



St Margaret Mary's

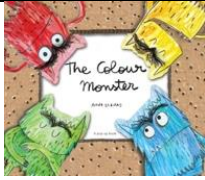


Nursery Long-term plan 2025-2026

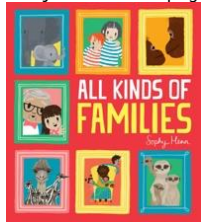
We intend the EYFS children of St Margaret Mary's to be **INDEPENDENT & CURIOUS**

	Autumn 1 Marvellous Me	Autumn 2 Space	Spring 1 Animals	Spring 2 Traditional Tales	Summer 1 Minibeasts	Summer 2 How things work
Intent – What we want our children to be Jesuit Virtues	Happy & Attentive	Aspire to.... & Grateful	Considerate & Loving	Imaginative & Intentional	Explorers & Hopeful	A Problem Solver & Truthful
Project Question ideas to begin the half term	Whose birthday is it? How will I grow? What can I smell/see/hear/taste/touch? What makes me, me? Who is in my family? What makes me happy?	Why can't I see it? Why do I live on Earth? What is out there? What is an alien? What do astronauts do? Who goes in a rocket?	Where do animals live? What are baby animals called? What do different animals eat? Can all animals be pets? What noises do animals make?	What's a hero? What is a character? What lesson can we learn from this tale? What is a setting? Is this real life?	What are the life-cycle of animals? What do caterpillars need to survive? Where do minibeasts live? Where can you find a minibeast?	What's a shadow? How and why do things float and sink? What's that sound? - link to core texts for the term What do things need in order to make them work? How does technology work?
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 – Lighting the Path (Caritas/ Building The Kingdom)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to God	To the Ends of the Earth	Dialogue and Encounter
	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 Kapow – Self regulation: My feelings 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.	Think Equal Kapow – Building rekatationships Talk 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 Kapow – Managing self: Taking on challenges Form positive relationships with my peers Develop confidence in speaking in a group Develop awareness of our own and others feelings. Turn taking. 5 frame reward sticker chart	Think Equal Kapow – Self regulation: Listening and following instructions Myself & Others Begin to understand and talk about 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.	Think Equal Kapow – Building relationships: My family and friends Body Awareness Join in with discussions about managing basic hygiene and personal needs, e.g. teeth brushing, hand washing Living healthy lifestyles, where does food come from? 5 frame reward sticker chart	Think Equal Kapow – Managing self: My wellbeing Developing awareness of living healthy lifestyles and notices changes to our bodies after physical exercise. Transition activities linked to moving up to Rec 5 frame reward sticker chart

