

# ACORN CLASS – LONG TERM PLANNING 2025/2026

Summer 2	Under (and by) the sea	
	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 a wider range of vocabulary.</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> <li>Can describe what is happening, express ideas and start conversations.</li> <li>Can use pronouns correctly.</li> </ul>	<p><b>Daily storytime and singing (Nursery rhymes and counting rhymes)</b>  <b>Regular sharing of home news</b>  <b>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</b>  <b>Carpet time/circle time sessions</b>  <b>Developing the ability to play co-operatively in the areas (indoors and outdoors) by communicating with others</b></p> <p><b>Following instructions – in everyday class routines and in playing games such as ‘Simon says’, ‘I went to the shop....’</b>  <b>Talk about what we love about our dads! (Father’s Day)</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 and 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>How they feel about themselves is influenced by their relationships with people around them.</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> </ul>	<p><b>Learn to share and take turns</b>  <b>Circle time: talking about feelings: their own and those of others and any problems encountered in play</b></p> <p><b>Mix with older children (playtimes with Willow, library time/Dojo reward time with older children)</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>Discuss sharing with our friends (in relation to the Rainbow Fish)</b>  <b>Talk to unfamiliar adults with growing confidence, e.g. governors, visitors, members of the local community</b>  <b>Participate in first class day trip to Park Hall Farm</b></p>

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	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Develop appropriate ways of being assertive.</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>• Develop their sense of responsibility and membership of a community</li> <li>• Can describe what they like and don't like about their environment.</li> </ul>	<p>Learn to play on their own and with others in the areas, making own choices with growing independence. Continue to reinforce and refer back to our class rules throughout the term.</p> <p>Possible visit to the Old Vicarage Care home to embed relationships with this local community group</p>
<p><b>Physical Development</b></p>	<p><b>Strength:</b></p> <ul style="list-style-type: none"> <li>• Takes weight on hands and knees, tummy down, like a table.</li> <li>• Can lift up one foot or hand at a time.</li> <li>• Hangs on a bar using hands.</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>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</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/undressed, e.g, putting coats on, doing up zips</li> </ul>	<p>PE sessions in the hall and outdoors: practise travelling, jumping, balancing, moving to music, using and controlling balls. Practise using bikes, scooters, balls, hoops beanbags in outdoor area Practise using steps daily (to access outdoor area) Visit the Trim Trail and use (with support where needed) – e,g, balancing, hanging on bars Complete a 'tyre roll relay' race. Practise Sports Day races – running, egg and spoon, fancy dress and beanbag relay. Use large construction kit/stepping stones/tyres/crates/planks to build and complete obstacle courses. 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, jumpers, wellies, all-in-one suits, PE kits</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> </ul>	<p>Read and discuss stories and new vocabulary encountered. Opportunities for children to revisit texts independently Discuss features of a book (front cover, title)</p>

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	<ul style="list-style-type: none"> <li>• Talks about characters in books.</li> <li>• Begin to name the different parts of a book</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> <li>• Begin to orally segment and blend CVC words</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> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy.</li> </ul>	<p><b>Recognise and write/begin to write their names</b>  <b>Explore alliteration orally</b>  <b>Join in with rhyming words and begin to develop understanding of rhyme.</b></p> <p><b>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, playdough, bingo dabbers and also with pens/pencils</b></p> <p><b>Texts to include:</b>  <b>Commotion in the Ocean, Sharing a Shell, Tiddler, Somebody Swallowed Stanley, The Odd Fish, The Lighthouse Keeper's Lunch, Pirates stories (Pirates love Underpants, Pirate Pete and his Smelly Socks, The Pirates Next Door, Ten Little Pirates)</b></p>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Continue to 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>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</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>• Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc</li> </ul>	
<p><b>Expressive Arts &amp; Design</b></p>	<p><b>Cultural Awareness – Visual Art</b>          Identifies artworks that appeal to them.          Enjoys experimenting with colour/colour mixing in a variety of ways.          Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.          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.</p>	<p><b>Mix different shades of blue/green to represent sea. Use different materials, media and techniques to create artwork, e.g. pastels, paints, collage, printing (to include fish pictures, lighthouse paintings/ models, marbling, pirate art, sea creatures</b></p>

