

WILLOW CLASS – LONG TERM PLANNING 2025/2026

| Autumn 2 Nov/ Dec | Once upon a time in the woods... Autumnal changes | |
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| | STEAM LEARNING | |
| | Key skills this term | Suggested Focuses |
| Communication & Language | <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>Carpet sessions Listening and Attention Understanding Speaking Circle Times News Christmas Play</p> |
| Personal, Social & Emotional Development | <p>Becoming Me 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>Carpet sessions Listening and Attention Understanding Speaking Circle Times News Christmas Play</p> |
| | <p>Becoming a Friend 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>Becoming a Citizen Helps to create rules. Can describe what they like and don't like about their environment. Follows negotiated rules and uses strategies to manage non-compliance.</p> | |
| Physical Development | <p>Gross Motor Climbs on play equipment. Walks up and down stairs, with one foot on each step. Claps in time to music. Can catch, kick, throw and bounce a ball. Can use a balance bike. Can hop and march. Uses a variety of different playground equipment.</p> | <p>Specifics Independent skills focus – dressed, undressed, coats, zips. Meeting own care needs, hygiene. Dough Disco</p> <p>Ongoing Cosmic Kids Yoga Fine motor – dough disco, pencil control Gross Motor</p> <p>PE Hub – Body Management Unit 2</p> |
| | <p>PE Hub To perform rolls. To show some body control. To perform different jumps. To jump using apparatus. To travel across apparatus. To work as part of a team.</p> | |
| | <p>Fine Motor 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> | |

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| Literacy | <p>Reading 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. 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>Can blend simple CVC words</p> | <p>Phonics – Set 1, segmenting blending</p> <p>Class read: <i>Gruffalo (Gruffalos Child)</i> – not focus, incidental/ end of day Bonfire Night Owl Babies Roleplay – Autumn corner/ Gruffalo den/ wood <i>Introduction of non fiction texts.</i> Stick Man Christmas/ December Story maps, own story writing, characters, letter writing, owl fact sheets.</p> <p>Traditional Tale Link: Little Red Riding Hood</p> <p>Writing own name Labels/ Captions – linked to photos</p> <p>Christmas cards.</p> |
| | <p>Writing 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>Knows the sounds letters make and is beginning to spell words based on how they sound.</p> | |
| Mathematics | <p>It's me 1 2 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> | |
| | <p>Circles & Triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position</p> | |
| | <p>1, 2, 3, 4, 5 Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1 - 5</p> | |
| | <p>Shapes with 4 sides Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night</p> | |
| Expressive Arts & Design | <p>Cultural Awareness – Visual Arts 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>Owl collage – leaves. Stick Men</p> <p>Change role play/ small world corner – link to seasonal changes.</p> <p>Christmas Play</p> <p>Bonfire Night, fireworks pics/ chalk/ glitter</p> |
| | <p>Cultural Awareness – Playing 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.</p> | |

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| | Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.' | |
| | <p>Cultural Awareness – Music Describes the quality of a sound as, e.g. loud, quiet, long, short. Can sing a whole song with others. Enjoys changing words in a song. Can clap in rhythm. Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.</p> | |
| Understanding the World | <p>History Sequences and retells stories. Knows that they and the world around them changes with the passage of time.</p> | Seasonal change – Autumn/ Winter Forest School |
| | <p>Geography Uses some geographical vocabulary to describe their local environment. Can interpret a simple map of the classroom. Can interpret an aerial view of a well known story.</p> | Bonfire Night Christmas Remembrance Day BAREFOOT COMPUTING SCHEME – Awesome Autumn Forest School – Autumn Garlands, Natural Printing, Leaf maze, Process of making a <i>Christingle/ bird seed feeder/ stick man...</i> |

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| Forest School | <p>Science Ecology 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 Forest School – Autumn Garlands, Natural Printing, Leaf maze, Process of making a <i>Christingle/ bird seed feeder/ stick man...</i> |
| | <p>Understanding the World Science 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> | BAREFOOT COMPUTING SCHEME – Awesome Autumn |
| | <p>Physical Development – Strength Picks up a tyre and pushes it along the floor.</p> | |
| RE | <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. | Diwali Remembrance Day Christmas SACRE Unit – F2 – Why is Christmas special for Christians? |
| Computing | BAREFOOT COMPUTING SCHEME – Awesome Autumn | Forest School – Autumn Garlands, Natural Printing, Leaf maze, Process of making a <i>Christingle/ bird seed feeder/ stick man...</i> |