

# ACORN CLASS – LONG TERM PLANNING 2025/2026

Spring 1	Once Upon A Time (1,2, 3)	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Enjoy listening to stories and can remember much of what happens.</li> <li>Can sing many rhymes and songs</li> <li>Use sentences of around 4–6 words.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Asks lots of questions.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Can talk about familiar books and tell a long story.</li> <li>Develop their communication and pronunciation of sounds</li> <li>Speaks differently in different contexts (apparent in imaginative play).</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> <li>Talk to themselves when playing</li> </ul>	<p><b>Talking about the stories we have read (especially the traditional stories) and re-telling them in different ways, e.g. role play, puppets, sequence pictures, oral re-telling with story map and actions (Pie Corbett)</b></p> <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>
<b>Personal, Social &amp; Emotional Development</b>	<p><b>Becoming me:</b></p> <ul style="list-style-type: none"> <li>Begin to use language to express themselves.</li> <li>Begin to use appropriate behaviour for different settings, e.g. indoor voices.</li> <li>Can name some basic feelings, e.g. happy, sad, angry and scared.</li> <li>Can identify basic character virtues, e.g. kindness.</li> <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>Be increasingly independent in meeting their own care needs, e.g. uses the toilet independently, washes/dries hands thoroughly</li> </ul> <p><b>Becoming a friend:</b></p> <ul style="list-style-type: none"> <li>Takes turns and shares</li> <li>Talk with others to solve conflicts</li> <li>Enjoys make-believe play.</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>Understand gradually how others might be feeling</li> </ul> <p><b>Becoming a citizen:</b></p> <ul style="list-style-type: none"> <li>Help to create rules.</li> <li>Develop a sense of responsibility and membership of a community</li> </ul>	<p><b>Learn to share and take turns</b></p> <p><b>Re-read ‘The Colour Monster’</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)</b></p> <p><b>Use the toilet independently, wash hands, hang coat on peg</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</b></p> <p><b>Talking about feelings: their own and those of others (circle time)</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>Continue to reinforce and refer back to our class rules throughout the term.</b></p> <p><b>Re-visit the Old Vicarage Care home to build relationships with local community</b></p>
<b>Physical Development</b>	<p><b>Strength:</b></p> <ul style="list-style-type: none"> <li>Takes weight on hands and knees, tummy down, like a table.</li> </ul>	<p><b>PE sessions in the hall: practise balancing, moving to music, using balls /balloons.</b></p>

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	<ul style="list-style-type: none"> <li>• Can lift up one foot or hand at a time.</li> <li>• Stands on a floor marker on two feet, bends down and picks up an object from the floor.</li> <li>• Can push a tyre along the ground.</li> <li>• Jumps with two feet along a line of floor markers.</li> <li>• Passes a ball/balloon from hands to feet and back again while lying on back.</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>• Can walk backwards and sideways.</li> <li>• Shows good spatial awareness.</li> <li>• Walks up stairs, putting one foot on each step.</li> <li>• Can jump on two feet.</li> <li>• Pedals a tricycle.</li> <li>• Can catch a ball/balloon.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>• Holds a pencil with fingers in proper position.</li> <li>• Paints with a crayon or brush</li> <li>• Cuts/snips with scissors but not always in a straight line.</li> <li>• Can thread large beads onto a lace.</li> <li>• Builds a tower with six or more blocks.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<p><b>Practise using bikes, scooters, balls etc</b>  <b>Practise using steps daily (to access outdoor area)</b>  <b>Practise using small games equipment: hoops, beanbags, balls.</b>  <b>Complete a 'tyre roll relay' race.</b>  <b>Use large construction kit/stepping stones/tyres to build and complete obstacle courses.</b>  <b>Use dance ribbons to create large movements outdoors and in PE sessions</b></p> <p><b>Ongoing regular use of 'Squiggle Whilst You Wiggle' (gross motor skills) and Dough Disco (fine motor skills)</b></p> <p><b>Focused 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>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Listens to stories</li> <li>• Pretends to read books.</li> <li>• Understands how books should be handled.</li> <li>• Understands print has meaning</li> <li>• Names some objects in a book.</li> <li>• Talks about characters in books.</li> <li>• Begin to name the different parts of a book</li> <li>• Is able to fill in gaps in familiar books.</li> <li>• Asks adults to read or write with them.</li> <li>• Begins to pay attention to specific print such as the first letters of their names.</li> <li>• Develop phonological awareness, e.g. spot rhymes, clap syllables in a word, recognise words with the same initial sound</li> <li>• Begin to learn some phonics sounds</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Enjoys writing and mark-making on different surfaces, e.g. paper, screens, in sand and with shaving foam.</li> <li>• Can distinguish between the different marks they make.</li> <li>• Draws wavy lines across the page that look like lines of text from a book.</li> <li>• Is beginning to make some letter-like forms.</li> </ul>	<p><b>Recognise and begin to write their names</b>  <b>Clap out syllables in their names and other common words</b>  <b>Explore alliteration orally</b>  <b>Join in with rhyming words and begin to develop understanding of rhyme.</b>  <b>Begin to learn Set 1 sounds (Read Write Inc) and practise letter formation in different sensory ways, e.g. shaving foam, glitter, sand.</b></p> <p><b>Discuss stories and new vocabulary encountered</b></p> <p><b>Texts to include:</b>  <b>The Three Little Pigs, Goldilocks and the three bears, The Three Billy Goats Gruff</b>  <b>Also, revisit some 'All About Me' stories (Colour Monster, Giraffes can't dance, Elmer)</b></p>

