**Little Owls Long Term Plan Overview 2025/2026**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **What makes me unique?**  **Why is Bury so brilliant?** | **What makes a celebration special?** | **What is a traditional tale?** | **What happens when spring arrives?** | **How is Kenya different to the UK?** | **What is the big blue?** |
| **Key Texts**  (Key text for writing) | (Nursery Rhymes)  The Colour Monster  Super Duper You  I’m the Best  Elmer  Giraffes Can’t Dance  The Invisible String  Perfectly Norman  Once There Were Giants  Owl Babies  Just Imagine  Ruby’s Worry  Tiger Ways  Mine | The Leaf Thief  Leaf Man  The Very Last Leaf  It’s Not a Stick  Stick Man  We’re Going on a Bear Hunt  The Bear in the Cave  Room on a Broom  The Gruffalo  Pumpkin Soup  Stanley’s Stick  The Tree  Farmer Duck  Dogger at Christmas  Jolly Christmas Postman | Goldilocks and the Three Bears  The Gingerbread Man  The Three Little Pigs  The Little Red Hen  Little Red Riding Hood  Billy Goats Gruff  Come Back, Jack  The Jolly Pocket Postman  Twisted Fairytales | The Very Hungry Caterpillar  Tadpole’s Promise  The Tiny Seed  Jasper’s Beanstalk  The Enormous Turnip  Oliver’s Vegetables  The Big Book of Blooms | Handa’s Surprise  Africa, Amazing Africa  The Ugly Five  On My Papa’s Shoulders  What the Elephant Heard  Wangari’s Trees of Peace  One Day on Our Blue Planet… In the Savannah | The Big Book of the Blue  The Snail and the Whale  Commotion in the Ocean  There’s a Sea in my Bedroom  Lost and found  Sharing a Shell  The Storm Whale  Mr Seahorse  Tiddler  Rainbow Fish  The Pirates Next Door |
| **Communication and Language** | Understand how to listen carefully and why listening is important. | Learn and listen carefully to rhymes and songs, paying attention to how they sound. | Engage carefully in stories. | Engage in non-fiction books and use new vocabulary. | Listen attentively and respond to what they hear with relevant questions. | Make comments to clarify understanding. |
| **Personal, Social & Emotional Development** | Build relationships with other children and adults in school. | Express own feelings and consider feelings of others. | Begin to find solutions to conflicts independently. | Show resilience and perseverance in the face of challenge. | Explain reasons for rules and work towards simple goals. | Work and play cooperatively with others. |
| **Physical Development** | Use a range of tools and begin to develop tripod grip. | Fundamental movement skills e.g. hopping, jumping, climbing, skipping. | Know and talk about different factors that support their overall health and wellbeing. | Begin to develop the foundations of a handwriting style which is accurate and efficient. | Begin to develop the foundations of a handwriting style which is accurate and efficient. | Use tripod grip in almost all cases.  Demonstrate strength, balance and coordination when playing. |
| **Literacy** | Begin Sounds Write phonics programme.  The Colour Monster – information piece (teacher scribed). | The Leaf Thief – Story Map. | Goldilocks and the Three Bears – descriptive writing. | The Very Hungry Caterpillar – Information text and sentence structure. | Handa’s Surprise – descriptive writing. | The Big Book of the Blue – class version.  The Snail and the Whale – descriptive writing. |
| **Maths** | Subitising.  Developing cardinality.  Time language. | Counting beyond 10.  Explore whole, part and equal to.  2D shapes. | Counting beyond 20.  Ordering numbers.  Positional language. | Measuring lengths and heights.  Capacity.  2D shapes.  3D shapes. | Use subitising to explain ‘1 more’.  Mass,  Volume and capacity. | Introduce Rekenreks.  Money. |
| **Understanding the World** | Exploring themselves and special people in their lives.  Brilliant Bury – houses. | Autumnal changes.  Celebrations and festivals e.g. (Harvest, Diwalli, Christmas). | Effects of winter.  Growing and planting. | Signs of Spring.  New life.  Insects and life cycles.  Easter.  Trip to local farm. | Similarities and differences between life in UK and Africa. | The seaside – past and present.  Bee hives and pollination. |
| **Expressive Arts and Design** | Small world play.  Learning new songs and rhymes. | Developing their role play. | Develop own ideas and decide which materials to use to express them. | Invent, adapt and recount narratives and stories with peers (link to key texts). | Make use of props and materials when role playing characters in narratives and stories. | Share their creations, explaining the process they have used. |