

**Coppull Primary School and Nursery**  
**Long term plan – Little Acorns Class**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>This Is Me</b>	<b>Colour My World</b>	<b>Nursery Rhymes</b>	<b>Stories</b>	<b>My Beautiful World</b>	<b>Animals around the world</b>
<b>PSED</b>	<ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Interested in other's play.</li> <li>Shows awareness of bladder and bowel urges.</li> <li>Value - Respect</li> </ul>	<ul style="list-style-type: none"> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Shows awareness of bladder and bowel urges.</li> <li>Value – Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Seeks out others to share experiences, <i>e.g. adults and other children.</i></li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Shows awareness of what a potty or toilet is used for.</li> <li>Value - Honesty</li> </ul>	<ul style="list-style-type: none"> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Shows awareness of what a potty or toilet is used for.</li> <li>Value - Patience</li> </ul>	<ul style="list-style-type: none"> <li>Thrive as they develop self-assurance.</li> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Learn to use the toilet with help, and then independently.</li> <li>Value - Happiness</li> </ul>	<ul style="list-style-type: none"> <li>Develop friendships with other children.</li> <li>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</li> <li>Learn to use the toilet with help, and then independently.</li> <li>Value - Kindness</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>Holds a pen or crayon using a digital grasp when drawing, writing or painting.</li> </ul>	<ul style="list-style-type: none"> <li>Walk, run, jump and climb – and start to use the stairs independently</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Holds a pen or crayon using a digital grasp when drawing, writing or painting.</li> <li>Anticipates time / food routines with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Holds a pen or crayon using a digital grasp when drawing, writing or painting.</li> <li>Anticipates time / food routines with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials and tools.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Draws lines and circles with gross motor skills.</li> <li>Confidently use a spoon and fork at meal times.</li> <li>Anticipates time / food routines with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Build independently with a range of appropriate resources</li> <li>Draws lines and circles with gross motor skills.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Anticipates time / food routines with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Draws lines and circles with gross motor skills.</li> <li>Anticipates time / food routines with interest.</li> </ul>

<p><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Can become frustrated when they can't make themselves understood.</li> <li>• Understand simple questions about 'who', 'what' and 'where'.</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Can become frustrated when they can't make themselves understood.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Uses vocabulary focused on objects and people important to them.</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Uses simple sentences to express themselves, e.g. three words in a sentence.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the speech sounds p, b, m or w.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Can retell simple past events in the correct order such as, 'went down slide, hurt finger.'</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Are usually still learning to pronounce: - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</li> <li>• Develops pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Are usually still learning to pronounce: - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</li> <li>• Develops pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Looks at books independently.</li> <li>• Turns the pages in books sometimes several at once.</li> <li>• Books – Cock A Doodle Do, If your happy and you know it. Flora's blanket</li> <li>• Poem – Falling Apples</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at books independently.</li> <li>• Turns the pages in books sometimes several at once.</li> <li>• Books – Wow said the Owl, What do you see?, The Park in the dark</li> <li>• Poem - Breezy Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories and poems with increasing attention, 1:1 and also in small groups.</li> <li>• Joins in with songs, rhymes and poems, rhythms, tunes and tempo.</li> <li>• Books – Five Little Ducks, Rhymes to remember, The Gruffalo's child</li> <li>• Poem – Let's put on our mittens</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat words and phrases from familiar stories.</li> <li>• Fills in missing words or phrases in a known rhyme, story or poem</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Books – The Three Little Pigs, Going on a Bear Hunt, Goldilocks and the three bears,</li> <li>• Poem – Pitter Patter</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the book. Makes comments and shares their own ideas. Such as 'what', 'who', 'where'</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Books - Tiny Perfect Things, Nature's tiny miracle, Monkey and Me.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and say rhymes/ poems independently, for example, singing whilst playing.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number E.G. "I see number". "(This does not include number recognition, it is about</li> </ul>