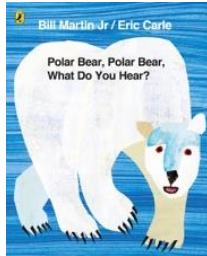
	5 frame reward sticker chart			5 frame reward sticker chart		
Physical Development	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Independent toileting and hand washing</p>	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Handwriting – forming letter shapes. Begin to overwrite, copy name. Tracing patterns.</p> <p>Exploring letter shapes through sensory play e.g. Writing in sand trays, finger painting.</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Toileting and personal hygiene/hand washing – promoting independence.</p>	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Handwriting – forming letter shapes. Begin to overwrite, copy name. Tracing patterns.</p> <p>Exploring letter shapes through sensory play e.g. Writing in sand trays, finger painting.</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Toileting and personal hygiene/hand washing – promoting independence.</p>	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Handwriting – forming letter shapes. Overwrite, copy name. Tracing patterns.</p> <p>Exploring letter shapes through sensory play e.g. Writing in sand trays, finger painting.</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Toileting and personal hygiene/hand washing – promoting independence.</p>	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Handwriting – forming letter/number shapes. Copy/write name. Tracing patterns.</p> <p>Exploring letter shapes through sensory play e.g. Writing in sand trays, finger painting.</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Toileting and personal hygiene/hand washing – promoting independence.</p>	<p>Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.</p> <p>Fab five</p> <p>Handwriting – forming letter/number shapes. Write name. Tracing patterns.</p> <p>Exploring letter shapes through sensory play e.g. Writing in sand trays, finger painting.</p> <p>Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc</p> <p>Toileting and personal hygiene/hand washing – promoting independence.</p>
Communication and Language	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>	<p>P4C weekly – see planning.</p> <p><u>WellComm</u></p> <p>Early language group</p> <p>New vocab within the continuous provision linked to new topic/new learning.</p>
Literacy (including core text)	<p>Daily Phonics Songs and rhymes Big Book – Literacy focus</p> <p>Core text – The Colour Monster - Anna Llenas</p>	<p>Daily Phonics Songs and rhymes Big Book – Literacy focus</p> <p>Core Text You Choose In Space – Pippa Goodhart</p>	<p>Daily Phonics Songs and rhymes Introduce Nursery Rhyme packs Big Book – Literacy focus</p> <p>Core Text Lottie Potter Wants an Otter – Jeanne Willis</p>	<p>Daily Phonics Songs and rhymes Introduce Nursery Rhyme packs Big Book – Literacy focus</p> <p>Core Texts You Choose Fairytales – Pippa Goodhart</p>	<p>Daily Phonics Songs and rhymes Introduce Nursery Rhyme packs Big Book – Literacy focus</p> <p>Core Text The Very Hungry Caterpillar – Eric Carle</p>	<p>Daily Phonics Songs and rhymes Introduce Nursery Rhyme packs Big Book – Literacy focus</p> <p>Core text – The Three Little Pigs</p>



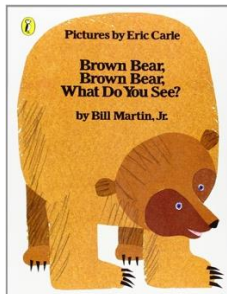
All Kinds of Families - Sophy Henn



Polar Bear Polar Bear What Do You Hear - Eric Carle

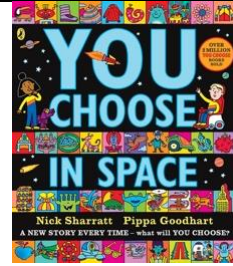


Brown Bear Brown Bear What Do You See? - Eric Carle

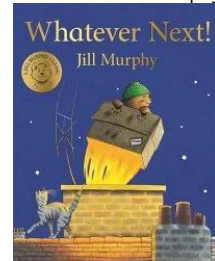


Supplementary texts-

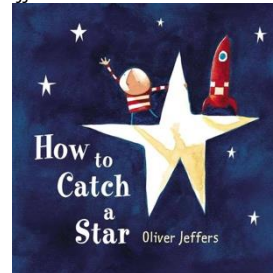
The colour monster goes to school- Anna Llenas
When We Grow Up – Melanie Walsh
Super Duper You – Sophy Henn



Whatever Next – Jill Murphy



How To Catch a Star – Oliver Jeffers



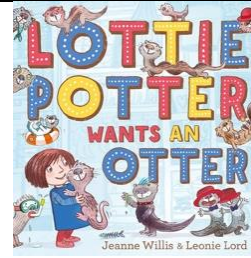
Supplementary Texts

Aliens Love Underpants – Claire Freedman
Man On the Moon (A Day in the Life of Bob) – Simon Bartram

Writing genres –

Christmas cards
Lists

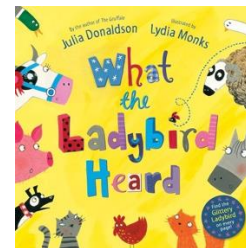
Treasure hunts/ star hunts inside and outside areas.
Lost posters
Paintings of stars using potato cutters



