

LITTLE ACORNS LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / Theme	Everyday life	People who help us	Action and adventure	Growing and changing	Once upon a time..	Under the sea
Key texts						
DEAR - Drop everything and read	<p> Monkey Puzzle Giraffes Can't Dance Baby Animals Elmer The Tiger That Came To Tea Five Minutes Peace That's Not My Zebra The Scarecrows Wedding Monkey Do! Kippers Birthday </p>	<p> The Day the Crayons Quit The Hospital Dog Zog Stick Man A Superhero Like You The Smartest Giant in Town Arnie The Accidental Hero Lets Take Over the Nursery Peepo What Do People Do All Day? </p>	<p> Superworm Owl Babies The Gruffalo What The Ladybird Heard Shark in the Park! Whatever Next? How To Catch a Star The Highway Rat Betty and the Yeti The Elephant and the Bad Baby </p>	<p> Ten Little Fingers and Ten Little Toes The Bad Tempered Ladybird Monkey Business The Growing Story Jack and The Beanstalk Little Red Hen The Tale of a Naughty Little Rabbit The Enormous Turnip Hygeine and Health That's Not My Chick </p>	<p> Little Red Riding Hood Goldilocks and the Three Bears Three Billy Goats Gruff Gingerbread Man Chicken Licken Each Peach Pear Plum Cinderella Puss in Boots The Ugly Duckling The Troll </p>	<p> Tiddler The Snail and the Whale Sharing a Shell Fidgety Fish Peep Inside The Sea The Singing Mermaid Sea Creatures Big Red Bath On The Sea Shore Theres A Shark in the Bath </p>

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Rhyme Time - Rhymes to embed each term	I'm a little Teapot Tommy Thumb Incy Wincy Spider Wind the Bobbin up Heads, Shoulders, Knees and Toes Hickory Dickory Dock	Here's the Church... See Saw Margery Daw Twinkle, Twinkle Little Star I hear thunder The North Wind Jingle Bells	Miss Polly had a dolly Humpty Dumpty This Little Piggy went to Market Hickety Pickety Frere Jacques Sleeping Bunnies	Pat-a-cake Two Little Dickie Bds Hot Cross Buns Baa Baa Black Sheep Little Bo-Peep Old Mac Donald had a Farm	Round and Round the garden Here is a beehive 1,2,3,4,5 Once I caught a fish alive 5 Little Ducks The Mulberry Bus	Pussy cat, Pussycat Row, Row, Row your boat The Wheels on the Bus Ring a Ring o' Roses Ride a Cock Horse Hokey Cokey 5 Little Monkeys jumping on the bed
Key experiences/ visits/visitors	A walk around the local village- finding farm animals, sightseeing (hairdressers, shops etc).	Local Visit Visit from a postal worker	Bear Hunt on school field Teddy Bears Picnic.	Idle Valley - Observe what is happening in the environemt- What is growing? Planting and growing seeds.	Den building Forest school experience	Aquarium/ Aquatics shop (Doncaster)
Parental involvement	Stay and Play	Stay and Play Parent meeting	Stay and Play	Stay and Play Parent meeting	Stay and Play	Stay and Play Parent meeting
Key Dates	Baselines (As new children start) Harvest	Bonfire night Christmas/Christingle Assessment - CP1	Chinese New Year	Assessment - CP2 World Book Day Mothers Day Easter	Sports Day and family picnic.	Assessment - CP2 Fathers day End of Acorns report for parents
Topic Overview	<i>Children will develop an understanding of different animals, their habitats and talk about their characteristics. Children will consider what might happen at the zoo when we visit and also think about</i>	<i>Children will be able to reflect upon their own experiences of people who help them. They will explore different occupations and role play a range of these. Children will develop key language related to people in the local</i>	<i>The adults will use opportunities to extend the childrens languge with descriptive words from the story. Children will gain an undertsnaidng of different media and how media can change.</i>	<i>. Children will build an understanding of life, growth/development and changes. The children will learn using the natural environment and explore a range of media such as soil, seeds etc. Children</i>	<i>. The adult's role will be to extend children's ideas when building using different building materials and encourage them to think about how things are structured. In addition to this</i>	<i>Children will look at different sea creatures and think about their characteristics. Children will look closely at the under the sea environment to build their curiosity about natural places</i>

