**Black Horse Hill Infant School Long Term Plan Foundation 2**

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| Topic/Theme**Maestro** | **Me and My Community**  | **Exploring Autumn** | **Winter Wonderland****Long Ago** |  | **Starry Night****Signs of Spring** | **Big Wide World** |  | **Sunshine and Sunflowers** |  |
| Half Term | Autumn 1 | Autumn 2 | Spring 1 |  | Spring 2 | Summer 1 | **June** | Summer 2 | **July** |
| Englishhttps://tse1.mm.bing.net/th?id=OIP.bUm9HL-naT-2mywnSkivbAHaFP&pid=Api&P=0&w=245&h=175 |  A Finding StoryRecount | A Finding StoryInformation: Poster | A Superhero StoryInformation: A Letter |  | A Traditional TaleInstructions | A Friendship StoryPoetry | **Healthy Body, Healthy Mind Week** |  A Transformational StoryInstructions | **Coast to Country Environment Project** |
| Phonics |  Phase 2 GPCs s a t p i n m d g o c k  ck e u r  h b f lTricky words- is, the I | Phase 2 GPCsf ll ss j as v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words- we me be and has his her go no to into she he of | Phase 3 GPCsai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff  longer words Tricky words-was you they my by all are sure pure |  | Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air Review all tricky words taught so farand secure spelling, words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s in the middle /z/ s words ending –s words with –es at end /z/ | short vowels CVCC CCVC,short vowels CCVCC CCCVC CCCVCC, longer words, compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words- out today said so have like some come love do words were here little says there when what one |  | long vowel sounds CVCC CCVC CCCVC CCV CCVCC Review all tricky words taught so far and secure spellingPhase4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es, longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/5 root word ending in: –er, –est longer words |  |
| Maths | Pupils will build on previous experiences ofnumber from their home and nurseryenvironments, and further develop their subitising, compositionand counting skills.  | They will explore thecomposition of numbers within 5. They will beginto compare sets of objects and use the languageof comparison.Pattern, shape | Pupils will continue to develop their subitisingand counting skills and explore the compositionof numbers within and beyond 5.. |  | They willbegin to identify when two sets are equal orunequal and connect two equal groups todoubles. They will begin to connect quantities tonumerals | Pupils will consolidate their counting skills,counting to larger numbers and developing awider range of counting strategies.  |  | They willsecure knowledge of number facts throughvaried practice. |  |
| PD | Revise and refine fundamental Skills- rolling, crawling, jumping, walking, running, hopping, skipping, climbing.Develop overall body strengthDevelop fine motor skills | Fundamental SkillsExplore and develop the following skills individually, with a partner and as part of a small group: agility, balance, coordination, throwing, catching, jumping and kicking | GymnasticsExploring and developing skills, actions and movements in the following areas: travelling, jumping, balancing, rocking and rolling. |  | GymnasticsExploring and developing skills, actions and movements in the following areas: travelling, jumping, balancing, rocking and rolling. | Dance ActivitiesThemed activities linked to the development of controlled movements and actions with changes in speed and direction. |  | Dance ActivitiesThemed activities linked to the development of controlled movements and actions with changes in speed and direction.Sports Day |  |
| Jigsaw/PSED/SMSC | Being me in my world (Jigsaw) | Celebrating Differences (Jigsaw)  | Dreams and Goals (Jigsaw)  |  | Healthy me(Jigsaw) sleep | Relationships (Jigsaw) Staying safe in the sun |  | Changing me (Jigsaw) |  |
| Understanding the World (Past and Present) | Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, |  |  Arctic explorers from the pastChanges from being a baby. Life in the past Beatrix Potter |  | Famous astronauts Understand the past through settings, characters and events encountered in books read in class and storytelling. |   |  | Climate change and pollution |  |
| Understanding the World People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Learn about the people that form our community e.g school, emergency services | HarvestChristianity- marriage, ChristmasDiwali | Compare life in our country with the life in other countries. Christianity- The BibleMothering Sunday |  | Famous astronautsBeatrix PotterEasterBaptismHoli | Islam- Eid  |  | Learn about the global community to which they belong and explore how living things, communities and climates differ around the world. |  |
| Understanding the WorldThe Natural World |  | Seasonal changes (autumn), weather, making observations, caring for the environment | Natural changes that occur in winter, explore places that have snow all year round and the animals that live there |  | Nocturnal animals, space and the night skySeasonal changes (spring) | Caring for plants and animals in the local environment |  | Explore how living things and climates differ around the world.Seasonal changes (summer) |  |
| Communication and Language |  Listen attentively, make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | Participate in group discussions, learn and use new vocabulary | Articulate ideas in well-formed sentences, engage in non –fiction books, describe events in detail |  | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | Follow 2 part instructions, ask and answer questions, Children express themselves effectively, showing awareness of listeners’ needs |  | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |  |
| Music (EAD)  | Explore making sound with voices and percussion instruments to create different feelings and moods. • Make up new words and actions about different emotions and feelings. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions | Begin to use musical terms (louder/quieter, faster/ slower, higher/lower). Sing a tune with ‘stepping’ and ‘leaping’ notes. • Play a steady beat on percussion instruments. | Explore the range and capabilities of voices throughvocal play.• Develop a sense of beat by performing actions tomusic.• Develop ‘active’ listening skills by recognising the‘cuckoo call’ in a piece of music. (so-mi).• Enjoy moving freely and expressively to music |  | Listen to music and show the beat with actions.• Sing an action song with changes in speed.Make up new lyrics and accompanying actions.• Sing and play a rising and falling melody, followingthe shape with voices and on tuned percussion.• Use appropriate hand actions to mark a changingpitch.• Listen to a piece of classical music and respondthrough dance. | Develop a song by composing new words and addingmovements and props.• Sing a song using a call-and-response structure.• Play a call-and-response phrase comprising a shortstepping tune (C-D-E) and sea effects on percussioninstruments.• Listen to a range of sea-related pieces of music andrespond with movementDevelop listening skills, identifying dynamics (forte, piano,crescendo, and diminuendo) across a range of differentmusical styles |  | Compose a three-beat body percussion pattern andperform it to a steady beat.• Sing a melody in waltz time and perform the actions.• Play a range of percussion instruments Invent and perform actions for new verses.• Sing a song while performing a sequence of dance steps.• Play a two-note accompaniment, marking the pulse ontuned or untuned percussion.• Listen to examples of other folk songs from North America. |  |
| Expressive Arts and Design | Take part in simple pretend play. Make imaginative and complex small worlds. Develop their own ideas and decide which materials to use to express themDrawing, painting, colour mixing, junk modelling | Return to and build on previous learning, refining ideas.Use and refine artistic effects. Using tools and equipment | Create collaboratively, sharing ideas, resources and skills  |  | Drawing with care and accuracy | Exploring artwork made by great artists |  | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |  |
| Enrichment activities | Visit from people who work in the local communityWalk to local church | Autumn huntVisit from Hedgehog rescue Nativity performance for parentsDiwali celebrationBaking for CINMaking vegetable soupRocksteady concert | Winter walk |  | Rocksteady Concert | Summer assembly for parents |  | Trip to Chester Zoo Rocksteady Concert |  |