



St Margaret Mary's



Long-term plan 2023-2024

We intend the EYFS children of St Margaret Mary's to be **INDEPENDENT & CURIOUS**

	Autumn 1 Marvellous Me		Autumn 2 Traditional Tales		Spring 1 Animals		Spring 2 Mini-beasts		Summer 1 Space		Summer 2 How things work	
Intent – What we want our children to be Jesuit Virtues	Happy & Attentive		Imaginative & Intentional		Considerate & Loving		Explorers & Hopeful		Aspire to... & Grateful		A Problem Solver & Truthful	
Project Question ideas to begin the half term	Whose birthday is it? Who am I? How will I grow? What can I smell/see/hear/taste/touch? What makes me, me?		What's a hero? What makes the wolf bad? What lesson can we learn from this tale?		Where do animals live? How do we protect animals? What are baby animals called? What do different animals eat? Can all animals be pets?		What are the life-cycle of animals? What do caterpillars need to survive?		Why can't I see it? Why do I live on Earth? What is out there? What is an alien? What do astronauts do?		What's a shadow? Where does snow go? How and why do things melt and freeze? What effect do we have when we push and pull? How and why do things float and sink? What's that sound?	
Liturgical Calendar	Welcome		Saints/ Advent		Renewal		Lent/ Easter		Pentecost		Spreading the Word	
Stories for the ½ term	The Good Samaritan		The Shepherds and the Angels		The Feeding of the 5000		Jairus' Daughter is healed		The Power of the Holy Spirit		The Miraculous Catch of Fish	
Words to explore	Compassionate & Loving		Prophetic & Intentional		Grateful and Generous		Faith-filled & Hopeful		Eloquent & Truthful		Curious and Active	
RE – Come and See (Caritas/ Building The Kingdom)	Domestic Church	World faiths: Rosh Hashanah	Baptism/ Confirmation	Advent/ Christmas	Local Church	Eucharist	Lent/Easter	Pentecost	Reconciliation	World faiths	Cafod	
	Dignity of the Human Person		Family and Community		Solidarity and the Common good Rights and Responsibilities				Option for the poor and vulnerable		The Dignity of Work Stewardship	
PSE	Think Equal Settling in to new routine and following school expectations. Developing independence with toileting and hand washing/sanitising hands. Forming positive relationships with key worker/peers Talk to others about what I like/ dislike. 5 frame reward sticker chart		Think Equal Talk confidently about myself and others in a familiar group. Talk about similarities and differences. Identify and talk about how I and others show feelings. Following class rules and instructions. 5 frame reward sticker chart		Think Equal Form positive relationships with my peers and reception to be introduced to their year 6 buddies. Develop confidence in speaking in a group Develop awareness of our own and others feelings. Turn taking and knowing when to help someone. 5/10 frame reward sticker chart		Think Equal Myself & Others Explain the correct way to behave and know there are consequences. Understand and follow the rules. Can recognise and talk about our own and others emotions and how to feel better. 5/10 frame reward sticker chart		Think Equal Body Awareness Join in with discussions about managing basic hygiene and personal needs, e.g. teeth brushing, hand washing Identifying our own COL's through our dinosaur necklaces VIP rewards for special writing Living healthy lifestyles, where does food come from?		Think Equal Developing awareness of living healthy lifestyles and notices changes to our bodies after physical exercise. Transition activities linked to moving up to Y1/Rec Identifying our own COL's through our dinosaur necklaces	

						VIP rewards for special writing