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	<p>other places we could visit. E.g the farm. Children will be exploring new language and sounds as well as talking about their own experiences of visiting new places. Children will think about how we care for animals.</p>	<p>community and learn about the key features of the village. Children will be engaged in mark-making for purpose as well as developing conversation skills.</p>	<p>Children will think about how stories go in a sequence- having a beginning, middle and an end as they have a go at recalling story events. Children will join in with the repetitive phrase of the story to build their early literacy skills.</p>	<p>will consider how living things grow such as our bodies, animals and plants. What do they need to grow? How do we look after living things?</p>	<p>children may think about different materials- are they strong? Are they heavy? Etc. Children will be able to engage in the story through repetition of a familiar phrase and possibly anticipate what happens next.</p>	<p>around the world and how we respect the environment. Children will hear different rhyming words which will further extend their early literacy skills and their interest in books.</p>
<p>Communication & Language</p>	<ul style="list-style-type: none"> • Naming animals • Recognise objects/ animals • To respond to an adult/peer with words- having conversations about home/ everyday life/ familiar people • To identify particular objects that they use such as 'blue car', 'red cup' etc. 	<ul style="list-style-type: none"> • Hear new rhyming strings from different texts • Use simple sentences • Use new vocabulary • Talk about how people help us • To use speech in pretend play appropriately "I'm the doctor I'll make you better". 	<ul style="list-style-type: none"> • Use speech in pretend play • Be able to respond to others in back and forth conversation • Learn new vocabulary • Understand what is happening in a story • To use new words such as 'crunchy', 'squelchy' etc • To be able to talk about other books that they know with a repetitive phrase • Enjoy listening to longer stories • Communicate using full sentences 	<ul style="list-style-type: none"> • Learn and use new vocabulary such as; grow, change, ripen etc. • Point out familiar objects- flower, stem, grass etc. • To communicate in full sentences about how things change/grow • To know how to answer why questions- 'Why does this tree look different?' etc. • To recall what happens throughout the book- how do the seasons change? 	<ul style="list-style-type: none"> • Build their language from different traditional tales. • Use intonation, pitch and volume when imitating characters from stories • To pay attention when subject matter interests them of up to 5 minutes. • To join in with a range of songs- a range of nursery rhymes 	<ul style="list-style-type: none"> • Rhyming • Start to develop conversation • Develop pretend play • Talk about how they feel • Show they have understood they have understood longer sentences. • Use new words in their own speech- coral, ocean, rocks etc. • To tell others what they think about something • To start conversations and be able to continue the conversation
<p>Personal Social, Emotional Development</p>	<ul style="list-style-type: none"> • To engage with others through talk, actions and gesture- role play with animals, action songs. 	<ul style="list-style-type: none"> • Talking about people who are important to us • Reflecting on own experiences of doctors/dentists 	<ul style="list-style-type: none"> • Feel confident enough to share ideas • To play alongside other children to create a role play situation 	<ul style="list-style-type: none"> • Talks about their emotions • To know what they like and don't like (food tasting experiences for example). 	<ul style="list-style-type: none"> • To develop friendships with others through teamwork • Problem solving 	<ul style="list-style-type: none"> • Manage their own emotions- learn ways of calming down (sea sounds, music)

