



Reception long term plan 2026-2027

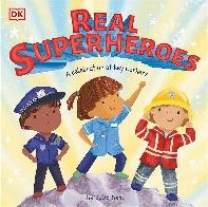
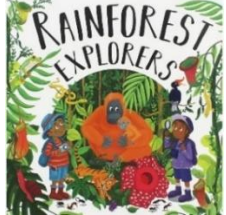
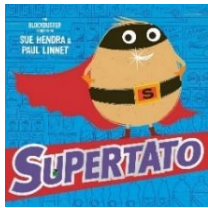
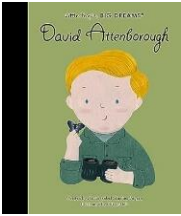
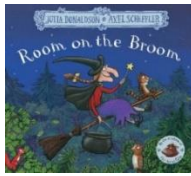
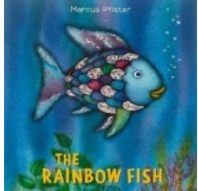
We intend the EYFS children of St Margaret Mary's to be **INDEPENDENT & CURIOUS**

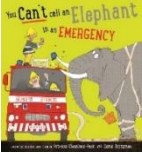
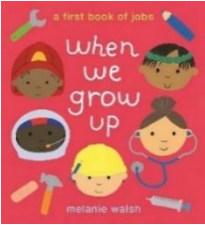
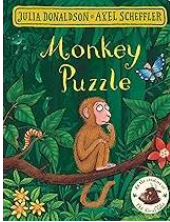
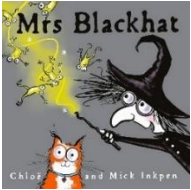
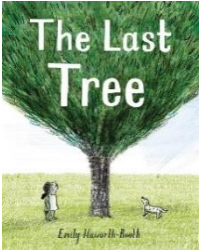
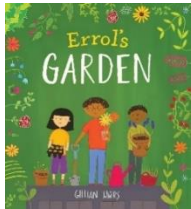
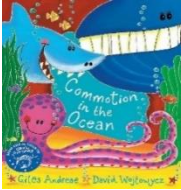
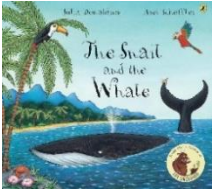
Overarching Topics	Autumn 1 Helping Hands		Autumn 2 Rumble in the Jungle		Spring 1 To The Rescue		Spring 2 Precious Planet		Summer 1 All On Board		Summer 2 Ocean Explorers		
Intent – what we want our children to be..... <i>Jesuit Virtues</i>	Happy & <i>Attentive</i>		Aspire to.... & <i>Intentional</i>		A problem solver & <i>Loving</i>		Resourceful & <i>Hopeful</i>		Imaginative & <i>Grateful</i>		Explorers & <i>Truthful</i>		
Linked project questions (ideas)	Who am I? How do you help? What is a job? What I want to be?		Where do I live? Where in the world is....? What is a celebration?		What is a hero? What’s my super power? How do you help?		What makes it grow? How can I look after....? What can we use again?		What is transport? How can I get there? How does it work?		What do they look like? How do they swim? Where do they live? How can we look after the sea creatures?		
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		God Calls Samuel		Jairus’ Daughter is healed		The Power of the Holy Spirit		God Calls Samuel		
Words to explore	Compassionate & Loving		Prophetic & Intentional		Learned & Wise		Faith-filled & Hopeful		Eloquent & Truthful		Learned & Wise		
RE – Come and See (Caritas/ Building The Kingdom)	Domestic Church	World faiths	Baptism/ Confirmation	Advent/ Christmas	Local Church	Eucharist	Lent/ Easter	Pentecost	Reconciliation	World faiths	Cafod		
	Dignity of the Human Person <u>World Religions</u> Hanukkah <u>Our Faith/Mission:</u> Mary’s Birthday October – The Month of the Rosary St Margaret Mary’s Feast Day The Harvest Festival		Family and Community <u>World Religions:</u> Diwali Rosh Hashanah <u>Our Faith/Mission:</u> All Saints & All Souls Advent Christmas Remembrance Day		Solidarity and the Common good Rights and Responsibilities <u>World Religions:</u> World Religion Day . <u>Our Faith/Mission:</u> The Epiphany St Valentine’s Day . <u>Other:</u> Mother’s day socks Earth day				<u>Our Faith/Mission:</u> Shrove Tuesday Ash Wednesday Lent St David’s day St Patrick’s day Holy Week Chinese New Year Rock the		Option for the poor and vulnerable <u>World Religions:</u> Buddhism <u>Our Faith/Mission:</u> Month of Mary St. George’s Day <u>Other:</u> Cinco De Mayo		The Dignity of Work Stewardship <u>World Religions:</u> Special objects – Prayer Mat (Islam) Special objects – Turban (Sikhism) <u>Our Faith/Mission:</u> Pentecost <u>Other:</u>