Physical Development	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc Independent toileting and hand washing 5adayfitness	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc Independent toileting and hand washing Handwriting sessions(R) Write dance (N) 5adayfitness	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five 5adayfitness Handwriting sessions(R) Write dance (N) Support children's independent dressing and personal care routine Toileting and personal hygiene (N focus)	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five 5adayfitness Handwriting sessions(R) Write dance (N) Support children's independent dressing and personal care routine Toileting and personal hygiene (N focus)	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five 5adayfitness Handwriting sessions (N/R) Support children's independent dressing and personal care routine Toileting and personal hygiene (N focus)	LSC provision Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco. Fab five 5adayfitness Handwriting sessions (N/R) Support children's independent dressing and personal care routine Toileting and personal hygiene (N focus)
Communication and Language	P4C weekly – see planning. <u>Curiosity Cube:</u> Lined with mirrors Helicopter Stories	P4C weekly – see planning. <u>Curiosity Cube:</u> Items from traditional tales – can you guess the story? Helicopter Stories	P4C weekly – see planning. <u>Curiosity Cube:</u> Eggs Caterpillars or chicks Helicopter Stories	P4C weekly – see planning. <u>Curiosity Cube:</u> Wormery (can order worms on insect lore) Helicopter Stories	P4C weekly – see planning. <u>Curiosity Cube:</u> Space scene with planets Helicopter Stories	P4C weekly – see planning. <u>Curiosity Cube:</u> Technology – batteries, cables, computer parts, etc. Helicopter Stories
Literacy (including core text)	Daily Phonics Guided Reading/ individual reading (REC) Songs and rhymes Big Book – Literacy focus Helicopter Stories Core text – Polar Bear(Nurs) Brown Bear(Nurs) Funny bones (R) Hair Love (R) Supplementary texts- My Body [NF] Titch Only One You Super, Duper You Nursery Rhymes In Our Hands	Daily Phonics Guided Reading/ individual reading (REC) Songs and rhymes (N) Big Book – Literacy focus Helicopter Stories Core text – The Gingerbread Man (N/R) Cinderella (R) Jack and the Beanstalk(N) Supplementary texts- Little Red Riding Hood Eco Warriors (My First Heroes) The Rainbow Fish Goldilocks and the Three Bears The Three Billy Goat's Gruff The Three Little Pigs	Daily Phonics Guided Reading/ individual reading (REC) Songs and rhymes (N) Big Book – Literacy focus Helicopter Stories Core text – Little Red Hen (N) We're Going on a Bear Hunt (R) Owl Babies (N/R) Supplementary texts- Handa's Surprise Poo in the Zoo Elmer Who's in the Shed The Perfect Pet McBungle's African Safari	Daily Phonics Guided Reading/ individual reading (REC) Introduce Nursery Rhyme packs (N) Big Book – Literacy focus Helicopter Stories Handwriting (REC) Begin handwriting letter/shapes formation in prep to begin to write own names (N) Core text – The Very Hungry Caterpillar (R) Superworm (R) Supplementary texts- If the Dinosaurs Came Back (N/R)	Daily Phonics Guided Reading/ individual reading (REC) Nursery Rhyme packs (N) Big Book – Literacy focus Helicopter Stories Handwriting (M. Harvey) Begin to write names (N) Core text – Whatever Next (N) Our Solar System (R) Astro Girl (R) Supplementary texts- The Darkest Dark Aliens Love Underpants Beegu A Place For Pluto How To Catch a Star	Daily Phonics Guided Reading/ individual reading (REC) Nursery Rhyme packs (N) Big Book – Literacy focus Helicopter Stories Handwriting (REC) Practise writing names/letter formation (N) Core text – Mr Archimedes Bath (N) The Three Little Pigs (N/R) Superpigs (R) Supplementary texts- Who sank the boat Recycle Michael Pinocchio

