

**Coppull Primary School and Nursery**  
**Long term plan 2025-2026 – Little Acorns Class**

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|---|--|--|--|---|---|---|
| Theme   | <i>This Is Me!</i><br>School Value- Respect  | <i>Colour My World</i><br>School Value - Kindness  | <i>Nursery Rhymes</i><br>School Value - Happiness  | <i>Stories</i><br>School Value – Resilience   | <i>My Beautiful World</i><br>School Value – Patience  | <i>Animals around the world</i><br>School Value - Honesty   |
| Personal Social Emotional Development   | <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> </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> </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> </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> </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.</li> <li>Learn to use the toilet with help, and then independently.</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 ...” this can be during circle times or in continuous provision</li> <li>Learn to use the toilet with help, and then independently.</li> </ul> |
| Physical Development<br><br>Dough disco sessions support the children’s fine motor skills.<br><br>Squiggle While you Wiggle | <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 such as scissor, cutters, rolling pins.</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 using chalk/ paint brushes.</li> <li>Confidently use a spoon and fork at meal times.</li> </ul> | <ul style="list-style-type: none"> <li>Build independently with a range of appropriate resources large blocks/ duplo/ boxes</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.</li> <li>Draws lines and circles with gross motor skills using chalk/ paint brushes.</li> <li>Anticipates time / food routines with interest.</li> </ul>  |

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|  |  |  |   | <ul style="list-style-type: none"> <li>Anticipates time / food routines with interest.</li> </ul>  |   |  |
| <p>Communication &amp; Language</p> <p>WellComm will support the children's speech and language development.</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>Literacy</p> <p>Phase 1 phonics Aspect 1 Environmental sounds Aspect 2 Instrumental sounds</p>                | <p>Poetry basket – Chop Chop</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 –Owl Babies, leaf thief, The very</li> </ul>   | <p>Poetry basket – Breezy Weather</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 – Wow said the Owl, What do you</li> </ul>  | <p>Poetry basket – Let's put on our mittons.</p> <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</li> </ul>   | <p>Poetry basket- Pitter patter</p> <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 such as "We're going on a bear hunt..."</li> </ul>  | <p>Poetry basket – Hungry birds</p> <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> </ul>   | <p>Poetry basket – I dance</p> <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> </ul>  |

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|                                   | <p>helpful hedgehog, Apples, apple everywhere, The Very Busy Spider.</p>  | <p>see?, The Park in the dark</p>   | <p>tempo. Such as ‘incy wincy spider’ and ‘hickory dickory doc.’</p> <ul style="list-style-type: none"> <li>Books – Five Little Ducks, Rhymes to remember, The Gruffalo’s child</li> </ul>   | <ul style="list-style-type: none"> <li>such as “I’ll huff and puff and blow your house down”</li> <li>Make marks on their picture to stand for their name.</li> <li>Books – The Three Little Pigs, Going on a Bear Hunt, The Very Hungry Caterpillar.</li> </ul>  | <ul style="list-style-type: none"> <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>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 knowing print has meaning) although some children may know some numbers.</li> <li>Books –, Dinky Donky, Bumble Bear.</li> </ul>                              |
| <p>Mathematics</p>                | <ul style="list-style-type: none"> <li>Build with a range of resources such as blocks, sticks, egg boxes.</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 such as duplo, logs, sticks.</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 using scales 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 using the scales 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>   |
| <p>Understanding of the World</p> | <ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets with colourful materials for bonfire night, Diwali, malleable activities such, playdough and sand.</i></li> <li>Explore natural materials, indoors and outside <i>such as</i></li> </ul> | <ul style="list-style-type: none"> <li>Explore materials with different properties – <i>Treasure baskets with sparkly materials and baubles for christmas, malleable activities such as shaving foam, spaghetti, playdough and sand</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, puddles, snow, ice</i></li> </ul> | <ul style="list-style-type: none"> <li>Explore materials with different properties – <i>heuristic play with watches, clocks puppets for nursery rhymes, malleable activities such as gloop, playdough, moon sand</i></li> <li>Explore natural materials, indoors and outside <i>such as mud, grass, bark, wood, puddles, insects.</i></li> </ul> | <ul style="list-style-type: none"> <li>Explore materials with different properties – <i>heuristic play with ruc sac, binoculas, magnifying glasses (bear hunt) malleable activities such as jelly, playdough and sand</i></li> <li>Explore natural materials, indoors and outside <i>such as, grass, bark, wood, puddles, 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 moon sand.</i></li> <li>Explore natural materials, indoors and outside <i>such as, grass, bark, wood, flowers, insects, leaves.</i></li> </ul> | <ul style="list-style-type: none"> <li>Explore materials with different properties – <i>heuristic play with ruck sacs, binoculas, magnifying glasses (safari), malleable activities such as playdough and sand.</i></li> <li>Explore natural materials, indoors and outside <i>such as, grass, bark, wood, insects, leaves, flowers, strawberries</i></li> </ul> |

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|                           | <p><i>mud, wood, leaves, puddles, snow, ice</i></p> <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, train track, dinosaurs</li> <li>• Operates mechanical toys, e.g. wind up toys, clocks, watches</li> <li>• Plays with water to investigate “low technology” such as washing and cleaning.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips. <i>cooking pumpkin soup, weather, windy, rain</i></li> </ul> | <ul style="list-style-type: none"> <li>• Watches for toys being hidden and tries to find them, finds their favourite toy or watches intently where a spider has scuttled away under leaves.</li> <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 Ice play.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips. <i>Baking, animals, weather.</i></li> <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 tubing, gutters, jugs (incy wincy spider)</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips. <i>animals, insects in their environment.</i></li> <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 funnels, jugs, scoops</li> </ul> | <ul style="list-style-type: none"> <li>• Notice and talk about detailed features of their environment.</li> <li>• Notice differences between people <i>such as family members, key person, other nursery or school staff or people in their local environment such as a shop assistant, hair dressers etc.</i></li> <li>• Plays with water to investigate “low technology” such as colour mixing in the water.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Notice and talk about detailed features of their environment.</li> <li>• Notice differences between people <i>such as family members, key person, other nursery or school staff</i></li> <li>• Plays with water to investigate “low technology” such as Sinking and floating</li> </ul>  |
| Expressive Art and Design | <ul style="list-style-type: none"> <li>• Make rhythmical and repetitive sounds using musical instruments.</li> <li>• Manipulate and play with different materials using treasure baskets to explore.</li> </ul>  | <ul style="list-style-type: none"> <li>• Make rhythmical and repetitive sounds using musical instruments.</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> <li>• Names different colours as they mark make with different</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</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 different materials.</li> </ul> |

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|              |                               |                   |                               | resources and tools<br><i>(red, green, blue, yellow, pink, black, purple, brown and white.)</i> | they can do with different materials. | <ul style="list-style-type: none"> <li>Names different colours as they mark make with different resources and tools<br/><i>(red, green, blue, yellow, pink, black, purple, brown and white.)</i></li> </ul> |
| <b>Trips</b> | Parent stay and play sessions | Visitor to school | Parent stay and play sessions | Visit out in the Community  | Parent stay and play sessions         | Family picnic in local area   |