



Broomfield Primary School



Long Term Plan – Foundation 2025-26

	Autumn 1 7 weeks 2 day	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Main Theme	All about me and my family My family, my school, my environment, the people around me, people who help us.	Transport Modes of transport now and early transports	Space Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts.	Kings and Queens Our King, Buckingham palace, London, significant areas in the past.	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.	Legends and Fairy Tales Oral storytelling, George and the Dragon, The Enormous Turnip.
Cooking		Gingerbread biscuits			Salad	Fairy cakes
Trips		Christmas themed trip Leicester Cathedral			Dairy farm trip Trip to roots to get salad ingredients- minibus	Walk around the village to look at different occupations
Text	Owl babies – Martin Waddell Goldilocks and the 3 Bears	Mrs Armitage on wheels- Quentin Blake Mr Gumpys motorcar- John Burningham The hundred decker bus- Mike Smith The Christmas story The story of Diwali	How to catch a star- Oliver Jeffers Aliens loved underpants-Claire Freedman What ever next- Jill Murphy	Zog by Julia Donaldson Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony-	The Tiny Seed by Eric Carl Jack and the Beanstalk- Jack and the Meanstalk	The Elves and the shoe maker George and the Dragon
Festivals/ celebrations	First day of school Harvest festival	Guy Fawkes Remembrance Sunday Diwali Advent and Christmas	Valentine's day Shrove Tuesday Chinese New Year- Feb 17 th Year of the horse	Mothering Sunday Easter	May Day	Father's Day

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>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>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>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>
PSHE	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	Fundamentals	Gymnastics	Dance	Games	Ball skills
PD Fine Motor	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough</p> <p>Drawing myself; what features do I have?</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors</p> <p>Drawing maps, transport, junk modelling vehicles</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.</p>

ENGLISH	<p>Fiction including picture books with familiar settings, relating to families, people who help us</p> <p>Oral retelling of familiar stories</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</p> <p>Provide opportunities for mark making</p> <p>Focus on letter formation</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</p> <p>Provide opportunities for emergent writing</p> <p>Focus on letter formation in line</p>	<p>Fiction & Non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases.</p> <p>List writing Reading words through sound blending</p> <p>Provide opportunities for emergent writing</p> <p>Focus on letter formation</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</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</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</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</p> <p>Letter writing including simple sentences and phrases Recognise common exception words.</p> <p>Write simple phrases and sentences</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</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>
MATHS	Mastery in Numbers					
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 	<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>The moon landing- Neil Armstrong</p> <p>Our solar system</p>	<p>King Charles coronation in Westminster Abbey.</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 Legend of St George and the Dragon</p>

UTW People, culture and communities (Geography)	Location of our school. My route to school <ul style="list-style-type: none"> • What do I pass? • Do I take transport? • What do I like about the local area? People who help us in our communities- teacher, doctors, nurses, firefighters, police, shop workers, bin people.	Transport in our local area. Children's experience of transport Road safety How people in different countries travel- tuk tuk, gondolas, felucca, dog sled.	Astronauts and Astronomers; including Mae Jemison, Tim Peake, Caroline Herschel.	The Monarchy; the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	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.	Walk around the local village
UTW The natural world (Science)	The human body: Facial features, body parts, the senses Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? 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?	Our planet Earth, land and sea. The moon, the sun, the planets in our solar system, space travel, astronauts. Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the King; what could we grow? What would we include?	Life cycles of a butterfly and/or frog. Identify and draw the animals and their babies. Plants; how they grow. Identify parts of plants including roots, stem and leaves.	Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
EA & D Creating with Materials	Exploring colour. A study of Miro - Painting with primary colours. Mixing secondary colours.	Colour and the seasons. A study of Pissarro's season paintings.	Creating pictures like Hundertwasser using spirals and curved lines. Designing pants	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Designing Easter bonnets	Study of Van Gogh	Designing and creating clay sculptures of "Miro-like" people.

Artists	Miro's work	Pissarro	Hundertwasser	Rousseau	Van Gough	Miro sculptures
RE	Judaism	Sikhism	Hinduism	Islam	Buddhism	Humanism
	Sikhism	Christianity				
COMPUTING		Nursery rhyme coding		Robots	Animal safari	
Music	Musical Stories	Transport	Exploring Sound	Music and Movement	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