The Little Red Hen



What the Ladybird Heard

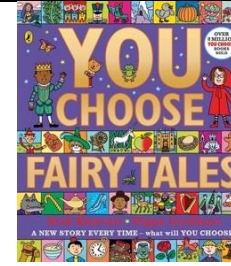


Supplementary Texts

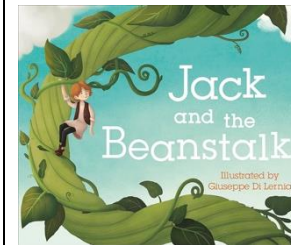
Hairy Maclarey – Lynley Dodd
Poo in the Zoo – Steve Smallman

Writing genres –

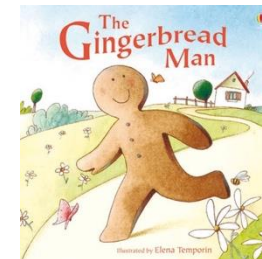
Labelling



Jack and the Beanstalk



The Gingerbread Man

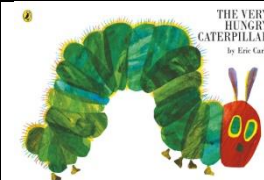


Supplementary Texts

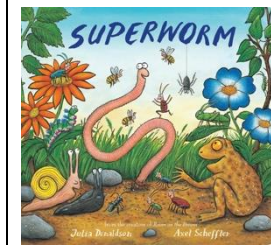
Little Red Riding Hood
The Three Billy Goats Gruff

Writing genres –

Character description



Superworm – Julia Donaldson

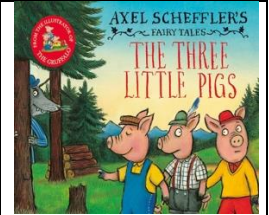


Supplementary texts

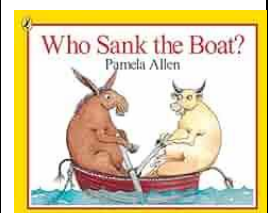
Mad About Minibeasts – Giles Andreae
Norman the Slug with the Silly Shell – Sue Hendra

Writing genres –

Retelling a story



Who Sank the Boat – Pamela Allen



Supplementary texts-

Mr Archimedes Bath – Pamela Allen
Pinocchio

Writing genres -

Captions

	Writing genres - Name writing Mark making					
Maths	Colour of the week Number rhymes Explore 2D shapes Counting objects Sorting activities		Introduce Number of the week 1-10 Subitising up to 3 Number rhymes One more/ One less. Patterns. Explore simple addition and subtraction		Verbal counting forwards and backwards to 10 Begin to recognise and order numbers to 5 then 10. Compare weight, size, shapes. Consolidate numbers to 10 Explore 2D and 3D shapes.	
Understanding the World Links to: Science History Geography RE	<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</p> <p>Begins to talk about where they live and what they see in their local environment.</p> <p><u>Past and Present</u> Is able to name some different occupations of family members</p> <p>Can talk about significant events from their own experiences</p> <p><u>The Natural World</u> Explores the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Uses their senses to explore.</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.</p> <p><u>People, Culture and Communities:</u> Links to RE planning. Celebrations & festivals, such as Christmas and Advent</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.</p> <p>Chn to contrast our immediate environment with space.</p> <p>Baking activity –observing and discussing changes they see happen.</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.</p> <p>Learns that we live in a town called Manchester which is in England and knows there are other countries in the world - links to made through our topics of animals and links to habitats around the world.</p> <p>Can talk about things observed in their own environment - links to habitats, make comparisons to humans, animals and pets.</p> <p>Children learn when they need to ask for help when using a tablet or technical device - link to internet safety/SID</p> <p>Community and Local Environment walk – can we see any signs of Spring</p>	<p>Shows an interest in technological toys and touch screen devices.</p> <p><u>People, Places, and Communities</u> Can talk about different occupations, e.g. what a doctor/fire fighter does.</p> <p>Begins to identify emergency situations and knows who to call, e.g. a fire fighter to put out a fire etc.</p> <p>Enjoys joining in with family customs and routines and is beginning to be aware of differences in cultures and traditions.</p> <p><u>Past and Present</u> Can make a comment about fictional characters.</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 - linked to topic mini-beast, scavenger hunts etc</p> <p>Learns about the life cycle of a plant and some things it needs to grow.</p> <p>Begins to understand the effect out behaviour has on our environment.</p> <p>Community and Local Environment walk – can we see signs of Summer?</p>	<p><u>People, Culture and Communities:</u> Links to RE planning and world faiths.</p> <p>Sequence family members, explaining who they are.</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</p> <p>Explores and talks about forces (push and pull)</p> <p>Understands that the weather changes (seasons) and that in different countries you can have different weather</p>
Expressive Arts and Design	Weekly music & singing lessons (One Ed) Art Focus – ‘Myself jigsaw puzzle’ Children to put 4 pieces of their face together to complete their	Weekly music & singing lessons (One Ed) Art Focus - Chn to paint a picture of an alien.	Weekly music & singing lessons (One Ed) Art Focus – -Colour mixing and printing -Animal puppets	Weekly music & singing lessons (One Ed) Art Focus –	Weekly music & singing lessons (One Ed) Art Focus –	Weekly music & singing lessons (One Ed) Art Focus – -Pulley system using string, cardboard

