundation 2023-24

2022 -2023	Autumn 1 6 weeks & 4 days	Autumn 2 8 weeks	Spring 1 6 weeks & 3 days	Spring 2 5 weeks	Summer 1 5 weeks 4 days	Summer 2 5 weeks
Main Theme	All about me	Terrific Tales	Amazing Animals	Come outside	Ticket to Ride	Pirates and Princesses
Text	Pete the Cat PHSE Charlie and Lola Texts- starting school/Growing up	Goldilocks and the 3 Bears The Gingerbread Man The Diwali Story The Nativity story The Jolly Postman	Non-fiction animal texts Monkey puzzle Hugless Douglas	The Easter Story The Hungry Caterpillar What the ladybird heard	Mr Gumpy Mrs Armitage	Pirate Pete’s smelly feet The Princess and the wizard
Memorable experience	First day of school	Christmas- Nativity Halloween Diwali- 13 th November TRIP-BOTANICAL GARDENS	Valentines day	Easter Mother’s Day – March 10th	ROOTS FARM TRIP- SCHOOL MINIBUS	Sports Day Father’s Day- June 16 th TRIP-PIRATE DAY
C & L	Children talking about experiences. This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in	Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.	How and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it?”	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and

	school: "Good morning, how are you?"	Use new vocabulary through the day.	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Where would you find it? Sustained focus when listening to a story		pictures, for example, places in different weather conditions and seasons.
PSHE	My Emotions Beginning and Belonging	Family and Friends	Identities and Diversity Me and My World	My Body and Growing Up	Keeping Safe (incl. Drug Education)	Healthy Lifestyles
PD	First PE	Multi skills	Jungle dance	Gymnastics	Tennis	Athletics
ENGLISH	Nursery Rhymes Mark making, giving meaning to marks and labelling. Writing initial sounds Use initial sounds to label characters /images. Labels.	Name writing, labelling using initial sounds, story scribing. Retelling stories Instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write simple captions	CVC words / simple captions /simple sentence writing using high frequency words Animal Fact File Writing some of the tricky words	Retell parts of the story / repeated refrains Speech bubbles Describe foods / adjectives Healthy Food – My Menu Creating own story maps Writing captions and labels, writing simple sentences. Order the Easter story.	Describing transport Writing lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.	Write a postcard / diary writing My Holiday – recount Wanted posters Party invites/cards/posters Story writing, writing sentences using a range of tricky words that are spelt correctly.
MATHS	Getting to know you Just like me It's me 1,2,3		Alive in 5 Growing 6, 7, 8 Building 9 and 10		To 20 and beyond First, then, now Find my pattern	

	Light and dark			On the move		
UTW	<p>Comment on photos of their family</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>Navigating around our classroom and outdoor areas..</p> <p>Introduce children to different occupations.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>How to identify strangers that can help them when they are in need.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Use the BeeBots</p>	<p>Explore different countries.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Look at the difference between transport in this country and one other country.</p> <p>Use bee-bots on simple maps..</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Encourage them to comment on what their home is like.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

EA & D	<p>Join in with songs</p> <p>Beginning to mix colours</p> <p>Self-portraits</p> <p>Junk modelling. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make chairs, beds, bridges.</p> <p>Firework pictures</p> <p>Christmas decorations, Christmas cards</p> <p>Divas- Clay</p> <p>Kandinsky</p>	<p>Animal prints – Alan M Hunt</p> <p>Symmetrical butterflies</p> <p>Select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make patterns using different colours- primary colours and mixing to form secondary</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals</p> <p>Making houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p>	<p>Design and make rockets.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Creating outer of space pictures Provide children with a range of materials for children to construct with.</p> <p>Sewing – running stitch</p>	<p>Sand pictures</p> <p>Paper plate jellyfish</p> <p>Salt dough</p> <p>Water pictures, collage</p> <p>Shading by adding black or white, colour mixing for beach huts</p> <p>Colour mixing – underwater pictures.</p> <p>Salad creating</p> <p>Sewing – running stitch</p>
RE	What makes people special?	Why is Christmas special for Christians?	Why is the word God special to Christians?	Why is Easter is special for Christians?	What places are special and why?	What times/stories are special and why?
COMPUTING	Nursery rhyme coding	My online life	Animal safari	Robots	Pretty pictures	Beats and rhyme
Music	Exploring Sound		Musical Movement		Musical Stories	Big Band
SMSC	<p>Spirituality</p> <p>Moral</p> <p>Social</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>	<p>Spirituality</p> <p>Cultural</p> <p>Democracy</p> <p>Rules of law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>	<p>Spirituality</p> <p>Social</p> <p>Rule of the law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>	<p>Spirituality</p> <p>Moral</p> <p>Cultural</p> <p>Rule of the law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>	<p>Spirituality</p> <p>Moral</p> <p>Rule of the law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>	<p>Moral</p> <p>Rule of the law</p> <p>Individual liberty</p> <p>Tolerance and respect</p>