





# **Black Horse Hill Infant School Long Term Plan Foundation 1**

Topic/Theme Maestro	How does that building stay up?	Why do leaves go crispy?	Is it shiny? How high can I jump?		Can we explore it? Are eggs alive?	Why is water so wet? How many colours in a rainbow?		How many pebbles on the beach?	
Half Term	Autumn 1	Autumn 2	Spring 1	March	Spring 2	Summer 1	June	Summer 2	July
<b>English</b> 	Reading <b>'The Three Little Pigs'</b> Dan and Phyl White <b>'The Three Billy Goats Gruff'</b> Join in with repetitive text.  Writing Distinguishing between the different marks they make. Wide range of large scale mark-making	Reading <b>'Stick Man'</b> Julia Donaldson <b>'That's Not My Hedgehog'</b> Fiona Watt <b>'Autumn'</b> Ailie Busby <b>'Stanley Stick'</b> Neil Layton <b>'Pumpkin Soup'</b> Helen Cooper <b>'Room on the Broom'</b> Julia Donaldson  Writing Giving meaning to marks they make e.g. making signs for the building site, a picture list and drawing the home where they live.	Reading <b>'How to Catch a Star'</b> Oliver Jeffers <b>'Moonlight Bear'</b> Rosie Wellesley <b>'That's not my Robot'</b> Fiona Watt and Rachel Wells <b>'The Rabbit and the Turtle'</b> Eric Carl <b>'Spinderella'</b> Julia Donaldson  Writing Giving meaning to marks. Beginning to write own name		Reading <b>'Spring'</b> themed books <b>'Whatever Next'</b> Jill Murphy <b>'We're Going on a Bear Hunt'</b> Michael Rosen Enjoying a range of books Non-fiction books  Writing Giving meaning to marks and beginning to use some letter shapes e.g. from name or 'sound of the week'. Key words alongside pictures to read and write.	Reading <b>'Mr Archimedes'</b> Bath Pamela Allen <b>'The rainy Day'</b> Anna Milbourne Retelling a story  Writing Using some familiar letter shapes in mark making e.g. from name and 'Sound of the Week' activities. Wide range of fun mark-making e.g. chalk marks in puddles!	<b>Healthy Body, Healthy Mind Week</b>	Reading <b>'Look What I Found at the Seaside'</b> Paul Humphrey <b>'Goodnight Beach'</b> Adam Gamble and Cooper Kelly CVC words from text to read match and copy.  Writing Wide range of purposeful mark-making e.g. Role play – making a boat. Draw yourself on the boat and write your name. Sea creature shapes to draw and write inside. Writing labels for our ice-cream shop.	<b>Coast to Country Environment Project</b> <b>Healthy Body, Healthy Mind week</b> <b>Sports Day</b>
<b>Communication and Language</b>	Listens to others one to one or in small groups. Listens to stories with increasing attention and recall. Joins in with favourite action and counting rhymes.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Responds to simple instructions, e.g. playing copy-cat-games and taking part in small group activities. Uses talk in imaginative play pretending that objects stand for something else.	Is able to follow directions simple instructions e.g. taking part in a game or activity in the 'messy area'. Beginning to understand 'why' and 'how' questions e.g. How will you catch a star? Listens to stories and talks about what happens in the story.		Focusing attention – still listen or do, but can shift own attention. Joins in with repeated refrains Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Builds up vocabulary that reflects the breadth of their experiences. Starting to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.		Maintains attention, concentrates and sits quietly during appropriate activity. Responds to instructions involving a two-part sequence. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	
<b>Phonics</b>	Environmental Sound discrimination Nursery Rhymes	Instrumental Sounds Initial sound of children's names Autumn Rhymes	Rhyming and rhythmic activities. Finger Rhymes		Continuing a rhyming string	Hearing and saying initial sounds in words		Blending and Segmenting	
<b>Maths</b>	Uses numbers spontaneously in play Counting Rhymes Reciting numbers Sorting and classifying	Counting match 1:1 Reciting numbers Identifying numbers Matching items e.g. size and colour	Counting actions e.g. claps or jumps. Simple practical number problems. Separates a group of		Knows that numbers identify how many objects are in a set. Matches numeral and quantity	Can do a specified number of actions e.g. 6 jumps Identifies numerals 1 to 5 and beginning to use		Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Finds one more or one less from a group of up to ten	



