



## St Margaret Mary's

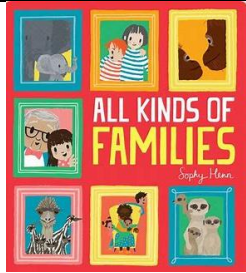
### Long-term plan 2025-2026



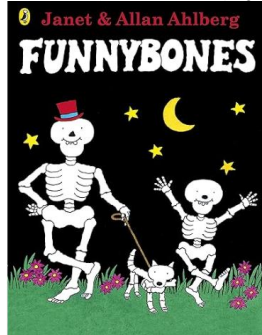
We intend the EYFS children of St Margaret Mary's to be **INDEPENDENT & CURIOUS**

	Autumn 1 Marvellous Me	Autumn 2 Space	Spring 1 Animals	Spring 2 Traditional Tales & Modern Classics	Summer 1 Minibeasts	Summer 2 How things work
<b>Intent</b> – What we want our children to be .... <b>Jesuit Virtues</b>	Happy & <b>Attentive</b>	Imaginative & <b>Intentional</b>	Considerate & <b>Loving</b>	Explorers & <b>Hopeful</b>	Aspire to.... & <b>Grateful</b>	A Problem Solver & <b>Truthful</b>
<b>Project Question ideas to begin the half term</b>	Whose birthday is it? Who am I? 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? How does a rocket work?	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's a hero? What is a character? What lesson can we learn from this tale? What is a setting? What is fiction/non-fiction?	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? What effect do we have when we push and pull? How and why do things float and sink? What do things need in order to make them work? How does technology work?
<b>Liturgical Calendar</b>	<b>Welcome</b>	<b>Saints/ Advent</b>	<b>Renewal</b>	<b>Lent/ Easter</b>	<b>Pentecost</b>	<b>Spreading the Word</b>
<b>Stories for the ½ term</b>	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
<b>Words to explore</b>	Compassionate & Loving	Prophetic & Intentional	Grateful and Generous	Faith-filled & Hopeful	Eloquent & Truthful	Curious and Active
<b>RE – Lighting the Path (Caritas/ Building The Kingdom)</b>	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
<b>PSE</b>	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.  Reception being introduced to their Year 6 buddies	Think Equal  Kapow – Building rektionships  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.	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 and knowing when to help someone.	Think Equal  Kapow – Self regulation: Listening and following instructions  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.	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  VIP rewards for special writing	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 Y1/Rec  VIP rewards for special writing

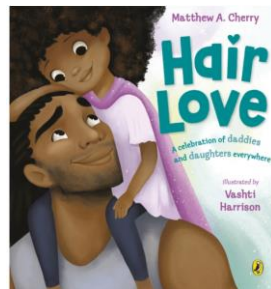
	Forming positive relationships with key worker/peers  Talk to others about what I like/ dislike. 10 frame reward sticker chart	10 frame reward sticker chart	10 frame reward sticker chart	10 frame reward sticker chart	Living healthy lifestyles, where does food come from?	
<b>Physical Development</b>	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting – making letter shapes and attempt to form letters in own name.  Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc  Independent toileting and hand washing	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting – begin M. Harvey handwriting scheme  Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc  Independent toileting and hand washing  Handwriting sessions	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting sessions – M Harvey scheme  Support children's independent dressing and personal care routine	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting sessions – M Harvey scheme  Support children's independent dressing and personal care routine	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting sessions– M Harvey scheme  Support children's independent dressing and personal care routine	Weekly PE lesson  Physical activities linked to outdoor learning and indoor physical activities e.g. go noodle, dough disco.  Fab five  Handwriting sessions– M Harvey scheme  Support children's independent dressing and personal care routine
<b>Communication and Language</b>	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.	P4C weekly – see planning.  <u>WellComm</u>  Early language group  New vocab within the continuous provision linked to new topic/new learning.
<b>Literacy (including core text)</b>	Daily Phonics Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting Drawing Club  <b>Core text –</b>	Daily Phonics Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting Drawing Club  <b>Core Text</b>	Daily Phonics Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting Drawing Club	Daily Phonics Guided Reading/ individual reading Songs and Rhymes Big Book – Literacy focus Handwriting Drawing Club  <b>Core Texts</b>	Daily Phonics Guided Reading/ individual reading Songs and Rhymes Big Book – Literacy focus Handwriting Drawing Club  <b>Core Text</b>	Daily Phonics Guided Reading/ individual reading Songs and Rhymes Big Book – Literacy focus Handwriting Drawing Club  <b>Core text –</b>



All Kinds of Families - Sophy Henn



Funny Bones – Janet & Allan Ahlberg



Hair Love – Matthew A. Cherry

#### Supplementary texts-

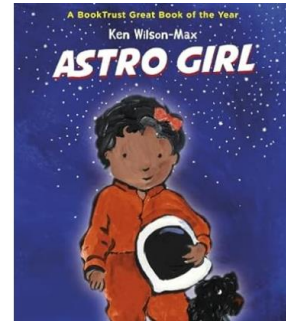
When We Grow Up – Melanie Walsh  
Super Duper You – Sophy Henn  
The Colour Monster - Anna Llenas

