



Broomfield Primary School



Long Term Plan – Foundation 2024-25

2022 -2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	All about me My family, my school, my environment, the people around me, people who help us.	Transport Past and Present Modes of transport now and early transports e.g. George Stevenson and the steam train.	Space Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the international space centre.	Growing and Changing Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change,	Kings and Queens Our King, King John and the Magna Carter, Buckingham palace, London, significant areas in the past.	Stories from the Past Oral storytelling, Greek gods, St George and the Dragon, myths and legends.
Cooking		Gingerbread biscuits at Christmas		Secret garden salad		Leek and Mushroom croustades
Trips		Christmas themed trip to Saint Marys		Dairy farm trip		
Text	Love makes a family- Sophie Beer Here we are- Oliver Jeffers Owl babies Goldilocks and the 3 Bears	Naughty bus- Jan Oke Mrs Armitage on wheels- Quentin Blake Mr Gumpys motorcar- John Burningham The hundred decker bus- The Christmas story The story of Diwali	Caroline's Comets by Emily Arnold Astro Girl by Ken Wilson	The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip	Zog Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony	Usborne- St George and the Dragon Usborne – Greek Myths for Young Children
Festivals/ celebrations	First day of school Harvest festival	Guy Fawkes Remembrance Sunday	Valentine's day Shrove Tuesday	Mothering Sunday Easter	May Day	Father's Day

		Diwali Advent and Christmas	Chinese New Year- January 29 th Year of the snake			
C & L	<p>Listen to 1-1 and small groups e.g. talk about families in circle time</p> <p>Join in with repeated reframes and phases in rhymes and stories e.g. songs, poems, familiar stories and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do independently at free flow.</p> <p>Respond to multi- step instructions e.g. first put your coats on and then zip them up.</p> <p>Retell past events from stories and from own experience in chronological order e.g. describe their day at school</p>	<p>Join in with repeated refrains and familiar stories.</p> <p>Follow directions.</p> <p>Show understanding of prepositions.</p> <p>Ask questions- where, when and why to find out information.</p>	<p>Build up vocabulary that reflects knowledge and experience.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past.</p> <p>Ask relevant questions to find out information</p> <p>Share opinions explaining preferences</p>	<p>Focus attention in a variety of situations</p> <p>Understand how and why questions and use them in a variety of contexts</p> <p>Use increasingly complex sentences to link thoughts using because, and</p> <p>Apply new vocabulary to explain changes noticed in plants</p>	<p>Describe a pretend object in play based situations.</p> <p>Questions to understand why things happen.</p> <p>Use intonation and rhythm when joining in with stories.</p> <p>Respond to questions using full sentences.</p>	<p>Use talk to explain what is happening and anticipate what might happen next.</p> <p>Recall and relive past experiences. Discuss social events, birthdays etc. retell events in order e.g. ordering events from stories about Greek Gods.</p> <p>Respond to comments from peers using full sentences</p> <p>Explain ideas and experiences using different tenses, prepositions, connectives and vocabulary acquired.</p>

Rhymes and Poetry	Baa, baa, black sheep Hey diddle diddle Hickory dickory dock Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Twinkle, twinkle	It's raining, it's pouring. Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song a sixpence	Little boy blue Mary had a little lamb Mary, Mary quite contrary Old McDonald had a farm	Humpty, dumpty She'll be coming round the mountain The Grand Old Duke of York	Monday's child See saw
PSHE	My Emotions Beginning and Belonging	Family and Friends	Identities and Diversity Me and My World	My Body and Growing Up	Keeping Safe	Healthy Lifestyles
PD Gross Motor	Introduction to PE unit 2	Fundamentals unit 2	Gymnastics - Little springers in	Dance	Games	Ball skills
PD Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.

