

ACORN CLASS – LONG TERM PLANNING 2025/2026

Spring 2	How many colours in the rainbow?	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
Communication & Language	<ul style="list-style-type: none"> Enjoy listening to stories and can remember much of what happens. Can sing many rhymes and songs Use sentences of around 4–6 words. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Asks lots of questions. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Can talk about familiar books and tell a long story. Develop their communication and pronunciation of sounds Speaks differently in different contexts (apparent in imaginative play). Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Talk to themselves when playing 	<p>Talking about the stories we have read and re-telling them in different ways, e.g. role play, puppets, sequence pictures, oral re-telling with story map and actions</p> <p>Carpet time/circle time sessions</p> <p>Daily storytime and singing</p> <p>Sharing home news</p> <p>Talking about our mums and why we love them!</p> <p>Learning to play in the areas (indoors and outdoors)</p> <p>communicating with others</p> <p>Role play shop: take on different roles and change voices etc</p> <p>Understanding/following instructions</p>
Personal, Social & Emotional Development	<p>Becoming me:</p> <ul style="list-style-type: none"> Begin to use language to express themselves. Begin to use appropriate behaviour for different settings, e.g. indoor voices. Can name some basic feelings, e.g. happy, sad, angry and scared. Can identify basic character virtues, e.g. kindness. Select and use activities and resources, with help when needed to achieve a goal they have chosen, or one which is suggested to them. Be increasingly independent in meeting their own care needs, e.g. uses the toilet independently, washes/dries hands thoroughly <p>Becoming a friend:</p> <ul style="list-style-type: none"> Takes turns and shares Talk with others to solve conflicts Enjoys make-believe play. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling <p>Becoming a citizen:</p> <ul style="list-style-type: none"> Help to create rules. Develop a sense of responsibility and membership of a community 	<p>Learn to share and take turns</p> <p>Circle times: discuss different feelings (The Colour Monster)</p> <p>Discuss what we love about our mums and make a class video montage</p> <p>Mix with older children (playtimes with Willow)</p> <p>Use the toilet independently, wash hands, hang coat on peg</p> <p>Talk to adults and peers confidently</p> <p>Talk to unfamiliar adults with growing confidence, e.g. visitors, members of the local community</p> <p>Circle time: talking about feelings: their own and those of others and any problems encountered in play.</p> <p>Focus on how to deal with angry feelings</p> <p>Learn to play on their own and with others in the areas, making own choices with growing independence.</p> <p>Continue to reinforce and refer back to our class rules throughout the term.</p> <p>Visit the Old Vicarage Care home to build relationships with local community</p>
Physical Development	<p>Strength:</p> <ul style="list-style-type: none"> Takes weight on hands and knees, tummy down, like a table. Can lift up one foot or hand at a time. 	<p>PE sessions in the hall: practise travelling, jumping, balancing, moving to music, using and controlling balls. Practise using</p>

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

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	<ul style="list-style-type: none"> • Write some or all of their name • Write some letters accurately 	<p>Flamingo, How to Catch a Rainbow, How Do You Make a Rainbow? Pete the Cat and His Four Groovy Buttons My Mum I love my mummy My Mum is a superhero! We're going on an egg hunt</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • 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' • Make comparisons between objects relating to size, length, weight and capacity. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	
<p>Expressive Arts & Design</p>	<p>Cultural Awareness – Visual Art</p> <ul style="list-style-type: none"> • Identifies artworks that appeal to them. • Enjoys experimenting with colour/colour mixing in a variety of ways. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing detail, e.g. representing a face with a circle and including details. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. <p>Cultural Awareness – Music</p> <ul style="list-style-type: none"> • Sings entire songs with others. • Sings short phrases of a song in tune. • Describes music as, e.g. happy, scary, calm. • Demonstrates rhythm with body movements that might be in time to music. • Enjoys playing a wide range of rhythm instruments with increasing control. • Moves in response to rhythm. <p>Cultural Awareness – Dance</p> <ul style="list-style-type: none"> • Begin to experiment with moving in different ways. • Move in response to accompaniment. • Explores moving to music from a range of cultures that is intended for dancing. <p>Cultural Awareness – Playing</p> <ul style="list-style-type: none"> • Bases pretend play on events they have seen or heard about • Uses an object to represent something else • Gives toys a voice. • Talks when planning and during play, and afterwards, about their play. • Includes short, time-related sequences of activities in play. • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. 	<p>Use different materials, media and techniques to create artwork linked to colours: rainbows, colour mixing (different shades of colours)</p> <p>Create rainbows/coloured illustrations for class book (Writing Week)</p> <p>Continue to learn/sing lots of counting and action rhymes and nursery rhymes Add instruments and explore tempo and rhythm. 'I Can Sing A Rainbow'</p> <p>Create rainbow dances with coloured scarves and ribbons. Play musical statues and other games to music. Sticky Kids/Go Noodle dances</p> <p>Play and create own small worlds and artwork in the areas. Role play corner - shop</p> <p>Act out the stories using small world figures/role play – can you change your voice for different characters?</p>

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	<ul style="list-style-type: none"> • Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	
<p>Understanding the World</p>	<p>History:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Acts out familiar routines from their family and culture. <p>Geography:</p> <ul style="list-style-type: none"> • Talks about the location of familiar places. • Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map. • 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. <p>Science/Ecology:</p> <ul style="list-style-type: none"> • Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. • Talks about what they see • Explore how things work • Explores and talks about forces they can feel. • Can identify differences between some materials. • Use all their senses in hands-on exploration of natural materials. • Is curious about things in nature. • Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face. • Enjoys being outside. • Is beginning to understand that we need to take care of our natural environment and living things <p>Design and Technology</p> <ul style="list-style-type: none"> • Explores the feel of a range of everyday objects. • Can talk about what they are going to make. • Manipulates basic tools. • Uses trial and error to develop understanding. • Reflects on a product, saying what they like. 	<p>Ongoing: discussion about home life and act out home routines in the home corner/role play shop.</p> <p>Create story maps to re-tell the stories.</p> <p>Forest School activities: Talk about features of Forest School and the local area/school grounds. Notice seasonal and weather changes. Explore/sort/use natural objects and materials Use Forest School environment to develop other subject areas, e.g. mark making (mud etc), number hunts etc</p> <p>Explore how materials change when heated: make and taste pancakes, make and decorate biscuits for Mother's Day</p> <p>Rainbow Science experiments-make observations</p> <p>Make Easter nest crispy cakes – talk about the changes in the chocolate when it is heated.</p>
<p>RE</p>	<ul style="list-style-type: none"> • Dressing up and acting out scenes from stories, celebrations or festivals • Making and eating festival food • 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 • 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 • starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions 	<p>Circle time discussions: My special things, my life, people special to me, friendship, belonging Celebrate Mothering Sunday (15th March) and mums - talk about what makes our mums special to us. Read stories with a moral/message and talk about what it is. Read the Easter story (simplified) and relate to the church/Christian faith. Learn Easter songs (We have a king who rides a donkey, Easter Praise, Spring Chicken) Easter activities: egg hunt, egg decorating etc.</p>