**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 MonsterSuper Duper YouI’m the BestElmerGiraffes Can’t DanceThe Invisible StringPerfectly NormanOnce There Were GiantsOwl BabiesJust ImagineRuby’s WorryTiger WaysMine | The Leaf ThiefLeaf ManThe Very Last LeafIt’s Not a StickStick ManWe’re Going on a Bear HuntThe Bear in the CaveRoom on a BroomThe GruffaloPumpkin SoupStanley’s StickThe TreeFarmer DuckDogger at ChristmasJolly Christmas Postman | Goldilocks and the Three BearsThe Gingerbread ManThe Three Little PigsThe Little Red HenLittle Red Riding HoodBilly Goats GruffCome Back, JackThe Jolly Pocket PostmanTwisted Fairytales | The Very Hungry Caterpillar Tadpole’s PromiseThe Tiny SeedJasper’s BeanstalkThe Enormous TurnipOliver’s VegetablesThe Big Book of Blooms | Handa’s SurpriseAfrica, Amazing AfricaThe Ugly FiveOn My Papa’s ShouldersWhat the Elephant HeardWangari’s Trees of PeaceOne Day on Our Blue Planet… In the Savannah | The Big Book of the BlueThe Snail and the WhaleCommotion in the OceanThere’s a Sea in my BedroomLost and foundSharing a ShellThe Storm WhaleMr SeahorseTiddlerRainbow FishThe 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. |