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	<ul style="list-style-type: none"> • To enjoy exploring new places- village walk. • To manage transitions such as a room change. • To leave main carer with little/no support. 	<ul style="list-style-type: none"> • To grow independence, wanting to achieve things for themselves- visits from inspirational people who help us. • To notice and comment on differences between themselves and others. • To think about other ways that people help us- being kind to each other and noticing when someone needs help. 	<ul style="list-style-type: none"> • Follow the rules of the setting with more confidence • Show confidence in new social situations • To play alongside more children in order to extend role play incorporating ideas from stories. • To talk about a sequence of events- recalling own adventures or those that have happened in stories 	<ul style="list-style-type: none"> • Problem solving • Reflecting on experiences of growth and change • To talk about their feelings and use words to describe how they feel • Talk about how we keep clean and look after living things • Talk about the food they eat 	<ul style="list-style-type: none"> • To show 'effortful control' to wait their turn • Begin to understand how others may feel • Ask for help when something is difficult • To talk about feelings "Oh do you think that made The little red hen feel when the animals weren't kind to her?" • To enjoy exploring new places- Den building on the school filed. 	<ul style="list-style-type: none"> • Talk about how they feel using the words (happy, sad etc) • Show positive attitudes towards differences between people
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Exploring ways of moving around- balancing & climbing- animal action songs. • To change body shape to fit into different spaces (thinking about different cages from the story) • Activities to develop core strength- climbing opportunities, crawling, yoga (different positions). 	<ul style="list-style-type: none"> • Developing fine motor skills for mark making- e.g threading, mark making in different ways • Using a range of fine and gross motor skills- dough disco, using the bandages in the doctors set 	<ul style="list-style-type: none"> • Hygiene- how do we keep ourselves clean? - Sticky Kids (Wash your dirty hands songs) • Large loose parts in the outdoor areas to challenge physical development such as balancing and lifting (strengthening arms) • Using tough tray to explore textures bare foot e.g 'Squelch through the mud', • To show independence meeting own care needs • To be able to manage their own risks • To collaborate with others to manage large items 	<ul style="list-style-type: none"> • To use large motor skills such as getting a toy down from a shelf, waving flags etc. • To use small motor skills to achieve results such as threading or attempting • To show interest in throwing and catching • To use large muscle movements • To know which food and drink would be a healthy choice • To throw an object a target • To start to eat independently with a knife and fork 	<ul style="list-style-type: none"> • To start to use stairs and steps independently • To roll their bodies- yoga opportunities • To be able to move their body in different ways • To skip, hop and stand on one leg • To choose an appropriate way to move according to activity/movement- pretending to be a character from a story (role play) 	<ul style="list-style-type: none"> • To show control of their body movements • To clap and dance to music- imitating different sea creatures • To jump up and down • To move their body in different ways • To be able to copy basic body actions • To be able to move their body to music showing more rhythm

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Literacy	<ul style="list-style-type: none"> Encourage children to repeats words from the book Dear Zoo e.g. So they sent me an..... Develop play around favourite stories using the wooden spoons puppets to act out the story or animals Make marks on their picture to stand for their name using post it notes 	<ul style="list-style-type: none"> Singing songs independently whilst playing use the doctors set sing ' Miss Polly had a dolly'. To share books with an adult using the texts listed including 'The Jolly Postman' 	<ul style="list-style-type: none"> Ask questions about the book 'We're going on a Bear Hunt' e.g. "What noise does the grass make"? "What kind of day is it in the story"? Encourage children to share books with another child 	<ul style="list-style-type: none"> Engaging in books using extended conversations e.g. discuss growth and development/ living things what we need to help us grow 	<ul style="list-style-type: none"> To encourage children to write some or all of their name Encourage the children to understand the five concepts about print: <ul style="list-style-type: none"> Print has meaning Print can have different purpose We read text left to right The names of the different parts of books Page sequencing Discuss with the children The three Little Pigs is the title of the book 	<ul style="list-style-type: none"> Pay attention and respond to pictures or words e.g. "Look these creatures live under the Sea", Its an Octopus, Whale, Shark, Jellyfish, Dolphin. Sea horse etc. Encourage children to make comments and share ideas e.g. "Where do you think this creature lives"? Does it have fins, does it have sharp teeth?
Maths	<ul style="list-style-type: none"> Climb and squeeze themselves into different types of spaces e.g. like the Elephant in the large box, or the lion in a cage, the snake in the basket etc. 	<ul style="list-style-type: none"> Count in everyday contexts using fingers to help React to changes of an amount in a group using the bandages from the doctors set to help "How many did we have, how many do we have now"? 	<ul style="list-style-type: none"> Compare sizes using gesture and language "We're going on a Bear Hunt, we're going to catch a Big one" 	<ul style="list-style-type: none"> Notice patterns and arrange things in patterns "Oh look at the lovely pattern on these flowers can you see, can you find something else with a pattern on it"? Make comparisons between objects relating to size, length, weight etc - use seeds and plants we have grown (Sunflowers, Cress) 	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects - use props from the story of the Three little Pigs straw, sticks, and bricks Recite numbers past 5 - use the songs and rhymes to support 1,2,3,4,5 once I caught a Fish alive (show finger numbers 	<ul style="list-style-type: none"> Compare quantities using language: ' more than', 'fewer than' using the fish in the water tray ask questions Solve real world mathematical problems with numbers up to 5- "How many sea creatures can you see, can you count 'more than' 5

