

Little Acorns Long Term Plan 2025-2026.



	Autumn 1	Autumn 2	Spring 1	Spring 2	1 Week	Summer 1	Summer 2
Whole School Subject Focus	History 'It's Good to be Me'	RE 'Let's Celebrate!'	Geography 'Where in the world?'	Art 'All Creatures Great and Small'	RE Easter	History 'Ready, Steady, Grow!'	Geography 'Beside the Seaside'
Weekly Themes	W1: Regulate Me 03.09 W2: All about me 08.09 W3: Colour Monster 15.09 W4: My family 22.09 W5: Harvest 29.09 W6: Autumn 6.10 W7: Superheroes 13.10 W8: Halloween 20.10	W1: Bonfire night 3.11 W2: Nursery Rhyme week 10.11 W3: Wedding 17.11 W4: Birthdays 24.11 W5: Winter 1.12 W6: Christmas 8.12 W7: Christmas 15.12	W1: Transport 06.01 W2: Gingerbread Man 12.01 W3: Africa 19.01 W4: Lunar new year 26.01 W5: Spain 02.02 W6: Valentines 9.02	W1: Pets 23.02 W2: Rainforest 02.03 W3: Elmer 09.03 W4: Three little Pigs 16.03 W5: Spring 23.03 W6: Easter 30.04		W1: Jack and the bean stalk 15.04 W2: Flowers 20.04 W3: Butterflies / Minibeasts 27.04 W4: Bees 04.05 W5: Down on the farm 11.05 W6: People who help us 18.05	W1: London 09.06 W2: Dinosaurs 16.06 W3: At the seaside 23.06 W4: Under the sea 30.06 W5: Pirates 07.07 W6: Disney 14.07 W7 21.07(3 days)
Cultural Capital	Superhero Dress Up Week Superhero stay and play	Diwali Day EYFS Christmas Party/ Elf Day Christmas Stay and Play	Local Walk Chinese New Year Stay and Play	Caterpillars Mother's Day Afternoon Tea Nursery Rainbow Run (Holi) Pancake making		Visit Pennels Garden Centre Visit to Nunny's Farm Growing and Planting Fruit and Vegetables. Visit from emergency services	Visit to the seaside Sports Day End of Nursery Stay and Play Pirate day
Super Six Reads	What I Like about Being Me The Colour Monster board book Find out about Families On the Farm Pumpkin for Peter Superheroes Love Starting Nursery Where's Mrs Witch	First Festival's-Diwali Nursery Rhyme Books Maisie Goes to a Wedding It's My Birthday Pip and Posy, The Snowy Day Dear Santa	Trucks- Lift the Flaps book The Gingerbread Man How the Camel Got His Hump First Festivals- Lunar New Year Busy Holiday Pop-up Peekaboo I Love You	Touch and Feel Pets Dear Zoo See, Touch, Feel, Colours Three Little Pigs Peep inside Springtime Spot's Easter		Jack and the Beanstalk How Do Flowers Grow The Hungry Caterpillar A Beehive Old Mcdonald Had a Farm The Jolly Postman	Busy London Dinosaur ROAR Busy Beach The Rainbow Fish Where's Mr. Pirate? Disney book
Other Possible Books;	Little Faces Big Feelings My First Book of Emotions for Toddlers	Cinderella	The Everywhere Bear Spot goes on holiday	Giraffes Can't Dance Have you seen my Elephant Grumpy Monkey Brown Bear		Wide Mouthed Frog	Little Life of a Plastic Bottle The Odd Fish Peppa Goes to London
Key Events	International Literacy Day (8.9.23) Roald dahl day (13.09) International Dot Day (15.09) National Fitness Day (20.09) World Gratitude Day (21.09) Autumn Equinox (22.09) Day of Languages and British Food Fortnight (26.09) Black History Month (Oct) Harvest Festival (06.10.23) Grandparents Day (05.10) Poetry Day (06.10)	Diwali (01.11) Bonfire Night (05.11) Children's Book Week (06.11) World science day (10.11) Remembrance Day (11.11) Nursery Rhyme Week (11.11) Anti-Bullying Week (13.11) Odd Socks Day (13.11) Maths Week (14.11) Children in Need (17.11) Road Safety Week (19.11)	RSPB's Big School's Birdwatch (06.01) World religion day (18.01) Penguin Awareness Day (20.01) National Handwriting day (23.01) Burns Night (25.01) International Lego day (28.01) National Puzzle day (29.01) Lunar New Year (29.01) Storytelling Week (30.01) Children's Mental Health Week (02.02) World Read Aloud Day (04.02)	St David's Day (01.03) World wildlife day (03.03) Holi (04.03) World Book Day (05.03) British Science Week (06.03) Mothers Day (15.03) St Patrick's Day (17.03) Eid (19.03) Spring (20.03) World Frog Day (20.03) Red Nose Day (20.03) World Poetry Day (21.03) Eid (30.03)		Good Friday (03.04) Easter Sunday (05.04) World Unicorn day (09.04) World Health Day (07.04) National Pet Day (11.04) World Art Day (15.04) World Circus Day (17.04) Earth Day (22.04) St George's Day (23.04) International Dance Day (29.04) May Day (01.05) World Laughter Day (03.05) Star Wars Day (04.05)	Pride month (01.06) National dinosaur day (01.06) World environment day (05.06) World Ocean Day (08.06) International Day of Play (11.06) World Cup (11.06) Insect Week (20.06) The Kings Birthday (20.06) Father Day (21.06) Summer Solstice (21.06)