#### Writing genres -

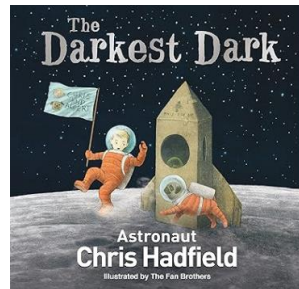
Name writing  
Labelling  
Lists



Our Solar System



Astro Girl – Ken Wilson Max



The Darkest Dark –Chris Hadfield

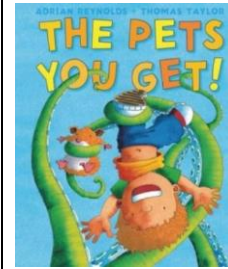
#### Supplementary Texts

You Choose In Space – Pippa Goodhart  
Aliens Love Underpants – Claire Freedman  
Man On the Moon (A Day in the Life of Bob) – Simon Bartram

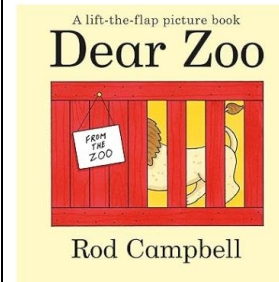
#### Writing genres –

Questions  
Christmas cards  
Letters to Santa (lists)

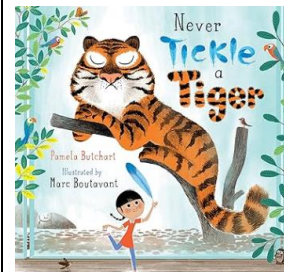
#### Core Text



The Pets You Get - Adrian Reynolds



Dear Zoo – Rod Campbell



Never Tickle A Tiger – Pamela Butchart

#### Supplementary Texts

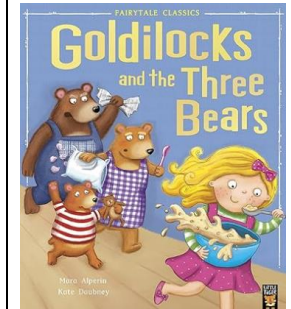
Hairy Maclarey – Lynley Dodd  
Poo in the Zoo – Steve Smallman  
Owl Babies

#### Writing genres –

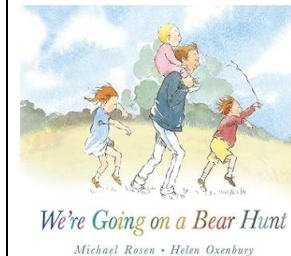
Captions  
Rhyming string  
Factfile



The Gingerbread Man



Goldilocks and the Three Bears (



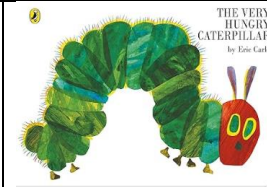
We're Going on a Bear Hunt – Michael Rosen

#### Supplementary Texts

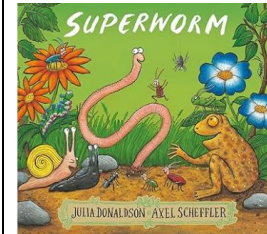
Little Red Riding Hood  
The Three Billy Goats Gruff  
You Choose Fairytales – Pippa Goodhart

#### Writing genres –

Character description  
Poster  
Poetry  
Simple sentences



The Very Hungry Caterpillar – Eric Carle



Superworm – Julia Donaldson



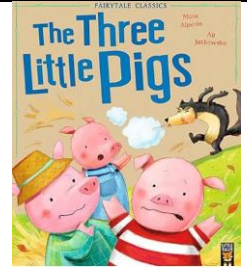
The Bug Collector – Alex G Griffiths

#### Supplementary texts

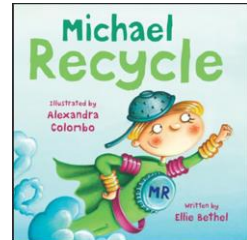
Mad About Minibeasts – Giles Andreae  
Norman the Slug with the Silly Shell – Sue Hendra