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<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> Talking about family- who is in their family, who lives at home etc. To know and say their own name To notice local places- the shop, school etc. 	<ul style="list-style-type: none"> Show an understanding of occupations- dentist, doctor etc Notice differences between people Use maps as part of play- Where does the postman go? Cars and car mats etc. To know when an important event is happening soon- e.g Christmas. 	<ul style="list-style-type: none"> To use words to share who is in their family (sister etc). To know and say how old they are To know some different types of transport- exploring and adventures To know that a globe represents the world- discuss different landscapes To compare places they've been to places they have seen in books- muddy places, wet places etc. To know what is meant by the word 'family' 	<ul style="list-style-type: none"> Explore natural materials inside and outside Notices differences between people To know that it is their birthday soon To know that their birthday represents the day they were born To understand that everyone was once a baby- discuss lifecycles in simple terms To talk about a sequence of events- a seed grows a stem and becomes a flower etc 	<ul style="list-style-type: none"> Explore natural materials inside and outside To know there are lots occupations they could do when they get older To know what is meant by the word 'family'- siblings etc To comment on what they can see, hear and feel in their local environment- textures of building materials 	<ul style="list-style-type: none"> Looking at under sea creatures and discussing similarities Explore natural materials from under the sea Sort animals that belong on land/sea To know the world is made of land and ocean To know what a map is and what it is used for- discuss what oceans look like on a map/globe To know the globe represents the world
<p style="text-align: center;">Expressive Art and Design</p>	<ul style="list-style-type: none"> Explore paint using fingers and other parts of the body to make animals out of our handprints Joins in with action songs ' A Zoo keeper, a Zoo keeper works all day, works all day'. Express ideas through making marks sometimes giving meaning to the marks they make Join different materials and explore different textures -can you 	<ul style="list-style-type: none"> Start to make intentional marks- writing letters, making marks for their names Enjoy and take part in action songs- action song CDS To develop pretend play- e.g role play as different people doing different jobs Express ideas through mark making and sometimes gives meaning to marks Take part in simple pretend play using an object to represent something else even 	<ul style="list-style-type: none"> Explore paint using fingers other parts of their bodies as well as brushes and other tools- using different media such as mud, shaving foam etc. Explore different materials using all their senses- bare foot sensory sessions Explore colour and colour mixing- thinking about what colours might be used for certain things Show different emotions in the drawings/paintings 	<ul style="list-style-type: none"> Joins in with songs and rhymes Explore a range of sound makers and play them in different ways Take part in action songs Listen with increased attention to songs Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match). 	<ul style="list-style-type: none"> Join in with songs and rhymes Make rhythmical and repetitive sounds Respond to what they have heard expressing their thoughts and feelings. Begin to develop complex stories using small world equipment like animal sets, dolls, dolls houses etc. 	<ul style="list-style-type: none"> Start to develop role play, pretending that one object represents another e.g. hold a large shell to your ear can you hear the sea? Enjoy and take part in action songs such as Row, Row, Row your Boat Use their imagination as they consider what they can do with different materials Remember and sing entire songs Use drawings to represent ideas like movement or loud noises

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	<p>make an animal out of these materials?</p> <ul style="list-style-type: none">• Draw with increasing complexity representing a face with a circle and including details	<p>though they are not similar</p>	<p>such as happy, sad, fear etc</p> <ul style="list-style-type: none">• Explore different textures and join different materials- thinking about what materials are suitable for certain things			
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Children accessing FS1 curriculum