

ACORN CLASS – LONG TERM PLANNING 2026/2027

Autumn 2 2026	Festivals and Food	
	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 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”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 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 	<p>Carpet time/circle time sessions</p> <p>Daily storytime and singing</p> <p>Sharing home news</p> <p>Continuing to learn to play in the areas (indoors and outdoors) communicating with others</p> <p>Following instructions – playing games such as ‘Simon says’</p> <p>Talking about foods we like/don’t like</p> <p>Talking about stories we have read and re-telling them in different ways, e.g. role play, puppets, sequence pictures</p> <p>Learn songs for Christmas concert and Nursery rhyme Christmas songs</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. 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. Show more confidence in new social situations 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 	<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>Use the toilet independently, wash hands, hang coat on peg</p> <p>Taste new foods, say what they like/don’t like, understand the importance of healthy eating and living</p> <p>Learn to play on their own and with others in the areas, making own choices with growing independence.</p> <p>Learn to share and take turns</p> <p>Talk with others with support about problems encountered in play</p> <p>Mix with older children (playtimes with Willow and Christmas concert practice with R/Y1/Y2)</p> <p>Continue to reinforce and refer back to our class rules throughout the term.</p> <p>Visit local elderly people (Old Vicarage/Preeshenlle Church) to sing Christmas songs.</p>

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Physical Development	<p>Strength:</p> <ul style="list-style-type: none"> • 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. • Passes a ball/balloon from hands to feet and back again while lying on back. <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. • 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 but 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>Weekly PE sessions: practise using small games equipment: hoops, beanbags, balls</p> <p>Use large construction kit/stepping stones and tyres to build and complete obstacle courses</p> <p>Tyre races across the yard</p> <p>Practise using bikes, scooters, balls etc</p> <p>Practise using steps daily (to access outdoor area)</p> <p>Practise balancing, climbing, control on the outdoor area equipment</p> <p>Use dance ribbons to create large movements outdoors and in PE sessions, e.g. to be fireworks</p> <p>Ongoing regular use of 'Squiggle Whilst You Wiggle' (to develop gross motor skills) and Dough Disco (to develop fine motor skills)</p> <p>Work on pencil grip and practise using scissors to snip</p> <p>Focus tasks on threading, building, painting</p> <p>Practise dressing and undressing – shoes, coats, wellies, all-in-one suits</p>
Literacy	<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 • 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. • Is beginning to make some letter-like forms. • Makes marks on their pictures to represent their name. 	<p>Recognise and begin to write their names</p> <p>Clap out syllables in their names and other common words</p> <p>Explore alliteration orally</p> <p>Join in with rhyming words and begin to develop understanding of rhyme.</p> <p>Discuss stories and new vocabulary encountered</p> <p>Texts to include: No Dragons For Tea, Peppa's Diwali, The Story of Rama and Sita, Sparks in the Sky, Ava's Poppy, Poppies, Poppies Everywhere, Buster's Birthday, Kipper's Birthday, Oliver's Vegetables, Oliver's Fruit Salad, Handa's Surprise. The Very Hungry</p>

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	<ul style="list-style-type: none"> Write some or all of their name 	Caterpillar, Pass the Jam Jim, Don't put your finger in the Jelly Nelly, The Shopping Basket, Don't forget the Bacon The Christmas Story
Mathematics	<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 Experiment with their own symbols and marks as well as numerals. . 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 Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. 	
Expressive Arts & Design	<p>Cultural Awareness – Visual Art</p> <ul style="list-style-type: none"> Identifies artworks that appeal to them. Enjoys experimenting with colour/colour mixing in a variety of ways. 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. Demonstrates rhythm with body movements that might be in time to music. Enjoys playing a wide range of rhythm instruments with increasing control. <p>Cultural Awareness – Dance</p> <ul style="list-style-type: none"> Is beginning to experiment with moving in different ways. Expresses emotions through facial expressions. 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. 	<p>Use different materials, media and techniques to create artwork, e.g. pastels, paints, collage printing (e.g. Christmas, fireworks, poppies) Explore colour mixing</p> <p>Continue to learn/sing lots of counting and action rhymes and nursery rhymes Learn new songs for Christmas, including for nativity! Add instruments!</p> <p>Create simple dances to music on a theme – 'Firework' dance, poppies growing from a seed (to 'Morning' by Peer Gynt)</p> <p>Play and create own small worlds and artwork in the areas</p>

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	<ul style="list-style-type: none"> • 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 and a park. 	
Understanding the World	<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. • Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map. <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 • 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"> • 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. • Reflects on a product, saying what they like. 	<p>Talk about own family life and routines, e.g. at Christmas/birthdays</p> <p>Make a 'real life' map for Santa – dress up 'Code-a-pillar and programme him to find the presents</p> <p>Observing how materials change when heated/cooked (link to cooking activities) Forest School: exploration of nature using senses</p> <p>Plan and make own simple food items – e.g. fruit kebab, pizza. Talk about what they did and if they liked</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; hear and discuss stories of all kinds, including religious and secular stories with themes such as goodness, difference • Look at pictures, books and videos of places of worship and meeting believers in class • 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 	<p>Explore the festivals/celebrations of Remembrance Day, Bonfire Night, Divali and Christmas through songs creative play, cookery, role play, dance, drama</p> <p>Read and act out the story of Christmas and the story of Rama and Sita (Divali) Read and discuss a range of stories/fables with morals and messages.</p>