	World Smile Day (06.10) Mental Health day (10.10) Global Handwashing Day (15.10) Recycling Week (16.10) Invisible Disabilities Week (20.10) International Artist Day (25.10) Halloween (31.10)	Thanksgiving (23.11) St Andrews Day (30.11) Advent (01.12) Christingle (01.12) National Day of Giving (03.12) Christmas Jumper Day (13.12) National Hot Chocolate Day (13.12) Winter (21.12) Hanukkah (25.12)	NSPCC Number Day (06.02) Safer Internet Day (10.02) Valentines Day (14.02) Shrove Tuesday (17.02) Random Acts of Kindness Day (17.02) Ash Wednesday (18.02) Ramadan (18.02) Engineers Week (22.02)	April Fools Day (01.04) Passover (01.04)	Cinco De Mayo (05.05) Deaf awareness week (05.05) Europe Day (09.05) Outdoor Classroom Day (19.05) World Bee Day (20.05) World turtle day (23.05) Elmer Day (24.05) Africa Day (25.05) National Biscuit Day (29.05)	Armed forces day (29.06) World Chocolate Day (07.07) Teddy Bear's Picnic Day (10.07) Shark awareness day (14.07) World emoji day (17.07)
Understanding the World	<u>The Natural World</u>	<u>The Natural World</u>	<u>The Natural World</u>	<u>The Natural World</u>	<u>The Natural World</u>	<u>The Natural World</u>
R.E.	Do I closely observe what animals, people and vehicles do?	Can I repeat actions that have an effect?	Do I explore materials with different properties?	Do I explore natural materials both indoors and outside?	Can I explore and respond to different natural phenomena in my setting?	Do I talk about what I see, using a wide vocabulary?
History	Do I watch toys being hidden and then try and find them?					
Geography	Do I watch intently where a spider has scuttled away under the leaves?	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>	<u>Past and Present</u>
	<u>Past and Present</u>	Do I have a sense of my own immediate family, relations, and pets?	Do I enjoy stories about people and nature?	Am I interested in photographs of myself and other familiar people and objects?	When I'm engaging in pretend play, do I imitate everyday actions and events from my own family and cultural background?	When I'm engaging in pretend play, do I imitate actions from things I have watched or been a part of- such as being a dog or cat?
	Have I developed a sense of belonging to my family and key carer?	<u>People, Culture and Communities.</u>	Am I interested in photographs of myself with these things?	<u>People, Culture and Communities.</u>	<u>People, Culture and Communities.</u>	<u>People, Culture and Communities.</u>
		Do I have a sense of my own immediate family, relations, and pets?	<u>People, Culture and Communities.</u>	Have I started to make connections between the features of my family, compared to other families?	Do I notice differences between people?	Do I show an interest in different occupations?
	<u>People, Culture and Communities.</u>	Have I started joining in with celebrations?	Do I enjoy stories about people and nature?			
STEM	Have I developed a sense of belonging to my family and key carer?		Am I interested in photographs of myself with these things?			
				Easter Nests	Sunflower Planting	Bug Hotels
Expressive Arts and Design	Do I explore and experiment with an increasing range of media and movement through	Do I notice and become interested in the transformative effect of my	Do I explore paint, using my fingers and other parts of my	Do I explore varied materials, using all my senses to investigate them?	Can I make simple models which express my ideas?	Do I take part in simple pretend play, using an object to