	<p>Check -Class Reader – Lulu’s First Day (N) First day at Bug School (R)</p> <p>Writing genres - Name writing Labelling Lists</p>	<p>Class Reader – Umbrella (N) Thunderboots (R)</p> <p>Writing genres - Letters to Santa (list) Christmas Card Rhyming string Speech bubbles</p>	<p>Giraffes Can’t Dance Little Yellow Chicken Farmer Duck The Gruffalo Unplugged (E-Safety Week)</p> <p>Class Reader – How Do You Make a Rainbow (N) Life is Magic (R)</p> <p>Writing genres - Rhyming string Captions Simple sentences Fact file</p>	<p>Peep inside Bug Homes [NF] Do You Love Bugs? [NF] Spyder What the Ladybird heard Oi Frog! (Rhyme) Pink is for Boys</p> <p>Class Reader – The Something (N) Poems Out Loud (R)</p> <p>Writing genres - Instructions Simple sentences Retelling a story</p>	<p>Non-fiction space book A man on the moon You choose (space)</p> <p>Class Reader – Dadaj’s Paintbrush (N) The Bumblebear (R)</p> <p>Writing genres - Character description Poster Questions</p>	<p>My Grandpa’s Amazing Inventions</p> <p>Class Reader – Who Makes an Ocean (N) Children of the World (R)</p> <p>Writing genres - Diary entry Adapt a story Acrostic poem</p>
Maths	<p>Colour of the week(N) Number rhymes Explore 2D shapes (N) Explore 2D shapes and introduce some 3D (R) Number of the week 1-10(R) Introduce number bonds to 5 then 10 (R) Subitising up to 5(R) All about the numbers up to 10 (R)</p>	<p>Introduce Number of the week 1-10 (N) Subitising up to 3 (N) Number rhymes Counting exercises, forwards and backwards Number of the week 11-20 (R) One more/ One less. Patterns. Begin to count in groups, 2’s, 5’s and 10’s (R) Explore addition and subtraction</p>	<p>Verbal counting forwards and backwards to 10(N). Begin to recognise and order numbers (N) Counting in groups, 2’s, 5’s, 10’s (R) Compare weight, size, time patterns, money & capacity. Consolidate numbers to 10 (N) to 20(R) Recall number bonds(R) Doubling & Halving(R) Explore 2D and 3D shapes.</p>			
<p>Understanding the World</p> <p>Links to: Science History Geography RE</p>	<p><u>People, Places, and Communities</u> Can say who they are, name some members of their family and can say who they live with (N) Can talk about members of their immediate family and community (R)</p> <p>Begins to talk about where they live and what they see in their local environment (N) Can recognise and talk about some environments that may be different to where they live (R)</p> <p><u>Past and Present</u> Is able to name(N)/discuss(R) different occupations of family members</p> <p>Can talk about significant events from their own experiences (N) and can talk about past and present events in the lives of family members (R)</p> <p><u>The Natural World</u></p>	<p>Shows an interest in technological toys and touch screen devices (N) develops digital literacy skills by being able to access and interact with a range of technologies. Beginning to create content such as a picture on a screen or video recording (R)</p> <p><u>The Natural World:</u> Community and Local Environment walk – can we see signs of Winter?</p> <p><u>People, Places, and Communities</u> Can talk about different occupations, e.g. what a doctor/fire fighter does (N) and identify similarities and differences between jobs (R)</p> <p>Begins to (N)/can identify emergency situations and knows who to call (R)</p> <p>Enjoys joining in with family customs and routines and is</p>	<p><u>Past & Present:</u> Learn about animal life cycles, e.g. chicks and other animals, e.g. cow and calf</p> <p><u>People, Culture and Communities:</u> Links to RE planning.</p> <p><u>The Natural World:</u> Begins to identify features on a simple map, e.g. tree, house (N) and begins to draw information from a simple map (R) – links to our trip to the zoo, look at and discuss what we can see on the map of the zoo, e.g. can we identify where the elephants are located? etc</p> <p>Learns that we live in a town called Manchester which is in England and knows there are other countries in the world (N) and came name at least one other country (R) - links to made through our topics of animals and</p>	<p><u>Past & Present:</u> Linked to life cycles, e.g. caterpillars/butterflies</p> <p><u>People, Culture and Communities:</u> Links to RE planning. Chn to explore stories set in the past and look for clues which show us this.