

WILLOW CLASS – LONG TERM PLANNING 2026/2027

Autumn 1 Sep/ Oct	Marvellous Me!	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
Communication & Language	Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. 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	Daily Story time Routines/ Class Rules Listening and Attention Understanding Speaking Circle times Continuous provision Weekly Poem
Personal, Social & Emotional Development	Becoming Me Is becoming confident and self assured. Enjoys dramatic play. Can cope with delays in having needs met. Demonstrates persistence and some emotional control. Is able to identify basic character virtues and opportunities to use them. Identifies basic feelings and some strategies to manage them. Follows basic hygiene rules.	Getting to know each other. Talking about myself – photos from home. Routines/ Rules Sharing favourite toy from home. – Dogger. Talking about my home. Walk around school grounds Walk around village Peace Out
	Becoming a Friend Is sociable and enjoys silly talk. May have a best friend. Plays with a group. Has a stable self-concept. Is beginning to identify what makes them special.	
	Becoming a Citizen Helps to create rules. Takes notice of roles performed by members of their family outside the home. Can describe what they like and don't like about their environment.	
Physical Development	Gross Motor Climbs on play equipment. Walks up and down stairs, with one foot on each step. Can use a balance bike. Can hop and march. Uses a variety of different playground equipment.	Specifics Independent skills focus – dressed, undressed, coats, zips. Meeting own care needs, hygiene. Dough Disco Ongoing Cosmic Kids Yoga Fine motor – dough disco, pencil control Gross Motor PE Hub – Body Management Unit 1 Drawing myself, self portrait and body. Drawing my home.
	PE Hub To balance beanbags To move through hoops in different ways To reach and stretch to get equipment To make bridges and tunnels with their bodies To travel over and under apparatus To make shapes with our bodies	
	Fine Motor Threads small beads onto a lace. Builds a tower of ten or more bricks. Can build with other construction toys. Draws a house. Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers.	
Literacy	Reading Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message.	Various texts and weekly poem, to include... <i>Dogger</i> <i>Colour Monster</i> <i>Rosie's Walk</i>

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	Understands that print is read left to right and top to bottom. Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters.	<i>Mr Gumpy's Outing</i> <i>Mrs Armitage bike</i> Traditional Tale: <i>The little Red Hen</i> Phonics – Set 1 Weekly Poem EYFS Baseline Assessment
	Writing Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. May start to draw pictures and label them using letters or letter-like marks.	Writing own name Labels/ Captions – linked to photos Self portraits and family portraits. – labels Drawing home
Mathematics	Getting to know you/ Baseline	
	Match Sort Compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts	
	Measure/ Patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	
	It's me 1 2 3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3	
Expressive Arts & Design	Cultural Awareness – Visual Arts Explores colour and colour mixing. Is beginning to use painting and drawing to represent actions and objects. Is beginning to use art to demonstrate feelings. Uses tools for a purpose	Self Portraits – 1x start of each half term. Family portraits Portraits of our favourite things/ toys – link to Dogger. Drawing of home Map of school grounds Map of local area Continuous Provision
	Cultural Awareness – Playing Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'	
	Cultural Awareness – Music Can sing a whole song with others. Enjoys changing words in a song.	

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Understanding the World	History Organises images from a story into a plausible chronological order. Knows that children grow and change with the passage of time. Joins in and talks about family customs and routines. Talks about significant events from their own experience.	School Routines My history so far Family/ Relationships
	Geography Gives details about where they live, e.g. city, town or village name, street name. Uses some geographical vocabulary to describe their local environment. Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants. Can interpret a simple map of the classroom.	Forest School Local Area/ study
Forest School	Science Ecology Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen. Can talk about how being outside makes them feel. Knows that plants and animals need water and animals need food. Knows we need to take care of materials, e.g. putting things away properly.	Forest School rules Mapping, Forest School
	Understanding the World Science Explores the natural world, using their five senses. Describes the impact of weather and seasons on their daily life. Names and describes familiar plants and animals. Is beginning to talk about why things happen. Predicts what might happen and explains why.	
	Physical Development – Strength Picks up a tyre and pushes it along the floor.	
RE	• Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.	SACRE F1 – Why is the word “God” so important to Christians?
Computing	Learn new vocabulary. Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Knowing and using correct language for parts of the body. Different stages of own growth. Follow instructions to combine different movements.	Barefoot Scheme Busy Bodies Parts of the Body Make A Body Look how We Grow Movement Algorithms