




Black Horse Hill Infant School Long Term Plan Foundation 1 2021-2022

Topic/Theme Maestro	Once Upon a Time	Sparkle and Shine	Dangerous Dinosaurs	March	Puddles and Rainbows	Shadows and Reflections	June	Splash!	July
	Language rich project supporting a love of stories and reading	Teaches children about the celebrations and customs which take place in the Winter months, both in the UK and around the world	Teaches about different creatures that roamed the earth thousands of years ago and how they are relate to animals that roam the earth today.		Teaches about the weather that happens during Spring. Looks at natural phenomena including rainbows.	Teaches children about natural phenomena, including how shadows change size during the day. Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.		Teaches children about floating and sinking, freezing and melting, and why it is important to stay hydrated during the day.	
Half Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2	
English	<p>Book Focus 'Where's Spot?' Eric Hill 'Dear Zoo' Rod Campbell 'The Train Ride' June Crebbin 'Goldilocks and The Three Bears' *The Ghanaian Goldilocks' 'Jack and the Beanstalk' 'The Three Little Pigs' 'The Three Billy Goats Gruff' 'The Gingerbread Man' Join in with repetitive text.</p> <p>Writing Distinguishing between the different marks they make. Wide range of large scale mark-making</p>	<p>Book Focus 'Stick Man' Julia Donaldson 'How to catch a star' Oliver Jeffers 'Room on the Broom' Julia Donaldson 'Bear stays up for Christmas' Karma Wilson 'You Choose' Nick Sharratt 'Owl Babies' Martin Waddell 'Room on the Broom' Julia Donaldson 'Lazy Ozzie' Michael Coleman</p> <p>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.</p>	<p>Book Focus 'Dinosaur Roar!' Henrietta and Paul Stickland 'Dear Dinosaur 'Chae Strathie 'Crunch, munch dinosaur lunch' Paul Bright & Michael Terry 'Dinosaurs in the supermarket' Timothy Knapman 'Am I yours?' Alex Latimer 'Bones, bones, dinosaur bones' Byron Barton</p> <p>Writing Giving meaning to marks. Beginning to write own name</p>	World book Day	<p>Book Focus 'Spring' themed books Author study Julia Donaldson 'The Gruffalo' Julia Donaldson 'Elmer' David McGee 'Colour Monster' Anna Llenas 'The Rainbow Fish' Marcus Pfister 'Stuck in the mud' Garry Parsons & Jane Clarke</p> <p>Enjoying a range of books Non-fiction books</p> <p>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.</p>	<p>Book Focus 'Day Monkey, night monkey' Julia Donaldson 'Princess Mirror-Belle' Julia Donaldson 'Going on a Bear Hunt' Michael Rosen 'How to Choose a Pet' (non-fiction) 'Monkey Puzzle' Julia Donaldson 'The Great Pet Sale' by Mick Inkpen</p> <p>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.</p>	<p>Healthy Body, Healthy Mind Week Queen's Jubilee</p>	<p>Book Focus 'Mr Archimedes' Bath Pamela Allen 'The Pig in the Pond' Martin Waddell 'How Billy Duck Learned to Swim' Marin Waddell 'Titch' Pat Hutchins 'Five minutes Peace' Jill Murphy</p> <p>CVC words from text to read match and copy.</p> <p>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.</p>	Coast to Country Environment Project



Communication and Language	Listens to stories and rhymes for a short time. Follows simple instructions with support.	Understand and responds to 'why' questions e.g. 'Why did the caterpillar get so fat?' Developing a wider vocabulary.	Can pay attention to more than one thing at a time, which can be difficult. Developing a wider vocabulary.		Understand a question or instruction that has two parts, such as "Get your coat and wait by the door". Developing a wider vocabulary.	Uses talk to organise their play. Can start a conversation and continue it for many turns. Developing a wider vocabulary.		Is able to express a point of view using words as well as actions. Uses a wide and varied vocabulary.	
Phonics	Phase 1 Environmental Sound discrimination Nursery Rhymes	Phase 1 Instrumental Sounds Initial sound of children's names Autumn Rhymes	Phase 1 Rhyming and rhythmic activities. Finger Rhymes		Phase 1 Continuing a rhyming string	Phase 1 Hearing and saying initial sounds in words		Phase 1 Blending and Segmenting	
Maths	Uses numbers spontaneously in play Counting Rhymes Subitising to 3 Reciting numbers past 5 Sorting and classifying objects Language of quantities, such as 'more than' and 'fewer than'. 2D Shapes in the environment. Vocabulary Numbers, counting, count up/on/to/back/from, before, after, sort, compare, group, size, same, different more, a lot, holds, container, full, empty, shape, sort, flat, curved, corner, side, make, build	Say 1 number for each item in order to 5. Subitising to 3 Reciting numbers Link numerals and amounts compare objects (size, length, weight, capacity) Selecting appropriate shapes in construction Identify patterns and use informal language eg. Spotty, blobs Extend and create ABAB patterns Shapes of everyday objects, Positional language. Describe a familiar route Vocabulary Numbers, count, match, same, different, size, colour, pattern, shape, sort, flat, curved, corner, side, make, build, circle, square, triangle, rectangle, Over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, in front, behind, front, back before, after, beside, next to, middle	Counting actions e.g. claps or jumps. Subitising to 3 Show finger numbers up to 5. Simple real world practical maths problems up to 5. Separates a group of objects/toys in different ways, recognises that the total is still the same. Experiment with own symbols, marks and numerals Similarities of shapes in the environment Vocabulary Numbers, count, more, less, fewer, groups, same, different, total, altogether, represent, draw, shapes,		Subitising to 3 Knows that last number reached identifies how many objects are in a set. (cardinal principle) Matches numeral and quantity Counts out up to six objects from a larger group. Counts an irregular arrangement of objects. Talk about and explore 2D shapes, and mathematical terms to describe shapes Vocabulary Numbers, count, more, less, fewer, groups, same, different, total, altogether, how many? set, square, rectangle, triangle, circle, flat, straight, side, corner, equal, longer, shorter,	Identifies numerals 1 to 5 and beginning to use marks to represent numbers. Subitising to 3 Finds one more or one less from a group of up to five objects. In practical activities, use the vocabulary involved in adding. Talk about and explore 3D shapes and use mathematical terms to describe them. Describe a sequence of events using words such as first, then Vocabulary Count, number, represent, one more, add, more, greater, total, altogether, makes, cone, cube, cuboid, sphere, cylinder, flat, curved, face		Selects the correct numeral to represent 1 to 5 Subitising to 3 Compare quantities using language more than and fewer than 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 shape Extend and create ABAB patterns Notice and correct an error in a repeating pattern. Vocabulary Count, number, represent, one more, one less, add, more, group, greater, total, altogether, makes, take away, subtract, less, fewer, count on, count back, cone, cube, cuboid, sphere, cylinder, flat, curved, face	



