

# ACORN CLASS – LONG TERM PLANNING 2025/2026

Autumn 2 2025	Special days/Into the Woods	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to re-tell a story.</li> <li>Develop their pronunciation of longer words</li> <li>Use longer sentences of four to six words.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<p><b>Carpet time/circle time sessions</b></p> <p><b>Daily storytime and singing</b></p> <p><b>Sharing home news</b></p> <p><b>Learning to play in the areas (indoors and outdoors) communicating with others</b></p> <p><b>Following instructions – playing games such as 'Simon says'</b></p> <p><b>Practise learning new words ('Wow' words)</b></p> <p><b>Talking about stories we have read and re-telling them in different ways, e.g. role play, puppets, sequence pictures</b></p> <p><b>Learn songs for Christmas concert!</b></p>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them</li> <li>Develop their sense of responsibility and membership of a community</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly.</li> </ul>	<p><b>Continue to reinforce and refer back to our class rules throughout the term.</b></p> <p><b>Talk to adults and peers confidently</b></p> <p><b>Talk to unfamiliar adults with growing confidence, e.g. visitors, members of the local community (Preeshenlle Church/Old Vicarage Nursing Home)</b></p> <p><b>Talking about feelings: their own and those of others</b></p> <p><b>Learn to play on their own and with others in the areas, making own choices with growing independence.</b></p> <p><b>Learn to share and take turns</b></p> <p><b>Talk with others with support about problems encountered in play</b></p> <p><b>Mix with older children (playtimes with Willow and Christmas concert practice with R/Y1/Y2)</b></p> <p><b>Use the toilet independently, wash hands, hang coat on peg</b></p>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<p><b>Practise using bikes, scooters, balls etc</b></p> <p><b>Practise using steps daily (to access outdoor area)</b></p> <p><b>Practise using small games equipment: hoops, beanbags, balls</b></p>

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	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Match their developing physical skills to tasks and activities in the setting, e.g. decide whether to crawl, walk or run across a plank</li> <li>• Collaborate with others to manage large items, such as moving planks/boxes</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<p><b>Use large construction kit/stepping stones to build and complete obstacle courses. Use dance ribbons to create large movements outdoors and in PE sessions, e.g. to be fireworks</b></p> <p><b>Ongoing regular use of 'Squiggle Whilst You Wiggle' (to develop gross motor skills) and Dough Disco (to develop fine motor skills)</b></p> <p><b>Work on pencil grip and practise using scissors to snip</b></p> <p><b>Practise dressing and undressing – shoes, coats, wellies, all-in-one suits</b></p>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Understand some of the key concepts about print:             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Write some or all of their name</li> </ul>	<p><b>Recognise and begin to write their names</b></p> <p><b>Clap out syllables in their names and other common words</b></p> <p><b>Explore alliteration orally</b></p> <p><b>Join in with rhyming words and begin to develop understanding of rhyme.</b></p> <p><b>Discuss stories and new vocabulary encountered</b></p> <p><b>Texts to include:</b></p> <p><b>Five Little Fireworks, Ava's Poppy, Poppies, Poppies Everywhere</b></p> <p><b>Owl Babies,</b></p> <p><b>The Smartest Giant in Town</b></p> <p><b>Stick Man, The Gruffalo</b></p> <p><b>The Christmas Story</b></p>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	
<p><b>Expressive Arts &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</li> </ul>	<p><b>Continue to learn/sing lots of counting and action rhymes and nursery rhymes</b></p> <p><b>Learn new songs for Christmas, including for</b></p>

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	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><b>nativity! Add instruments!</b></p> <p><b>Play and create own small worlds and artwork in the areas</b></p> <p><b>Use different materials, media and techniques to create artwork, e.g. pastels, paints, collage printing (e.g. Christmas, fireworks, poppies, owls)</b></p> <p><b>Make natural art pieces, e.g. stick men</b></p> <p><b>Make Christmas cards, decorations and calendars</b></p>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore how things work</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about the differences between materials and changes they notice</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>	<p><b>Investigating light and dark</b></p> <p><b>Exploring and sorting materials and their properties</b></p> <p><b>Observing how materials change when heated/cooked (link to cooking activities)</b></p> <p><b>Forest School: exploration of nature using senses, make burd feeders, using natural resources to create art</b></p>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Dress up/act out scenes from stories, celebrations or festivals</li> <li>• Make and eat festival food</li> <li>• Talk and listen to each other</li> <li>• Hear and discuss stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination</li> <li>• Explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books</li> <li>• Look at pictures, books and videos of places of worship and celebrations</li> <li>• Start to use religious vocabulary and listen to religious music</li> <li>• Talk about the different ways in which people believe and behave, and encourage children to ask questions</li> </ul>	<p><b>Explore the festivals/ celebrations of Remembrance Day, Bonfire Night and Christmas through songs creative play, cookery, role play, dance, drama</b></p> <p><b>Read and act out the story of Christmas.</b></p> <p><b>Read and discuss a range of stories/fables with morals and messages.</b></p>