</p> <p><u>The Natural World:</u> Uses all senses through exploration of natural environment, talking about some of these experiences (N) and can describe what they see, hear and feel (R) – linked to activities like mini-beast, scavenger hunts etc</p> <p>Learns about the life cycle of a plant and some things it needs to grow (N) can talk about a plants life cycle and what it needs to survive (R)</p>	<p><u>Past & Present:</u> Explore how the planet has changed through time, e.g. clips from Ice Age, look at dinosaurs, then compare to the world now. Links to the book, Darkest Dark – explore Chris Hadfield’s past & present, what changed for him?</p> <p><u>People, Culture and Communities:</u> Links to RE planning. Celebrations & festivals, such as Diwali and Hanukkah</p> <p><u>The Natural World:</u> Begin to understand the we live on a planet called earth and that there are other planets in our solar system (N) and can begin to name some other planets (R) (through song and other prompts)</p>	<p><u>People, Culture and Communities:</u> Links to RE planning and world faiths.</p> <p>Sequence family members, explaining who they are (N) and the key differences between what they can/can’t do (R)</p> <p><u>Past & Present:</u> Chn to explore past & present toys and think about how they work. Are they technological or not?</p> <p><u>The Natural World:</u> Chn to explore how and why changes of matter occur e.g. investigate how chocolate/ice melts, how toast is made etc (N/R)</p>

	<p>Explores the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Uses their senses to explore (N) and talks about their five senses (R)</p>	<p>beginning to be aware of differences in cultures and traditions (N) Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (R) (Making links to Dwali, Advent etc)</p> <p><u>Past and Present</u> Can make a comment about fictional characters (N) compares and contrasts characters from stories, including figures from the past (R)</p>	<p>links to habitats around the world.</p> <p>Can talk about things observed in their own environment (N) makes comparisons to life in different environments and/or countries (R) – links to habitats, make comparisons to humans, animals and pets.</p> <p>Children learn when they might need to ask for help when using a tablet or technical device (N) and begin to learn what ‘personal information’ means at an age appropriate level (R) – link to internet safety/SID</p>	<p>Begins to understand the effect out behaviour has on our environment (N) and can name some things we can do to care for the natural environment and living things (R) – link to looking after our planet, habitats and where people live.</p> <p>Community and Local Environment walk – can we see any signs of Spring?</p>	<p>Chn to contrast our immediate environment with space.</p> <p>Baking activity –observing and discussing changes they see happen.</p>	<p>Community and Local Environment walk – can we see signs of Summer?</p> <p>Explores and talks about forces (push and pull) (N) and non-contact forces (gravity and magnetism) (R)</p> <p>Understands that the weather changes (seasons) and that in different countries you can have different weather (N) understands the effect of seasons on the natural world (R)</p>
Expressive Arts and Design	<p>Weekly music & singing lessons (One Ed)</p> <p>Art Focus – Self Portraits and painting resources, e.g. easels, printing (N/R outcomes to refer to SMM progress model)</p> <p>DT Focus – Using various media and materials to create and idea and junk modelling (N/R outcomes to refer to SMM progress model)</p>	<p>Weekly music & singing lessons (One Ed)</p> <p>Christmas songs and Christmas performance N – Christmas carols/songs R – Retell the Christmas story through song</p> <p>Art Focus – Chn to complete traditional tales characters to portray a relevant emotion.