

# WILLOW CLASS – LONG TERM PLANNING 2025/2026

Autumn 1 Sep/ Oct	Marvellous Me!	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
<b>Communication &amp; Language</b>	<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>	<p>Daily Story time Routines/ Class Rules Listening and Attention Understanding Speaking Circle times Continuous provision Weekly Poem</p>
<b>Personal, Social &amp; Emotional Development</b>	<p><b>Becoming Me</b> Is becoming confident and self assured. Enjoys dramatic play. Can cope with delays in having needs met. Demonstrates persistence and some emotional control. Is able to identify basic character virtues and opportunities to use them. Identifies basic feelings and some strategies to manage them. Follows basic hygiene rules.</p>	<p>Getting to know each other. Talking about myself – photos from home. Routines/ Rules Sharing favourite toy from home. – Dogger. Talking about my home. – sharing photos of home and family</p> <p>Peace Out</p>
	<p><b>Becoming a Friend</b> Is sociable and enjoys silly talk. May have a best friend. Plays with a group. Has a stable self-concept. Is beginning to identify what makes them special.</p>	
	<p><b>Becoming a Citizen</b> Helps to create rules. Takes notice of roles performed by members of their family outside the home. Can describe what they like and don't like about their environment.</p>	
<b>Physical Development</b>	<p><b>Gross Motor</b> Climbs on play equipment. Walks up and down stairs, with one foot on each step. Can use a balance bike. Can hop and march. Uses a variety of different playground equipment.</p>	<p><b>Specifics</b> Independent skills focus – dressed, undressed, coats, zips. Meeting own care needs, hygiene. Dough Disco</p> <p><b>Ongoing</b> Cosmic Kids Yoga Fine motor – dough disco, pencil control Gross Motor</p> <p><b>PE Hub – Body Management Unit 1</b></p> <p>Drawing myself, self portrait and body. Drawing my home. Drawing my family</p>
	<p><b>PE Hub</b> To balance beanbags To move through hoops in different ways To reach and stretch to get equipment To make bridges and tunnels with their bodies To travel over and under apparatus To make shapes with our bodies</p>	
	<p><b>Fine Motor</b> Threads small beads onto a lace. Builds a tower of ten or more bricks. Can build with other construction toys. Draws a house. Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers.</p>	
<b>Literacy</b>	<p><b>Reading</b> Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message. Understands that print is read left to right and top to bottom. Makes attempts to read and write.</p>	<p><b>Various texts and weekly poem, to include...</b> <i>Dogger</i> <i>Colour Monster</i> <i>Rosie's Walk</i> <b>Traditional Tale Link:</b> <i>The little Red Hen</i> <i>Mr Gumpy's Outing</i> <i>Mrs Armitage bike</i></p>

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	<p>Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters.</p>	<p><b>Phonics – Join KS1 Phonics where appropriate, SJ, majority set 1</b></p> <p>Weekly Poem</p> <p><b>EYFS Baseline Assessment</b></p>
	<p><b>Writing</b> Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. May start to draw pictures and label them using letters or letter-like marks.</p>	<p>Writing own name Labels/ Captions – linked to photos of family home. Self portraits and family portraits. – labels Drawing home</p>
<b>Mathematics</b>	<b>Getting to know you/ Baseline</b>	
	<p><b>Match Sort Compare</b> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><b>Measure/ Patterns</b> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	
<b>Expressive Arts &amp; Design</b>	<p><b>Cultural Awareness – Visual Arts</b> Explores colour and colour mixing. Is beginning to use painting and drawing to represent actions and objects. Is beginning to use art to demonstrate feelings. Uses tools for a purpose</p>	<p>Self Portraits – 1x start of each half term. Family portraits Portraits of our favourite things/ toys – link to Dogger. Drawing of home Continuous Provision</p>
	<p><b>Cultural Awareness – Playing</b> Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'</p>	
	<p><b>Cultural Awareness – Music</b> Can sing a whole song with others. Enjoys changing words in a song.</p>	
<b>Understanding the World</b>	<p><b>History</b> Organises images from a story into a plausible chronological order. Knows that children grow and change with the passage of time. Joins in and talks about family customs and routines. Talks about significant events from their own experience.</p>	<p>School Routines My history so far Family/ Relationships</p> <p>Forest School Local Area/ study</p>
	<p><b>Geography</b> Gives details about where they live, e.g. city, town or village name, street name. Uses some geographical vocabulary to describe their local environment. Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants. Can interpret a simple map of the classroom.</p>	

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<b>Forest School</b>	<p><b>Science Ecology</b> Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen. Can talk about how being outside makes them feel. Knows that plants and animals need water and animals need food. Knows we need to take care of materials, e.g. putting things away properly.</p>	Forest School rules Mapping, Forest School
	<p><b>Understanding the World Science</b> Explores the natural world, using their five senses. Describes the impact of weather and seasons on their daily life. Names and describes familiar plants and animals. Is beginning to talk about why things happen. Predicts what might happen and explains why.</p>	
	<p><b>Physical Development – Strength</b> Picks up a tyre and pushes it along the floor.</p>	
<b>RE</b>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	SACRE F1 – Why is the word “God” so important to Christians?
<b>Computing</b>	<p>Learn new vocabulary. Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Knowing and using correct language for parts of the body. Different stages of own growth. Follow instructions to combine different movements.</p>	Barefoot Scheme Busy Bodies Parts of the Body Make A Body Look how We Grow Movement Algorithms