	<p>photo. Make own design for picture frame using range of collage materials.</p> <p>DT Focus – Using various media and materials to create and idea and junk modelling</p>	<p>-Chn to collage a picture of space -Chn make an earth (colour mixing to make green) -Making space prints -Observational drawings</p> <p>Christmas songs</p> <p>DT Focus – Printing Christmas cards</p>	<p>-Water colour animal habitats, paint habitat and add cut out animals.</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>-Chn to complete traditional tales' characters to portray a relevant emotion. -Paint/make your own gingerbread man and decorate it.</p> <p>DT focus – Chn to junk model a setting/castle/home from a traditional tale e.g. beanstalk, castle etc Bake and design your own gingerbread man.</p>	<p>-Observe minibeasts in a hunt and draw from observation focusing on shapes of them -Caterpillar collages using different materials gluing them together to create a long-segmented caterpillar.</p> <p>Dt focus – Make a bug hotel. Making mini beasts using play dough</p>	<p>-Colour mixing with different shades</p> <p>DT Focus – Make something that can be used in play or that works e.g. a kite</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>Foam rockets Telescopes Move like an alien Den making linked to topic</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 – 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 – Explorers/Minibeasts Discussions/ Describing observations (CL). Investigation shed – minibeast hunt, magnifying glasses, scavenger hunts etc</p>	<p>Role Play – Garage Fixing bikes/ cars Being safe and using tools (Risky play) Sports day Practice.</p>
Enrichment	<p>Autumn walk</p>	<p>Role Play area – Santa's Grotto International space station live stream.</p>	<p>Winter walk Walk to local post office (posting thank you letters to santa)</p>	<p>Spring walk Easter Hunt Introduce new life – the planet, things that grow</p>	<p>Minibeast hunt Hatching chicks - Lifecycle of a caterpillar</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>Parent workshop with parent discussion ideas/question prompts. 'Role of the Keyworker' & in the moment planning (Seesaw) information workshop.</p>	<p>Open evening – for new and existing parents for Nursery/ Reception intake 2026-2027</p> <p>Introducing SeeSaw to share children's observations and learning</p> <p>Parents evening</p>	<p>Story packs sent home for families in Nursery</p> <p>Use of SeeSaw to share children's observations and learning</p>	<p>Use of SeeSaw to share childrens observations and learning</p> <p>Parents evening</p> <p>Open evening – for new and existing parents for Nursery/ Reception 2026/27</p>	<p>Use of SeeSaw to share childrens observations and learning</p>	<p>School reports</p> <p>Use of SeeSaw to share childrens observations and learning</p> <p>Transition info for existing parents and transition morning for new families.</p>
British Values SMSC	<p>International Day of Peace Recycle Week</p>	<p>Inter Faith Week Remembrance Month</p>	<p>Holocaust Memorial Day Random Acts of Kindness</p>	<p>Fair Trade fortnight Earth day</p>	<p>Child Safety week World Refugee Day</p>	