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	<ul style="list-style-type: none"> <li>• Makes marks on their pictures to represent their name.</li> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>	
<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 ('cardinal principle').</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>• 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>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</li> </ul>	
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Cultural Awareness – Visual Art</b></p> <ul style="list-style-type: none"> <li>• Identifies artworks that appeal to them.</li> <li>• Enjoys experimenting with colour/colour mixing in a variety of ways.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing detail, e.g. representing a face with a circle and including details.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Join different materials and explore different textures.</li> </ul> <p><b>Cultural Awareness – Music</b></p> <ul style="list-style-type: none"> <li>• Sings entire songs with others.</li> <li>• Sings short phrases of a song in tune.</li> <li>• Describes music as, e.g. happy, scary, calm.</li> <li>• Demonstrates rhythm with body movements that might be in time to music.</li> <li>• Enjoys playing a wide range of rhythm instruments with increasing control.</li> <li>• Moves in response to rhythm.</li> </ul> <p><b>Cultural Awareness – Dance</b></p> <ul style="list-style-type: none"> <li>• Begin to experiment with moving in different ways.</li> <li>• Move in response to accompaniment.</li> <li>• Explores moving to music from a range of cultures that is intended for dancing.</li> </ul> <p><b>Cultural Awareness – Playing</b></p> <ul style="list-style-type: none"> <li>• Bases pretend play on events they have seen or heard about</li> <li>• Uses an object to represent something else</li> <li>• Gives toys a voice.</li> <li>• Talks when planning and during play, and afterwards, about their play.</li> <li>• Includes short, time-related sequences of activities in play.</li> <li>• Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<p><b>Use different materials, media and techniques to create artwork, e.g. pastels, paints, collage printing (to include 3 pigs/bear art, collages of the pigs' houses)</b></p> <p><b>Explore colour mixing – mix own shade of pink to paint a pig/grey to paint the wolf.</b></p> <p><b>Continue to learn/sing lots of counting and action rhymes and nursery rhymes</b></p> <p><b>Add instruments and explore tempo and rhythm.</b></p> <p><b>Play musical statues and other games to music. Sticky Kids/Go Noodle dances</b></p> <p><b>Play and create own small worlds and artwork in the areas.</b></p> <p><b>Act out the stories using small world figures/role play – can you change your voice for different characters?</b></p>

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<p><b>Understanding the World</b></p>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Acts out familiar routines from their family and culture.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Talks about the location of familiar places.</li> <li>• Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.</li> <li>• Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.</li> </ul> <p><b>Science/Ecology:</b></p> <ul style="list-style-type: none"> <li>• Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud.</li> <li>• Talks about what they see</li> <li>• Explore how things work</li> <li>• Explores and talks about forces they can feel.</li> <li>• Can identify differences between some materials.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Is curious about things in nature.</li> <li>• Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face.</li> <li>• Enjoys being outside.</li> <li>• Is beginning to understand that we need to take care of our natural environment and living things</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>• Explores the feel of a range of everyday objects.</li> <li>• Can talk about what they are going to make.</li> <li>• Manipulates basic tools.</li> <li>• Uses trial and error to develop understanding.</li> <li>• Reflects on a product, saying what they like.</li> </ul>	<p><b>Ongoing: discussion about home life and act out home routines in the home corner/role play.</b></p> <p><b>Create story maps to re-tell the stories.</b></p> <p><b>Forest School activities:</b>  <b>Talk about features of Forest School and the local area/school grounds.</b>  <b>Notice seasonal and weather changes.</b>  <b>Explore/sort/use natural objects and materials</b>  <b>Use Forest School environment to develop other subject areas, e.g. mark making (mud etc), number hunts etc</b></p> <p><b>Explore forces, use windmills and other wind toys: which items can be moved using the children's huff and puff? Which materials are best for building a house? Building a bridge for the Billy Goats Gruff – explore basic tools and junk materials</b>  <b>Make and taste porridge and observe changes</b></p>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Dressing up and acting out scenes from stories, celebrations or festivals</li> <li>• Making and eating festival food</li> <li>• Talking and listening to each other; hearing and discussing 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>• seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet</li> <li>• starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions</li> </ul>	<p><b>Circle time discussions:</b>  <b>My special things, my life, people special to me, friendship, belonging</b></p> <p><b>Read stories with a moral/message and talk about what it is.</b></p> <p><b>Find out about Chinese New Year and taste some Chinese food.</b></p>