#### Writing genres –

Instructions  
Simple sentences  
Retelling a story



The Three Little Pigs



Michael Recycle – Ellie Bethel



My Grandpa's Amazing Inventions – Richard Johnson

#### Supplementary texts-

Mr Archimedes Bath – Pamela Allen  
Pinnocchio

#### Writing genres -

Diary entry  
Adapt a story  
Factfile

<b>Maths</b>	<p>Sort objects Verbally compare amounts Compare by size, mass &amp; capacity Continue and create simple 2-step patterns</p> <p><u>Number of the week 1-3:</u> Find &amp; represent 1, 2 and 3 Subitise to 3 Find 1 more and 1 less within 3 Explore composition of numbers to 3</p>	<p>Explore 2D shapes Explore time through day and night Introducing zero</p> <p><u>Number of the week 4 -8:</u> Subitise to 5 Number bonds to 5 Representing numbers 1 more and 1 less Composition of numbers Explore odd and even numbers Doubling Combining two groups (addition)</p>	<p>Explore and compare lengths &amp; heights Order and sequence events Tell time to o'clock</p> <p><u>No. of the week 9-10:</u> Represent 9 &amp; 10 Compare numbers to 10 1 more &amp; 1 less within 10 Composition of numbers Number bonds to 10 Doubling Even and odd numbers</p>	<p>Exploring mass</p> <p><u>No. of the week 11-16:</u> Exploring numbers 11-16 Verbal counting beyond 20 Addition Subtraction Sharing and grouping (halving)</p>	<p><u>No. of the week 17-20:</u> Number bonds to 5 &amp; 10 Counting in 2s, 5s and 10s Exploring coins Doubling and halving</p>	<p>Comparing mass Finding balance Exploring and comparing capacity Exploring length and measuring Identify 3D shapes Manipulate, compose and decompose shapes Copy, continue and create more complex patterns Visualise, build and map scenes</p>
<p><b>Understanding the World</b></p> <p><b>Links to:</b> 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. Can talk about members of their immediate family and community.</p> <p>Begins to talk about where they live. Can recognise and talk about some environments that may be different to where they live</p> <p><u>Past and Present</u> Is able to/discuss different occupations of family members</p> <p>Can talk about significant events from their own experiences and can talk about past and present events in the lives of family members</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 and talks about their five senses</p>	<p><u>Past &amp; 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 &amp; present, what changed for him?</p> <p><u>People, Culture and Communities:</u> Links to RE planning. Celebrations &amp; 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. can begin to name some other planets (through song and other prompts)</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 &amp; 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 draw information from 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 and came name at least one other country - 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 makes comparisons to life in different environments and/or countries.</p> <p>Children learn when they need to ask for help when using a tablet or technical device and begin to learn what 'personal information' means at an age appropriate level – link to internet safety/SID</p> <p>Community and Local Environment walk – can we see any signs of Spring</p>	<p>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.</p> <p><u>People, Places, and Communities</u> Can talk about different occupations, e.g. what a doctor/fire fighter does and identify similarities and differences between jobs</p> <p>Can identify emergency situations and can name some support services, e.g. police, fire fighter etc.</p> <p>Enjoys joining in with family customs and routines and Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p><u>Past and Present</u> Can make a comment about fictional characters and) compares and contrasts characters from stories, including figures from the past.</p>	<p><u>Past &amp; 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 and can describe what they see, hear and feel – linked to activities like mini-beast, scavenger hunts etc</p> <p>Learns about and can talk about a plants life cycle and what it needs to survive.</p> <p>Begins to understand the effect out behaviour has on our environment and can name some things we can do to care for the natural environment and living things.</p>	<p><u>People, Culture and Communities:</u> Links to RE planning and world faiths.</p> <p>Sequence family members, explaining who they are and the key differences between what they can/can't do.</p> <p><u>Past &amp; Present:</u> Chn to explore past &amp; 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>Community and Local Environment walk – can we see signs of Summer?</p> <p>Explores and talks about forces (push and pull) and non-contact forces (gravity and magnetism)</p> <p>Understands the effect of seasons on the natural world.</p>

<b>Expressive Arts and Design</b>	<p>Weekly music &amp; singing lessons (One Ed)</p> <p>Art Focus – ‘Myself jigsaw puzzle’ Children to put 6 pieces of their face together to complete their 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>Weekly music &amp; 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>Christmas songs and Christmas performance. Retell/perform the Christmas story through song</p> <p>DT Focus – Lever Christmas cards</p>	<p>Weekly music &amp; singing lessons (One Ed)</p> <p>Art Focus – -Cubism on animals -Observational drawings and paintings of 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>Weekly music &amp; singing lessons (One Ed)</p> <p>Art Focus – Chn to complete traditional tales characters to portray a relevant emotion. Explore with colour and shades. Explore texture to create pictures linked to tales/classics, e.g. use grass, tree bark rubbings etc.</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>Weekly music &amp; singing lessons (One Ed)</p> <p>Art Focus – Observe minibeasts in a hunt and draw from observation focusing on shapes of them</p> <p>Dt focus – Design and make a bug hotel. Designing, making and painting clay minibeast</p>	<p>Weekly music &amp; 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</p>
<b>Outdoor Provision</b>	<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>
<b>Enrichment</b>	<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>
<b>Parental/Carer Involvement</b>	<p>You Choose’ book for every child to take home.</p> <p>Parent workshop with parent discussion ideas/question prompts. ‘Role of the Keyworker’ &amp; in the moment planning (Seesaw) information workshop.</p> <p>Share RBA assessment summary with parents.</p> <p>Reading books</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>Reading books</p>	<p>Use of SeeSaw to share childrens observations and learning</p> <p>Reading books</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>Reading books</p>	<p>Use of SeeSaw to share childrens observations and learning</p> <p>Reading books</p>	<p>School reports</p> <p>Use of SeeSaw to share childrens observations and learning</p> <p>Reading books</p> <p>Transition info for parents.</p>
<b>British Values SMSC</b>	<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>	