PD	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
Jigsaw/PSHE/SMSC 	Self-regulation; Managing self; Building relationships Being me in my world New routines and making friends Leaving parent/carer and gaining confidence. SMSC 'It's ok to be different' The Ghanaian Goldilocks' 'Once upon a world Cinderella' 'The Smartest Giant in Town'	Self-regulation; Managing self; Building relationships Celebrating Differences Making new friends and joining in with activities SMSC 'Giraffe's Can't Dance' Giles Andreae 'My Friend Jamal' Anna McQuinn	Self-regulation; Managing self; Building relationships Dreams and Goals Challenge – never giving up! Feeling proud when a goal is achieved SMSC 'The Owl who was afraid of the dark' Jill Tomlinson		Healthy me Naming parts of the body, things we need to do to stay healthy, importance of sleep, washing hands, say NO to strangers! SMSC 'What are Germs' Usborne 'Under My Hijab' Hena Khan	Relationships Families, making friends, managing feelings, working together SMSC 'My Two Garandad's Floella Benjamin 'My Family' Shelia Kincade		Changing me Respect for myself and others, healthy foods, growing and changing, feelings about moving classes, remembering fun things about being in F1. Transition into F2
Understanding of the World	Past and present; The natural world Notice detailed features of their environment. Explore constructions in our school environment. Houses from long ago Harvest Festival 16th Oct– World Food Day	People culture and communities; The natural world The First Christmas 5 th Nov. Bonfire Night 11 th Nov – Remembrance Day 14 th – Diwali 16 th Road Safety Week	Dinosaurs that lived a long time ago. Animals that are related to dinosaurs which are alive now. Seasonal Change - Winter New beginnings - new year's resolutions Chinese New Year 25th Feb– Pancake Day		Colours in the rainbow When do you see a rainbow and why? Animals and their young Planting and growing Seasonal Change – Spring Rainy day clothes Easter Celebrations Weather- create a simple weather station	What is a shadow? Can you make a shadow? Where do you see a reflection? Growing Why do plants need the sun? 6th May– Deaf Awareness Week		Seasonal Change – Summer Floating and sinking Staying hydrated Why do we need water? How do we enjoy water? The local area- where we live *West Kirby



						21st – World Day for Cultural Diversity 23rd – Eid			
Music (EAD)	Nursery Rhymes Genre –Introduce of music e.g. pop, jazz, folk, classical Describes music, e.g. “scary music, angry music, happy music”. Sounds in the environment e.g. sound of cars, running water. Experimenting with different instruments	Nursery Rhymes and songs Sing-up Experimenting with different instruments Games – Matching sounds to instruments Encourage children to use language to describe sounds and music.	Sing up Simple rhythms – Link to feelings and movements Copy-cat games Play sound-matching games. Pictures of instruments, bands, groups etc. ☐		Sing-up Variety of genre talking about favourite sounds, songs and music. Improvised instruments Responding to music at specific times, e.g. shake your hands when you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!	Sing-up Variety of genre talking about favourite sounds, songs and music. Responding to music at specific times, e.g. shake your hands when you hear the loud part. Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!		Sing-up Introduce a wider range of instruments Variety of genre talking about favourite sounds, songs and music. Using devices e.g. iPad to record music made by the children.	
Expressive Arts and Design	Colour mixing Design bridges using a range of materials. Design a trap to catch a wolf. Design a vehicle to help the pigs to escape! 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 Printing	Drawing sequences Self Portraits Start with a circle – what can you paint? Foot and hand prints Make tracks in the clay/dough Colour mixing Investigating textures through collage		Engage in imaginary Role play based on experience. Introduce a storyline or narrative. Box sculpture Bubble printing Cloud painting	Graffiti Art - Spray painting Colour mixing Observational drawing Shadow drawing Colour mixing – lighter/darker		Paints and collage water pictures Fish and other sea creatures Bubble printing Colour mixing lighter/dark	
Computing / Technology UW	Purple Mash	Purple Mash	Purple Mash		Purple Mash	Purple Mash		Purple Mash	
British Values	Picture News mutual respect	Picture News mutual respect	Picture News Rules of our school		Picture News democracy	Picture News democracy		Picture News individual liberty	
Enrichment activities	Exploring our school environment and grounds	Woodland Walk	Circus Skills – ‘Circusology’ school visit		Going on a bear hunt sensory walk.	Farm visit		A trip to the beach! Set up a beach outside with a rock pool, sand, and shells.	