	multi-sensory exploration and expression?	actions on materials and resources?	body, and one-handed tools like brushes? Can I start making marks intentionally?	Can I manipulate and play with varied materials?		represent something else, even when they are not similar?
Art	Can I make rhythmical and repetitive sounds?	Do I explore with a range of sound-makers and instruments and can play them in diverse ways?	Do I enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'?	Have I started to develop pretend play, pretending that one object represents another? For example, using a wooden block for a phone.	Do I use my imagination as I consider what I can do with varied materials?	Do I listen with increased attention to sounds?
Music	Do I join in with songs and rhymes, making some sounds?		Can I express ideas and feelings through making marks, and sometimes giving meaning to the marks that I make?			
Communication and Language-Speaking	Do I enjoy singing, music and toys that make sounds? Do I make sounds to get attention in diverse ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)?	Do I babble, using sounds like 'baba', 'mamma', Use intonation, pitch and changing volume when 'talking'?	Can I understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Can I make myself understood, and do I become frustrated when they cannot?	Can I start to develop conversation, jumping from topic to topic? Can I start to say how I am feeling with words as well as actions?	Can I use speech sounds p,b,m,w? Can I pronounce l/r/w/y-s/sh/ch/dz/j- f/th- multi-syllabic words such as 'banana' and 'computer'?	Can I sing a large repertoire of songs? Can I use longer sentences of four to six words?
Listening, Understanding and Attention.	Do I recognise familiar voices and am I calmed by these? Do I listen to and respond to simple instructions? Can I use gestures such as waving and pointing to communicate? Do I reach out or point to something I want, whilst making sounds?	Do I copy gestures and words? Do I understand single words in context- 'cup' 'ball' 'mummy'? Do I understand simple instructions like 'give to nanny' or 'stop'? Can I recognise objects if I am asked about them?	Can I focus on an activity of my own choice and often find it difficult to be directed by an adult? Do I listen to simple stories and understand what is happening- with the help of the pictures?	Can I identify familiar objects and properties for practitioners when they are described? For example, 'blur car' 'Katie's coat'. Have I started to develop pretend play, such as putting a baby to sleep?	Do I start to have conversations, often jumping from topic to topic? Can I understand and act on longer sentences like 'find your coat' or 'make teddy jump'?	Am I able to use a wide range of vocabulary? Can I understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'?

