


Raccoon and Wombat class Long term plan 2025-2026	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	All About me! My new class New Beginnings Zones of regulation/feelings Family and friendships Birthdays	Celebrations Halloween Bonfire night Thanksgiving Christmas Story Chinese New Year	Pirates Maps Problem solving Famous pirates Floating and sinking	Under the sea Water transport Animals Mermaids	Growing Healthy eating Life cycles Growth	Journeys Sequencing Transport Where in the world are we? Where can we travel on foot?
Drawing Club; high quality texts and traditional tales	The Colour Monster by Anna Llenas; chosen for its links to the zones of regulation and the PSHE curriculum. The Family Book by Todd Parr; chosen for the diversity and explanations and to make links to our own families. Maisy's Birthday by Lucy Cousins; chosen for its links to our current birthday theme and relatable author.	Remember, Remember the Fifth of November by Deborah Webb; chosen for links made to the bonfire celebration and safety of hibernating animals. Leaf Man by Lois Ehlert; chosen for links made to the current season Autumn and changes we experience. Norman the Slug who saved Christmas by Sue Hendra; chosen for links made to Christmas and traditions experienced in the family home.	The Treasure of Pirate Frank by Mal Peet and Elspeth Graham; chosen to promote oral storytelling. Mungo and the Picture Book Pirates by Timothy Knapman; chosen for its rich language and links that can be made to Christopher Columbus. Pirates Love Underpants by Claire Freedman and Ben Cort; chosen for its rhyming and promotes reading for pleasure.	Tiddler by Julia Donaldson; chosen for the popular author and repeated refrain. The Singing Mermaid by Julia Donaldson; chosen for the rhyming text, popular author, problem solving. Commotion in the Ocean by Giles Andreae; chosen to promote poetry and rhyme. Has opportunities to retrieve information from other non-fiction sources.	Oliver's Vegetables by Vivian French and Alison Bartlett; chosen to encourage children to try new foods and promote healthy eating. The Hungry Caterpillar by Eric Carle; chosen for links made to lifecycles and the opportunity to observe butterflies growing. Jack and the Beanstalk a traditional tale; chosen for the opportunities to retell a traditional tale.	We're Going on a Bear Hunt by Michael Rosen; chosen for the popular author and opportunities to encourage outdoor play. The Hundred Decker Bus by Mike Smith; chosen for links to our journey's topic. Knuffle Bunny by Mo Willems; chosen to make links to where we can travel on foot and familiar locations.
Understanding the World circle time	Who is in your family? Where do you live and go to school? What changes can we notice in the weather? Let's go on a nature walk. What jobs do the adults in school have? Can you describe familiar places? How have you changed over time?	Why do some people dress up at Halloween? Why do we have fireworks on Bonfire Night? Why do people wear poppies? Why do we celebrate Harvest Festival? How do people celebrate Christmas? How do people celebrate Diwali? What is special about the festival of lights?	What is a pirate? Why did pirates wear special clothes? Why did pirates use maps? What would it be like to live on a ship? Why did pirates need rules? How could pirates celebrate finding treasure?	What lives under the sea? How do fish and other sea creatures survive under the water? What might we find in a rockpool? How can we keep the sea clean and safe for sea creatures? What's your favourite sea creature and why?	What do seeds need to grow into plants? Where does our food come from? How do minibeasts help flowers and plants grow? How can we look after plants, animals and the planet? How have you grown and changed since you were a baby?	How do we travel to different places? Where do we live and what makes our place special? What is different about life in other countries? What do we need to do first, next and last on a journey? What will be different and what will stay the same when we go to Year One? What have you learned and enjoyed in Early Years this year?
Get Set 4 PE	Introduction to PE: Unit 2	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 2	Ball Skills: Unit 1	Games: Unit 2
Kapow Art DT	Drawing: Marvellous Marks Explore mark-making with wax crayons, felt-tips, chalk, and large tools across surfaces. Making skills: experimenting with line, pattern, control. Evaluate: talk about marks made. Knowledge: notice differences.	Craft and Design: Let's Get Crafty Practice cutting, threading, joining, textile-based craft (e.g. snakes, flowers). Making: fine-motor skills and design. Knowledge: selecting materials. Evaluate: discuss process and outcome.	Painting and mixed media: Paint my world Use paint in varied contexts; finger painting, music inspired, indoor/ outdoor. Making: colour mixing and mixed media. Knowledge: explore how artists use colour. Evaluate: describe what they like.	Structures: making a boat that floats Build independently with construction kits or junk modelling. Join materials using glue/tape with increased control. Plan a model (draw or discuss idea beforehand). Adapt their design as needed during the building process. Describe what their model is, how it works, and what they might change.	Cooking and nutrition: making a vegetable soup Use tools for chopping, spreading, mixing with adult support. Develop fine motor control through peeling, pouring, and cutting soft foods. Follow a simple visual recipe or sequence. Express preferences and describe textures/tastes. Talk about what they've made and how they made it.	Sculpture and 3D: creation station Experiment with clay, playdough, 3D landscapes, basic sculpting. Making: shaping, modelling, joining materials. Knowledge: learn sculptural techniques. Evaluate: reflect on what worked.
Kapow PSHE	Self-regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenging	Self-regulation: listening and following instructions	Building relationships: my family and friends	Managing self: my well being
Computing	Technology walks around the school. Talk about how technology helps us at home and in school. Begin to use simple classroom tech (e.g., CD player, camera, whiteboard pen).	Take photos of their own models or drawings. Use simple painting or mark-making apps. Use programmable toys with 1-step instructions.	Unplugged computing: follow a treasure map with verbal directions. Sequence images or steps (e.g. brushing teeth, making a sandwich). Program Bee-Bots to move in straight lines.	Create simple digital art or story pages. Explore music and sound-making apps. Make audio recordings to accompany a drawing or puppet show.	Create obstacle courses for Bee-Bots. Use coding games or block-based apps (e.g. ScratchJr or Code-a-Pillar). Explore directional challenges outdoors.	Read e-safety storybooks (e.g. <i>Smartie the Penguin</i> , <i>Chicken Clicking</i>). Discuss who helps us stay safe online (trusted adults). Create class rules for using devices responsibly.
Charanga Music	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
'Wow' moments/ Enrichment	Birthday Party at the local park	Thanksgiving Little City Visit Nativity Performances	Chinese New Year Pirate Day	Sea Life Centre Hunstanton trip Easter Mother's Day 15/03/26	Planting seeds Growing butterflies Reading Café with parents	Felixstowe beach trip Father's Day 21/06/26