

WILLOW CLASS – LONG TERM PLANNING 2025/2026

Summer 1	Our Wonderful World	
	STEAM LEARNING	
	Key Skills this term	Suggested Focuses
Communication & Language	<p>Understands the importance of listening. Joins longer sentences with because (cause and effect). Retells stories and sequences events. 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. Uses a wide range of vocabulary appropriately. In general, structures sentences correctly (grammar is sometimes incorrect). Picks up and uses language from TV shows and books. Questions are usually precise. Offers opinions. Is still learning about the more subtle uses of language, e.g. metaphor and irony.</p>	
Personal, Social & Emotional Development	<p>Becoming Me Is able to complete tasks. Identifies more complex feelings and begins to recognise them in others. Has a stable view of themselves. Demonstrates some basic character virtues. Manages own needs. Takes responsibility for washing, dressing and using the toilet independently.</p>	<p>UNICEF Rights and School Values</p> <p>Circle Time</p> <p>Planting/ growing</p> <p>Peace Out/ Mindfulness Moments</p>
	<p>Becoming a Friend Is developing a sense of social rules. Enjoys cooperative play, often relying on an adult to sort out conflicts. Shows sensitivity to the needs of others. Much of their personality is established. Is beginning to recognise differences between themselves and others.</p>	
	<p>Becoming Citizen Follows negotiated rules and is becoming more independent with self-regulation.</p>	
Physical Development	<p>Strength Takes a tummy-up position with hands and feet on the floor, moving around the space. Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker. Can kick a large ball to a partner.</p>	<p>PE Hub – Speed, Agility, Travel Unit 1</p> <p>Ongoing Cosmic Kids Yoga Fine motor Skills to improve pencil control Gross Motor</p> <p>Sports Day prep – second half term</p>
	<p>Gross Motor Can catch, kick, throw and bounce a ball. Can hop and march. Uses a variety of different playground equipment. Can balance on one foot for a short time. Plays ball games. Is able to gallop. Is able to skip. Uses core muscle strength to sit up straight at a table.</p>	
	<p>Fine Motor Has developed a strong pencil grip. Confidently forms lower case letters. Copies capital letters with accuracy. Uses brushes, crayons and pencils with control. Uses a knife and fork competently. Uses tools to make things.</p>	
	<p>PE Hub – Speed, Agility, Travel Unit 1 to move in different directions. to keep our bodies safe in running games. to listen and respond with quick movements to stop safely. to move our bodies at different speeds, fast and slow, and stay in control. to use and improve all our movement skills.</p>	

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Literacy	<p>Reading Reads simple phrases and sentences. Enjoys a range of books. Knows that information can be retrieved from books. Retells simple stories. Can describe settings, events and characters in some detail. Uses vocabulary they have heard in books. Is developing phonological awareness. Shows familiarity with rhyming and beginning sounds. Reads some high-frequency words. Is beginning to blend and segment sounds.</p>	<p><i>The Snail and the Whale</i> by Julia Donaldson <i>Somebody Swallowed Stanley</i> by Sarah Roberts Phonics – RWI groups</p>
	<p>Writing Enjoys writing for a variety of purposes. Can write their name. Holds pencil correctly and is beginning to form letters accurately. Knows the sounds letters make and is beginning to spell words based on how they sound. Labels pictures with a few words and later on begins to write simple sentences with correct grammar.</p>	<p>Postcard/ Captains log of journey. Factfile about snails/ whales. Weekly News Forest School Diaries</p>
Mathematics	<p>Building 9 & 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10</p>	
	<p>To 20 and Beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p>	
	<p>How many now? Add more How many did I add? Take away How many did I take away?</p>	
	<p>3D Shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment</p>	
Expressive Arts & Design	<p>Cultural Awareness – Visual Arts Is beginning to think about an artist’s point of view. Is starting to think about composition and colour. Experiments with a wide variety of materials. Uses a wide variety of tools with developing expertise.</p>	<p>Wall paper paste Snails – Mrs Hughes Henri Matisse <i>“The Snail”</i></p>
	<p>Cultural Awareness – Playing Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios.</p>	
Understanding the World	<p>Design and Technology Makes judgements about properties of different materials and their suitability for construction. Tests out the properties of materials. Draws what they are going to make and explains designs. Experiments with designs and materials. Uses tools safely. Describes how a product is made up of many different parts.</p>	<p>Link to <i>“Somebody Swallowed Stanley”</i> - Junk Modelling - Boat Barefoot Scheme – Boats Ahoy!</p>

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Forest School	History Sequences and retells stories.	Our Planet – different locations/ environments/ habitats within – comparison between locations in Snail and Whale Find out about snails and whales – fact files, labelling Seasonal changes – Spring/Summer – link to Forest School Springtime – planting seeds FOGs – caterpillars, butterflies. Forest School Diaries
	Geography Uses some specific geographical vocabulary to describe different locations. Is able to see where their country is in the world in relation to others.	
	Science Ecology Shows a basic understanding of how they might have an impact on the environment. Shows concern for living things, e.g. is careful not to damage plants. Knows that being outside can make them feel better if they are anxious or upset. Knows that plants and animals need to be looked after to survive.	
	Understanding the World Science Looks closely at similarities and differences in nature. Participates in guided investigations and makes observations. Talks about observable changes. Records ideas and observations	
	Physical Development – Strength Picks up a tyre and pushes it along the floor. Can flick over a tyre and repeat, moving it from one end of a small space to another.	
	Personal, Social, Emotional – Becoming a Citizen Can describe what might be done to care for their environment.	
RE	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	SACRE – F4 Being special, where do we belong