	objects Language of quantities, such as 'more' and 'a lot'. 2D Shapes in the environment.	Number problems using puppets and props Using shapes in construction Pattern making Shapes of everyday objects, Positional language	objects/toys in different ways, recognises that the total is still the same. Represent numbers Similarities of shapes in the environment		Counts out up to six objects from a larger group. Counts an irregular arrangement of objects. Uses mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes	marks to represent numbers Finds one more or one less from a group of up to five objects In practical activities, use the vocabulary involved in adding Beginning to name 3D shapes and use mathematical terms to describe		objects. In practical activities beginning to use the vocabulary involved in adding and subtracting. Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes	
<b>Science</b>	Construction, properties of materials. Types of buildings, materials, bridges	Seasonal Change – Autumn- Make a collection of found objects	Seasonal Change - Winter Ball Investigation sorting and classifying, floating and sinking		Animals and their young Planting and growing Seasonal Change – Spring	Ice marbles - Change over time Rainy day clothes		Seasonal Change – Summer	
<b>Computing</b>	Online safety Pictures of unusual buildings from around the world Find out about bridges- how we use them?	Online safety Purple mash	Online safety Purple Mash		Online safety Purple Mash	Online safety Purple Mash		Online safety Purple Mash	
<b>Humanities (History, Geography, RE)</b>	Notice detailed features of their environment. Explore constructions in our school environment. Houses from long ago Harvest Festival 16th Oct– World Food Day	Environments local to our school e.g. beach, woodland, farmland, hills and parks. The Christmas Story 5 <sup>th</sup> Nov. Bonfire Night 11 <sup>th</sup> Nov – Remembrance Day 14th – Diwali 16 <sup>th</sup> Road Safety Week	New beginnings - new year's resolutions Chinese New Year 25th Feb– Pancake Day		Easter Celebrations Weather- create a simple weather station	6th May– Deaf Awareness Week 21st – World Day for Cultural Diversity 23rd – Eid		The local area- where we live *West Kirby	
<b>DT/Art and Design</b>	Design bridges using a range of materials. How colours can be changed Printing – e.g. brick patterns Make believe by pretending	Close up pictures of interesting items from woodland walk. Clay and dough blocks texture blocks Design a bird cake	Drawing sequences Self Portraits		Engage in imaginary Role play based on experience. Introduce a storyline or narrative. Box sculpture	Graffiti Art - Spray painting		Paints and collage water pictures Fish and other sea creatures Bubble printing	
<b>Music</b>	Nursery Rhymes Genre –Introduce of music e.g. pop, jazz, folk, classical Describes music, e.g. "scary music, angry music, happy music".	Nursery Rhymes and songs Sing-up Experimenting with different instruments Games – Matching sounds to instruments	Sing up Simple rhythms – Link to feelings and movements Copy-cat games Play sound-matching games.		Sing-up Variety of genre talking about favourite sounds, songs and music. Improvised instruments Responding to music at specific times, e.g. shake	Sing-up Variety of genre talking about favourite sounds, songs and music. Responding to music at specific times, e.g. shake your hands when		Sing-up Introduce a wider range of instruments Variety of genre talking about favourite sounds, songs and music. Using devices e.g. iPad to	



	Sounds in the environment e.g. sound of cars, running water. Experimenting with different instruments	Encourage children to use language to describe sounds and music.	Pictures of instruments, bands, groups etc. ☐		your hands when you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!	you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!		record music made by the children.	
<b>PE</b>	Establishing a dominant hand when using mark-making tools. Self-care – Toileting, lunches and snack Gross motor movement- moving in a range of ways Vestibular development – push along prams, wheel barrows	Using tools in the Autumn mud kitchen Hand/eye coordination Self-care-Coats and aprons Gross motor movement- learning to stop to a signal Parachute games Action Rhymes e.g. ‘The Skeleton Dance’ Safety in F1 area	Being determined, resolute and resilient Different ways of moving Scissor Skills (1:1 support) Gross motor movement- Leaping and jumping. Dance – moving to a simple rhythm		Vestibular development Tents and Tunnels – Shuffling, crawling, bending, squatting and moving through hoop tunnels. Digging hole and tunnels – using one-handed equipment. Throwing, rolling and catching Gross motor movement- Changing direction	Healthy Foods The effect of exercise on our bodies Gross motor movement- scooters and bikes Races and Games – Wider range of equipment		Gross motor movement- Climbing and balancing Safety on climbing equipment in playground e.g. wobble bridge etc The effect of exercise on our bodies Healthy Body and healthy mind	
<b>Jigsaw/PSHE/SMSC</b> 	Being me in my world New routines and making friends Leaving parent/carer and gaining confidence.	Celebrating Differences Making new friends and joining in with activities	Dreams and Goals		Healthy me	Relationships		Changing me Transition into F2	
<b>British Values</b>	Mutual Respect	Rule of law	Celebration and tolerance of different faiths and beliefs		Democracy	Individual Liberty		Individual Liberty	
<b>Enrichment activities</b>	Walk to look at the shape, range of local buildings.	Woodland Walk	Circus Skills – ‘Circusology’ school visit		Visiting sports coaches – Try a new activity, develop a new skill	Farm visit		F1 ‘Splash Day’ - Mini sports challenges!	