

Little Owls Long Term Plan Overview 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Brilliant Bury – Farms All About Me	Autumn/Celebrations and Festivals	Traditional Tales	A New Start	Amazing Africa	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 Commotion in the Ocean There's a Sea in my Bedroom Lost and found Sharing a Shell The Snail and the Whale 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 in 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	Express own feelings and consider feelings of others.	Begin to find solutions to	Show resilience and perseverance in the face of challenge.	Explain reasons for rules and work	Work and play cooperatively with others.

	and adults in school.		conflicts independently.		towards simple goals.	
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.
Maths	Subitising. Developing cardinality.	Counting beyond 10. Explore whole, part and equal to.	Counting beyond 20. Ordering numbers.	Odd and even numbers. Doubles. More/Less.	Use subitising to explain ‘1 more’.	Introduce Rekenreks.
Understanding the World	Exploring themselves and special people in their lives. History of Bury School. Victorian day.	Autumnal changes. Celebrations and festivals (Harvest, Diwali, 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. Africa day.	The seaside – past and present. Bee hives and pollination. Trip to the seaside.
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.

