

ACORN CLASS – LONG TERM PLANNING 2025/2026

Summer 1 2026	Amazing Animals and Perfect Plants (Growing/Life cycles)	
	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 a wider range of vocabulary. 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 Can describe what is happening, express ideas and start conversations. Can use pronouns correctly. 	<p>Daily storytime and singing (Nursery rhymes and counting rhymes) Sharing home news Talking about the stories we read, asking and answering question and re-telling them in different ways, e.g. role play, puppets, sequence pictures, oral re-telling with story map and actions Carpet time/circle time sessions Learning to play co-operatively in the areas (indoors and outdoors) by communicating with others</p> <p>Following instructions – playing games such as ‘Simon says’</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. Be increasingly independent in meeting their own care needs, e.g. uses the toilet independently, washes and dries hands thoroughly Make healthy choices about food, drink, activity and toothbrushing. <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. How they feel about themselves is influenced by their relationships with people around them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations 	<p>Learn to share and take turns Circle time: talking about feelings: their own and those of others and any problems encountered in play</p> <p>Mix with older children (playtimes with Willow, library time with older children)</p> <p>Use the toilet independently, wash hands, hang coat on peg</p> <p>Try different fruits and discuss the importance of eating a balanced diet</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>Learn to play on their own and with others in the areas,</p>

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	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling <p>Becoming a citizen:</p> <ul style="list-style-type: none"> • Help to create rules. • Develop their sense of responsibility and membership of a community • Can describe what they like and don't like about their environment. 	<p>making own choices with growing independence. Continue to reinforce and refer back to our class rules throughout the term.</p> <p>Visit the Old Vicarage Care home again to build relationships with local community</p>
<p>Physical Development</p>	<p>Strength:</p> <ul style="list-style-type: none"> • Hangs on a bar using hands. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <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 <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, 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>PE sessions outdoors and in the hall: practise travelling, jumping, balancing, moving to music, using and controlling balls.</p> <p>Practise using bikes, scooters, balls, hoops beanbags in outdoor area</p> <p>Practise using steps daily (to access outdoor area)</p> <p>Visit the trim trail and use (with support where needed) – e,g, balancing, hanging on bars</p> <p>Complete a 'tyre roll relay' race.</p> <p>Use large construction kit/stepping stones/tyres/crates/planks 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 using scissors</p> <p>Practise dressing and undressing – shoes, coats, wellies, all-in-one suits, PE kits</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 • Talks about characters in books. 	<p>Read and discuss stories and new vocabulary encountered. Opportunities for children to revisit texts independently</p> <p>Discuss features of a book (front cover, title)</p>

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	<ul style="list-style-type: none"> • Begin to name the different parts of a book • 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 write some letters accurately, or make some letter-like forms. • Makes marks on their pictures to represent their name. • Write some or all of their name • Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. 	<p>Recognise and write/begin to write their names Explore alliteration orally 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 mark making and letter formation in different sensory ways, e.g. shaving foam, glitter, sand.</p> <p>Texts to include: Jack and the Beanstalk, Jasper's Beanstalk, The Tiny Seed, The Very Hungry Caterpillar, Dear Zoo, Monkey Puzzle, The Tiger Who Came To Tea, Elmer Dora's Eggs, From Egg to Chicken, The Odd Egg, The Wide-Mouthed Frog, Ogg the Super Frog, Freddy the Frog, Noah's Ark</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 • Compare quantities using language: 'more than', 'fewer than'. • 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' • Understand position through words alone – for example, "The bag is under the table," – with no pointing • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind' • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • 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"> • Enjoys experimenting with colour/colour mixing in a variety of ways. 	<p>Mix different shades of green/brown Use different materials, media and techniques to</p>

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	<ul style="list-style-type: none"> • 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"> • Identifies and listens to sounds in the environment. • Sings entire songs with others. • Sings short phrases of a song in tune. • Create their own songs by improvising a song around one they know. • 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"> • Is beginning to experiment with moving in different ways. • Moves 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"> • Uses an object to represent something else • Gives toys a voice. • Talks when planning and during play, and afterwards, about their play. • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative 'small worlds' with blocks and construction kits, 	<p>create artwork, e.g. pastels, paints, collage printing (to include butterfly symmetry print, camouflage paintings, beanstalk collage</p> <p>Continue to learn/sing lots of counting and action rhymes and nursery rhymes Add instruments and explore tempo and rhythm.</p> <p>Create dance movements to represent a seed growing into a flower (Morning by Peer Gynt) and different animals (Carnival of the Animals – Camille Sant-Saens) 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.</p> <p>Act out the stories using small world figures/role play – can you change your voice for different characters?</p>
<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. • Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films. • Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map. 	<p>Ongoing: discussion about home life and act out home routines in the home corner/role play.</p> <p>Create story maps to re-tell the stories. Program the 'Code-a-pillar' to move from one point to another on a floor map</p> <p>Forest School activities: Talk about features of Forest School and the local area/school grounds.</p>

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	<ul style="list-style-type: none"> • Can talk about prominent geographical features in their local area <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 • Describes, in simple terms, life cycles of plants and animals. • Plant seeds and care for growing plants. • 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"> • 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>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>Plant out bedding plants and look closely at roots – identify root, stem, leaf, petal Plant sunflower/bean seeds and monitor growth and development Observe life cycles of chicken, frog and butterfly with real life examples – incubator to hatch chicks, tadpoles, butterfly kit</p> <p>Explore different tools and materials with junk modelling etc. Make own simple moving chick/caterpillar puppet</p>
RE	<ul style="list-style-type: none"> • Dress up and act out scenes from stories, celebrations or festivals • Talk and listen 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 • Explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books • Look at pictures, books and videos of places of worship and meeting believers in class • Listen to religious music • Introduce religious vocabulary • Work on nature, growing and life cycles or harvest • Seize 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 • Start to talk about the different ways in which people believe and behave, and encourage children to ask questions 	<p>Ongoing: Circle time discussions: My special things, my life, people special to me, friendship, belonging</p> <p>Read stories with a moral/message and talk about what it is</p> <p>Explore bible stories through creative play, make-believe, role play, dance and drama, e.g. Noah's Ark, the parable of the sowers</p>