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	<p>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> <p><b>Cultural Awareness – Music</b> 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. 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> <p><b>Cultural Awareness – Dance</b> Is beginning to experiment with moving in different ways. Moves in response to accompaniment. Can say which dances they like. Expresses emotions through facial expressions. Explores moving to music from a range of cultures that is intended for dancing.</p> <p><b>Cultural Awareness – Playing</b> Bases pretend play on events they have seen or heard about but not personally experienced. 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. Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings</p>	<p><b>Polystyrene block printing for Art Week</b> Continue to learn/sing lots of counting and action rhymes and nursery rhymes Add instruments and explore tempo and rhythm. Learn sea shanties/pirate songs, e.g.'The day I went to sea' and make up own versions <b>Singup Songs: I do like to be beside the seaside, One little pirate, Down there under the sea, A sailor went to sea, Under the sea</b></p> <p><b>Move to music inspired by under the sea – e.g. 'Aquarium' (Saint-Saens) and 'Under the Sea' (Little Mermaid) How can we move like a sea creature?</b></p> <p><b>Pirate role play and dressing up!</b> Play and create own small worlds and artwork in the areas.</p> <p><b>Act out stories we have read using small world figures/role play – can you change your voice for different characters?</b></p>
<p><b>Understanding the World</b></p>	<p><b>History:</b> Begin to make sense of their own life-story and family's history Can distinguish between old and new toys</p> <p><b>Geography:</b> 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. Can talk about prominent geographical features in their local area, e.g. in Forest School Show interest in different occupations.</p> <p><b>Science/Ecology:</b> Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. Talks about what they see Explores and talks about forces they can feel.</p>	<p>-Talk about 'My seaside memories' – children's own experiences. -Explore Punch and Judy puppets and compare to modern toys -Talk about holiday destinations and where they are in the world/on the map or globe -Create and use pirate treasure maps</p> <p>-Explore using the 'Code-a-pillar to move around a map. -Find out about different jobs by the seaside, e.g. lifeboats, coastguard, ice cream seller</p>

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	<p>Can identify differences between some materials.          Explore how things work          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> <p><b>Design and Technology</b>          Explores the feel of a range of everyday objects.          Develops knowledge about design through play with 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>	<p><b>-Physical features of seaside – sea, beach, dunes, rockpool</b>  <b>-Care for and monitor/ observe the progress of the plants, flowers, vegetables and beanstalks we planted.</b>  <b>-Explore floating and suitable materials and items to use to make a pirate ship that floats.</b></p> <p><b>-Explore different tools and materials with junk modelling etc.</b>  <b>-Make a pirate boat which floats out of junk material.</b>  <b>-Design and make a sandwich for Mr Grinling!</b>  <b>-Make own simple moving pirate puppet (split pins)</b>  <u><b>Forest School activities:</b></u>  <b>Forest School treasure hunt</b>  <b>Talk about features of Forest School and the local area/school grounds.</b>  <b>Notice seasonal and weather changes.</b></p>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• Talk and listen to each other; hear and discuss 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>• Explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books</li> <li>• See pictures, books and videos of places of worship and meeting believers in class</li> <li>• 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</li> <li>• Start to talk about the different ways in which people believe and behave, and encouraging children to ask questions</li> </ul>	<p><b>-Ongoing: Circle time discussions:</b>  <b>My special things, my life, people special to me, friendship, belonging.</b>  <b>-Read stories with a moral/message and talk about what it is</b>  <b>-Explore bible stories through creative play, make-believe, role play, dance and drama, e.g. stories about Jesus including Jesus and the fishermen, Feeding of the the Five Thousand</b>  <b>Invite Rev Steve to read another Bible story</b></p>