ENGLSIH	<p>Fiction including picture books with familiar settings, relating to families, people who help us</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary.</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry; learning and reciting simple poems with rhyme and repetitive language</p> <p>Initial sounds and simple CVC words in line with an SSP scheme</p> <p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping</p>	<p>Fiction & Nonfiction books about transport</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Initial sounds and simple CCVC words and more in line with an SSP scheme</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p>	<p>Fiction & Non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing Reading words through sound blending as part of an SSP scheme</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g labelling seed pots</p> <p>Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases Recognise common exception words.</p> <p>Write simple phrases and sentences Focus on letter formation in line with handwriting policy</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc.</p> <p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Write simple phrases and sentences with</p>	<p>Fiction & Non-fiction books about the past.</p> <p>Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Instructions; writing numbered lists in a logical order.</p>
---------	---	---	---	---	--	---

	<p>into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	Focus on letter formation in line with handwriting policy	handwriting policy		phonetically plausible attempts at unknown spellings.	
MATHS	NCTEM – Mastering Number at Reception program					
UTW Past and Present (History)	<p>My past, present, future.</p> <p>Families</p> <ul style="list-style-type: none"> • When I was a baby • Family trees • Sense of chronology- before I was born, before I came to school, where will I be next year? <p>Our school year- what we will do this year</p>	<p>Transport in the past- horse and carriage, motor cars, penny farthing.</p> <p>Modern transport – Japanese bullet train, hover craft, racing cars, aeroplanes</p> <p>Ernest Shackleton – The South Pole challenges of the journey</p>	<p>The moon landing- Neil Armstrong</p> <p>The international space station. When and why it was built and launched</p> <p>Our solar system</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs.</p> <p>Present day use of machinery in farming.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p> <p>King Charles coronation in Westminster Abbey.</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch</p> <p>Stories from different cultures; Anansi the Spider</p>

						<p>from the Ashanti in West Africa.</p> <p>Aesop's Fables</p> <p>The Legend of St George and the Dragon</p>
UTW People, culture and communities (Geography)	<p>Location of our school.</p> <p>My route to school</p> <ul style="list-style-type: none"> What do I pass? Do I take transport? What do I like about the local area? <p>People who help us in our communities- teacher, doctors, nurses, firefighters, police, shop workers, bin people.</p>	<p>Transport in our local area. Children's experience of transport</p> <p>Road safety</p> <p>How people in different countries travel- tuk tuk, gondolas, felucca, dog sled.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to:</p> <p>Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
UTW The natural world (Science)	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using</p>	<p>Forces: push, pull, twist Air transport Water transport</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity.</p> <p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the King; what could</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p>

	<p>magnifying glasses, leaves changing colour.</p>	<p>other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p>we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Changing state of matter; Why do our ice lollies melt?</p>
<p>EA & D</p> <p>Creating with Materials</p>	<p>Exploring colour.</p> <p>Painting with primary colours.</p> <p>Mixing secondary colours.</p> <p>A study of Miro.</p>	<p>Colour and the seasons.</p> <p>Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p> <p>Cutting: snowflake design</p>	<p>Exploring line.</p> <p>Taking a line for a walk.</p> <p>Creating drip paintings like Jackson Pollock.</p> <p>Creating pictures like Hundertwasser using spirals and curved lines.</p> <p>Puppets: Chinese New Year</p>	<p>Exploring what we can see in the world around us.</p> <p>Studying how Van Gogh used different marks to draw still life.</p> <p>Design: making a boat that floats</p> <p>Create: Easter bonnets</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p>	<p>. People in art. Looking at Degas' ballerinas.</p> <p>Practising drawing people. Creating clay sculptures of "Miro-like" people.</p> <p>Fashion: experimenting with fabric to design a suitable piece of sports wear</p>
<p>Artists</p>	<p>Miro's work</p>	<p>Pissarro's seasons paintings</p>	<p>Jackson Pollock</p>	<p>Van Gough's Sunflowers</p>	<p>Rousseau</p>	<p>Degas Ballet dancer</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			Animal safari	Robots	
Music	Musical Stories	Nativity singing	Exploring Sound	Transport	Celebration music	Big Band
SMSC	Spirituality Moral Social Rule of law Individual liberty Tolerance and respect	Spirituality Cultural Democracy Rules of law Individual liberty Tolerance and respect	Spirituality Social Rule of the law Individual liberty Tolerance and respect	Spirituality Moral Cultural Rule of the law Individual liberty Tolerance and respect	Spirituality Moral Rule of the law Individual liberty Tolerance and respect	Moral Rule of the law Individual liberty Tolerance and respect