

ACORN CLASS – LONG TERM PLANNING 2026/2027

Autumn 1	Marvellous Me	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
Communication & Language	- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Know many rhymes/songs, be able to talk about familiar books, and be able to tell a long story. - Use sentences of four to six words. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Develop their communication and pronunciation of sounds - Speaks differently in different contexts (apparent in imaginative play). - Can use pronouns correctly.	Carpet time/circle time sessions Daily storytime and singing – talking about stories Sharing holiday/home news Talking about themselves, families, homes, local area. Learning to play in the areas (indoors and outdoors) communicating with others
Personal, Social & Emotional Development	Becoming me: - 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. - 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 and dries hands thoroughly - Make healthy choices about food, drink, activity and toothbrushing. Becoming a friend: - Takes turns and shares - 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 Becoming a citizen: - Help to create rules and understand why rules are important - Develop their sense of responsibility and membership of a community - Take notice of roles performed by members of their family outside the home. - Know that people earn money by working.	Talk to adults and peers confidently Talking about feelings and relating them to colours (The Colour Monster) Learn to play on their own and with others in the areas, making own choices with growing independence. Learn about healthy choices (foods, teeth etc) Use the toilet (with support as needed), wash hands, hang coat up Learn to share and take turns with others, with adult support and in their independent play. Talk about how others may be feeling Talk about kind/not kind actions Discussion of class rules: agree on these together and refer back to them throughout the term/year. Discuss the children's own experience of the local area Ask the children to find out about their parents'/carers' jobs.
Physical Development	Strength: - Takes weight on hands and knees, tummy down, like a table. - Can lift up one foot or hand at a time. - Stands on a floor marker on two feet, bends down and picks up an object from the floor. - 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.	Practise using bikes, scooters, balls etc Climbing activities and balancing, using large construction set, balance boards, balance beams, stepping stones, climbing ramp etc Use dance ribbons to create large movements outdoors Squiggle Whilst You Wiggle (to develop gross motor skills)

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	Gross Motor: • Can walk backwards and sideways. • Walks up stairs, putting one foot on each step. • Can jump on two feet. • Pedals a tricycle. • 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. Fine Motor: • Holds a pencil with fingers in proper position and show control • Paints with a crayon or brush • Cuts/snips with scissors • 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. • Can thread large beads onto a lace.	Dough Disco (to develop fine motor skills) Work on pencil grip and begin to use scissors to snip Practise dressing and undressing – shoes, coats, wellies, all-in-one suits PE sessions: Musical statues, parachute games, movement to music
Literacy	Reading: • Listens to stories • Pretends to read books. • Understands how books should be handled. • Understands print has meaning • 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 Writing: • 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. • Write some or all of their name	Enjoy and talk about a range of stories (adult-led storytime) and explore books independently in areas Recognise and begin to write their names (if ready) Clap out syllables in their names and other common words Explore alliteration orally Join in with rhyming words and begin to develop understanding of rhyme. Explore mark-making in practical ways (shaving foam, sand, flour, paint) – copy patterns and shapes Participate in 'Squiggle While you Wiggle' Texts to include: All About Me books (Only One You, It's ok to be different, Super Duper You, Incredible You, What Makes Me a Me?) Owl Babies/The Kissing Hand The Colour Monster, My Many Coloured Days, Pip and the bag of buddies, Lucy's Blue Day, In My Heart, How do you feel? Elmer The Little Red Hen/The Enormous Turnip, Pumpkin Soup, Five Little Pumpkins (Harvest)
Mathematics	• Sorting and matching by shape, size and colour • Recite numbers past 5. • Show 'finger numbers' up to 5. • Sing number rhymes and songs (e.g. Five little ducks, Five little monkeys, Five little men in a flying saucer, Five little speckled frogs) • Understand position through words alone – for example, "The bag is under the table," – with no pointing • Make comparisons between objects relating to size, length, weight and capacity.	

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Expressive Arts & Design	- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Cultural Awareness – Visual Art - 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. - Explore different materials freely, to develop their ideas about how to use them and what to make. Cultural Awareness – Music - Respond to what they have heard, expressing their thoughts and feelings. - Identifies and listens to sounds in the environment. - Remembers and sings entire songs with others. - 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 to express their feelings and ideas Cultural Awareness – Dance - Begin to experiment with moving in different ways. - Explores moving to music from a range of cultures that is intended for dancing. Cultural Awareness – Playing - 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. - Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc.	Drawing, including self-portraits (Black pen/ paint) Crazy hair collages/Fluorescent faces Make face jigsaws Explore and name different colours Paint colour monsters and add collage Explore colour mixing to make different colours Create art in different ways: paint, pastels, collage, chalk etc Learn lots of counting and action rhymes and nursery rhymes and add own verses to songs Begin to explore instruments and playing them to music Move to music in different ways (PE sessions/Squiggle) Play and create own small worlds and artwork in the areas, with adult support as needed
Understanding the World	History: - Puts photographs of themselves as a baby and onwards in the correct order. - Begin to make sense of their own life-story and family's history - Acts out familiar routines from their family and culture. Geography: 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. Science/Ecology: Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. Talks about what they see Continue developing positive attitudes about the differences between people. 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 Design and Technology Explores the feel of a range of everyday objects. Develops knowledge about design through play with objects.	Talk about our families and the idea of change/growing up ('Once There Were Giants') Put 3 photographs in order (one baby, one toddler, one current) to form a basic timeline Discuss/find out about our local area – features, buildings, landmarks Use basic maps, e.g. of the table, carpet area, Find out about our bodies: name body parts (Heads Shoulders Knees and Toes) Talk about similarities and differences between us Investigate our 5 senses What are the effects of exercise on our bodies? Forest School: exploration of nature using senses, become familiar with the FS area, use natural materials to make art Make and talk about models using construction toys in the areas

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	Can talk about what they are going to make.	Food: Fruit kebabs, apple crumble, bread (to link with Little Red Hen) pumpkin soup, pumpkin scones
RE	• Begin to talk about the different ways in which people believe and behave and ask questions. • Learn about some festivals that some people celebrate. • Talk and listen to each other; • Listening to hearing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • Look at and discuss pictures, books and videos of places of worship and meeting believers in class • Start to use religious vocabulary • Learn about nature and harvest	Talking about: My special things, my life, people special to me, friendship, belonging. Explore the festivals of Harvest and Sukkot through songs creative play, cookery, role play, dance, drama Songs: Big Red Combine Harvester, Dingle Dangle Scarecrow, Harvest Rock and Roll, Little Red Hen songs