Literacy Comprehension	Do I touch the pages of a book, as they are read to me by an adult?	Do I enjoy sharing books with an adult?	Do I have favourite books and seek these out to share with an adult, another child or to look at independently?	Do I develop play around my favourite stories, using props? Do I ask questions about the book and make comments about my own ideas?	Do I enjoy songs and rhymes, tuning in and paying attention?	Have I begun to engage in extended conversations about stories and learning new vocabulary?
Word Reading	Do I point to objects when an adult says the word?	Can I sing songs and say rhymes independently, for example; singing whilst playing?	Do I pay attention and respond to pictures or words?	Do I repeat words and phrases from familiar stories? Can I join in with songs and rhymes, copying certain sounds, rhymes, tempo and tunes?	Can I count or clap syllables in a word? Do I recognise words with the same initial sounds such as money or mother?	Do I use some of my print and letter knowledge in my early writing? For example- writing a pretend shopping list that starts at the top.
Writing	Do I copy finger movements and other gestures? (Join in with Dough Disco if ready)	Do I enjoy drawing freely? (Join in with Squiggle Wiggle if ready)	Do I add some marks to my drawings, which do I give meaning to? Such as- 'that says daddy'.	Do I notice some prints, such as the first letter of my name, a door or bus number, or a familiar logo?	Can I make marks on my picture to stand my name?	
Maths	<u>Number</u> Can I take part in finger rhymes with numbers? <u>Numerical Patterns</u> Do I put objects inside one another and take them out again?	<u>Number</u> Do I react to changes in amount in a group of up to three items? <u>Numerical Patterns</u> Can I build with a range of resources? Can I climb and squeeze myself into different types of spaces?	<u>Number</u> Have I developed counting behaviour, such as making sounds, pointing, or saying some number names in sequence? <u>Numerical Patterns</u> Can I complete inset puzzles? Can I compare amounts, using mathematical language such as 'lots,' 'more' or 'same'?	<u>Number</u> Can I count in everyday contexts, sometimes skipping numbers- '1-2-3-5'? <u>Numerical Patterns</u> Do I compare sizes and weights using gestures and language- 'bigger/ little/smaller,' 'tall,' 'heavy'?	<u>Number</u> Can I recite numbers to 3? <u>Numerical Patterns</u> Am I starting to notice patterns?	<u>Number</u> Can I recite numbers past 5? <u>Numerical Patterns</u> Am I starting to arrange things into patterns?
PSE	Building Relationships. Do I play with increasing confidence on my own and with other children because I know my key person is nearby? Have I developed friendships with other children?	Celebrating Difference Can I show sensitivity to the feelings and needs of others?	Self-Regulation Do I find ways of managing transitions, for example from their parent and key person? Can I thrive as I develop self-assurance? Do I feel confident when taken out around the school? Do I enjoy exploring unfamiliar places with my key person?	Healthy Me What are healthy foods?		Changing Me Can I show understanding of what I can do now, compared with what I could not do before or want to do in the future?

	Can I talk about my feelings in more elaborate ways: "I'm sad because."? Do I explore confidently when I feel secure in the presence of a familiar adult? Am I more likely to engage in new or challenging situations? Am I beginning to play with one or more other children, extending and elaborating play ideas? Am I beginning to find solutions to conflict and rivalries, for example accepting that not everyone can be one character and suggesting other ideas?		Have I begun to show 'effortful control', for example waiting for a turn and resisting a strong impulse to grab what they want or to push their way to the front? Am I able to increasingly talk about and manage my emotions? Have I been able to understand gradually how others may be feeling?			
Physical Development	<u>Gross Motor</u> Have I gained control of my body through continual practice of large movements, such as waving, rolling, kicking, walking, crawling? Do I clap and stamp to music? Can I fit myself into small spaces, like tunnels, large boxes and dens? <u>Fine Motor</u> Can I build independently with a range of appropriate resources? <u>Managing Self</u> Do I express preferences and decisions? Do I try new things and start establishing my autonomy?	<u>Gross Motor</u> Can I walk, jump, run, climb and start to use the stairs independently? Can I spin, roll and independently use ropes and swings? <u>Fine Motor</u> Do I use small motor skills to do things independently? Can I use a pincer grip to pick up and place small objects and pour/ empty into containers? <u>Managing Self</u> Do I gesture towards my cup and express that I want a drink?	<u>Gross Motor</u> Can I sit on a push-along wheeled toy, use a scooter, or ride a tricycle? <u>Fine Motor</u> Do I show an increasing desire to be independent, such as wanting to feed myself and being able to dress or undress myself? <u>Managing Self</u> Do I feel strong enough to express a range of emotions?	<u>Gross Motor</u> Can I use large motor skills to do things independently? <u>Fine Motor</u> Have I started eating independently, learning how to use a knife and a fork? Have I developed manipulation and control when using different materials and tools? <u>Managing Self</u> Do I notice and ask questions about differences such as skin colour, types of hair, special needs, gender, and disabilities?	<u>Gross Motor</u> Do I go up steps, stairs or climb up apparatus, using alternate feet? Can I skip, hop or stand on one leg? <u>Fine Motor</u> Do I use a comfortable grip with good control, when holding pens and pencils? <u>Managing Self</u> Am I becoming increasingly independent when I get dressed and undressed? (Can I put my arms in my coat or put on an apron?)	<u>Gross Motor</u> Can I start taking part in some group activities, which I make up myself or as part of a team? <u>Fine Motor</u> Do I begin to show preference for a dominant hand? <u>Managing Self</u> Am I learning how to use the toilet with help and then independently?

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