</p> <p>DT Focus – Lever Christmas cards (R) Printing Christmas cards (N)</p>	<p>Weekly music & singing lessons (One Ed)</p> <p>Art Focus – Colour mixing and printing (N) Cubism (R)</p> <p>DT Focus – Chn to cut and stick textures to fit best to a given animal e.g. furry material for a cat or scaly for a snake etc. Joining materials</p>	<p>Weekly music & singing lessons (One Ed)</p> <p>Art Focus – Observe minibeasts in a hunt and draw from observation focusing on shapes of them (N/R outcomes to refer to SMM progress model)</p> <p>Dt focus – Make a bug hotel. Making clay minibeast(R) Making mini beasts using play dough (N)</p>	<p>Weekly music & singing lessons (One Ed)</p> <p>Art Focus - Chn to paint a picture of an alien. -Chn to collage a picture of space -Chn make an earth (colour mixing to make green) -Making space prints -Observational drawings (N/R outcomes to refer to SMM progress model)</p>	<p>Weekly music & singing lessons (One Ed)</p> <p>Art Focus – Chn to create their own agamograph</p> <p>DT Focus – Make something that can be used in play or that works e.g. a kite or a thaumatrope (N/R outcomes to refer to SMM progress model)</p>
Outdoor Provision	<p>Chalk/ crayons and mirrors to draw themselves [EAD] Climbing and outdoor equipment Identify own talents and abilities Taking turns (PSE)</p>	<p>Role Play – knights, dragons, princesses, pirates. (brushes, aprons, animals, buckets) (CL/Lit) Construct and build to support role play settings, e.g. bridge – Three Billy Goat’s Gruff, Build a house – Three Little Pig’s (EAD)</p>	<p>Role Play – Zoo keeper bricks (foam), straw and wooden blocks to build with [M/ UW] Observing changes e.g. growth of animals (UW).</p>	<p>Role Play – Explorers/Minibeasts Discussions/ Describing observations (CL). Investigation shed – minibeast hunt, magnifying glasses, scavenger hunts etc</p>	<p>Foam rockets Telescopes Move like an alien Den making linked to topic</p>	<p>Role Play – Garage Fixing bikes/ cars Being safe and using tools (Risky play) Sports day Practice.</p>
Enrichment	<p>School visit from police – discuss how we can keep safe. Autumn walk Introduce curiosity cube and mystery suitcase (C&L dev) Introduce COL dinosaurs</p>	<p>School visit from Fire service – how to keep safe on bonfire night and exploring the fire engine. Role Play area – Santa’s Grotto</p>	<p>Winter walk Walk to local post office (posting thank you letters to santa) Trip to Chester Zoo Winter walk Pet week?</p>	<p>Hatching chicks Minibeast hunt Spring walk Poetry day? Caterpillars</p>	<p>Visit from the dental nurse Space role play area International space station live stream.</p>	<p>Transition – visits from and to new classes and teacher Bring in toys from home– link to topic</p>
Parental/Carer Involvement	<p>You Choose’ book for every child to take home.</p>	<p>Phonic workshop and ‘follow up’ parents/ carers invited in to observe phonic teaching.</p>	<p>Maths parent information/ practical maths ideas leaflet and ‘drop in’. Followed by parents/</p>	<p>Parent/ carers invite to share children’s observations IMP (ongoing).</p>	<p>Parent/ carers invite to share children’s observations (ongoing).</p>	<p>Parent/ carers invite to share children’s IMP observations (ongoing).</p>

	<p>Parent workshop with parent discussion ideas/question prompts. 'Role of the Keyworker' & in the moment planning information workshop.</p> <p>Parents/carers invite to share children's IMP observations (ongoing)</p> <p>Share RBA assessment summary with parents.</p>	<p>Parents/carers invite to share children's IMP observations (ongoing).</p> <p>Parents evening</p> <p>Open evening – for new and existing parents for Nursery/ Reception intake 2024-25</p>	<p>carers invited in to observe maths teaching</p> <p>Story packs sent home for families N/R</p>	<p>Parents evening.</p> <p>Parent 'stay and play' and 'come and read'</p> <p>Open evening – for new and existing parents for Nursery/Reception intake 2024-25</p>	<p>Home visits for new nursery and reception families</p>	<p>School reports (REC).</p> <p>Parents evening 'drop in'</p>
<p>British Values</p> <p>SMSC</p>	<p>International Day of Peace</p> <p>Recycle Week</p>	<p>Inter Faith Week</p> <p>Remembrance Month</p>	<p>Holocaust Memorial Day</p> <p>Random Acts of Kindness</p>	<p>Fair Trade fortnight</p> <p>Earth day</p>	<p>Child Safety week</p> <p>World Refugee Day</p>	