					<ul style="list-style-type: none"> <li>Poem – Hungry Birds</li> </ul>	<p><i>knowing print has meaning) although some children may know some numbers.</i></p> <ul style="list-style-type: none"> <li>Books –, Dinky Donky, The Very Busy Spider, Bumble Bear.</li> <li>Poem – I dance</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Build with a range of resources.</li> <li>Understands some talk about immediate past or future, e.g. ‘before’, ‘later’, soon’.</li> </ul>	<ul style="list-style-type: none"> <li>Build with a range of resources.</li> <li>Understands some talk about immediate past or future, e.g. ‘before’, ‘later’, soon’.</li> </ul>	<ul style="list-style-type: none"> <li>Complete more complex inset puzzles or jigsaw (4-6 pieces).</li> <li>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</li> <li>Notice patterns and arrange things in patterns. <i>Such as using repeated noises, movements or actions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Counting-like behaviour, such as making sounds, pointing or saying some numbers randomly.</li> <li>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> </ul>	<ul style="list-style-type: none"> <li>Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</li> <li>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</li> </ul>	<ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, ‘please give me one’ or ‘please give me two’.</li> <li>Creates and experiments with symbols and marks representing ideas of numbers.</li> </ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Enjoys playing with small-world models such as a farm, garage or train track.</li> </ul>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Watches for toys being hidden and tries to find them, finds their favourite toy or watches intently where</li> </ul>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Explore and respond to different natural phenomena in their setting and on trips. <i>Baking, animals, insects</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Explore and respond to different natural phenomena in their setting and on trips. <i>Baking, animals, insects</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Notice and talk about detailed features of their environment.</li> <li>Notice differences between people <i>such as family members, key</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets, heuristic play, malleable activities such as gloop, playdough and other consumables.</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects, snow, ice</i></li> <li>Notice and talk about detailed features of their environment.</li> <li>Notice differences between people <i>such as family members, key</i></li> </ul>

	<ul style="list-style-type: none"> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</li> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>	<p>a spider has scuttled away under leaves.</p> <ul style="list-style-type: none"> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</li> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>	<p><i>in their environment, weather.</i></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families <i>i.e. similarities and differences that connect them to, and distinguish them from, others. Focus on children personal family experiences / cultural beliefs.</i></li> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>	<p><i>in their environment, weather.</i></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families <i>i.e. similarities and differences that connect them to, and distinguish them from, others. Focus on children personal family experiences / cultural beliefs.</i></li> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>	<p><i>person, other nursery or school staff or people in their local environment such as a shop assistant, hair dressers etc.</i></p> <ul style="list-style-type: none"> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>	<p><i>person, other nursery or school staff or people in their local environment such as a shop assistant, hair dressers etc.</i></p> <ul style="list-style-type: none"> <li>Plays with water to investigate “low technology” such as washing and cleaning.</li> </ul>
<b>Expressive Art and Design</b>	<ul style="list-style-type: none"> <li>Make rhythmical and repetitive sounds.</li> <li>Manipulate and play with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Make rhythmical and repetitive sounds.</li> <li>Beginning to construct, stacking blocks vertically and horizontally.</li> </ul>	<ul style="list-style-type: none"> <li>Make rhythmical and repetitive sounds.</li> <li>Begins to move rhythmically to music.</li> <li>Explore different materials, using all their senses to investigate them.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of sound-makers and instruments and play them in different ways such as loudly, fast, slowly, and softly.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of sound-makers and instruments and play them in different ways such as loudly, fast, slowly, and softly.</li> <li>Start to make marks intentionally.</li> <li>Names different colours as they mark make with different resources and tools (<i>red, green, blue, yellow, pink, black, purple, brown and white.</i>)</li> <li>Use their imagination as they consider what they can do with different materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of sound-makers and instruments and play them in different ways such as loudly, fast, slowly, and softly.</li> <li>Experiments with colours and marks.</li> <li>Begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me’.</li> <li>Use their imagination as they consider what they can do with different materials.</li> </ul>
<b>Trips</b>		<b>Visitor to school</b>		<b>Visit out in the Community</b>		<b>Family picnic in local area</b>