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						Father's Day
PSE	Think Equal Mindfulness/relaxation 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 Be introduced to our year 6 buddies. Talk to others about what I like/dislike, needs and wants. Introduce/learn where to put my personal belongings. 10 frame reward sticker chart	Think Equal Mindfulness/relaxation Developing awareness of 'Being kind'. Link to anti-bullying week and world kindness day. Talk confidently about myself and others in a familiar group. Form positive relationships with my peers and key worker. Identify and talk about how I and others show feelings. Following class rules and instructions. 10 frame reward sticker chart	Think Equal Mindfulness/relaxation Develop confidence in speaking to others and in a small group Develop awareness of our own and others feelings. Turn taking and knowing when to help someone. Knows where/who to go to for help and support 10 frame reward sticker chart Introduce VIP rewards for special writing	Think Equal Mindfulness/relaxation 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. Responds age appropriately to the feelings of others. 10 frame reward sticker chart VIP rewards for special writing	Think Equal Mindfulness/relaxation Body Awareness Join in with discussions about managing basic hygiene and personal needs, e.g. teeth brushing, hand washing VIP rewards for special writing Living healthy lifestyles, where does food come from? 10 frame reward sticker chart	Think Equal Mindfulness/relaxation Developing awareness of living healthy lifestyles and notices changes to our bodies after physical exercise. Makes independent choices to support and organise their play Transition activities linked to moving up to Y1/Rec 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 and fab five. Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc. Independent toileting and hand washing	LSC provision Physical activities linked to outdoor learning and indoor physical activities, e.g. go noodle, dough disco and fab five. Handwriting Support independent dressing/undressing, e.g. putting on/taking off own coat/jumper etc. Independent toileting and hand washing	LSC provision Physical activities linked to outdoor learning and indoor physical activities, e.g. go noodle, dough disco and fab five. Handwriting Support children's independent dressing and personal care routine	LSC provision Physical activities linked to outdoor learning and indoor physical activities, e.g. go noodle, dough disco and fab five. Handwriting Support children's independent dressing and personal care routine	LSC provision Physical activities linked to outdoor learning and indoor physical activities, e.g. go noodle, dough disco and fab five. Handwriting Support children's independent dressing and personal care routine	LSC provision Physical activities linked to outdoor learning and indoor physical activities, e.g. go noodle, dough disco and fab five. Handwriting Support children's independent dressing and personal care routine

Communication and Language	Session Focuses: -Sitting and listening for longer periods -Taking turns to respond -Listening to and following instructions from adult -Using conjunction 'because' -Voicing own opinions and preferences -Listening and responding to others' ideas in discussions	Session Focuses: -New topic vocabulary -Sitting and listening for longer periods -Taking turns in discussion -Articulating ideas in full sentences -Staying relevant to topics -Giving focused attention to teacher and peers when they are talking -Answering who, why, when, where and how questions -Exploring using plurals in language -Inferring information e.g. from books and pictures	Session Focuses: -New topic vocabulary -Listening to both adult and peers -Asking and responding relevantly to questions -Articulating ideas in full sentences -Giving focused attention to teacher and peers when they are talking -Listening to others' answers and responding to them relevantly -Vocabulary games	Session Focuses: -New topic vocabulary -Listening attentively -Articulating ideas in full sentences -Extending vocabulary through grouping, sorting and reasoning games -Using conjunctions -Inferring information from stories -Understanding more complex sentences involving negatives -Vocabulary games	Session Focuses: -New topic vocabulary -Listening attentively -Articulating ideas in full sentences -Inferring information through stories and pictures -Using imaginative play to practice using talk to organise sequence and clarify thinking and ideas -Comprehending a new story -Using collaborative talk to create our own stories -Vocabulary games	Session focuses: -New topic vocabulary -Listening attentively -Articulating ideas in full sentences -Asking and answering questions -Infer information -Using collaborative talk to create our own stories -Describing past events in some detail
Literacy Development (including core text)	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader – First day at bug school Core texts – Real Superheroes 	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and Rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader - Thunderboots Core texts – Rainforest Explorers 	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader - Life is magic Core texts – Supertato 	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader - Poems out loud Core text – David Attenborough (Little People Big Dreams) 	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader - The bumblebear Core texts – Room on the Broom 	Daily Phonics - Little Wandle Guided Reading/ individual reading Songs and rhymes Big Book – Literacy focus Handwriting (M. Harvey) Class reader - Children of the World Core texts – Rainbow Fish 

	You Can't Call an Elephant in an Emergency  When We Grow Up  Supplementary texts- Superheroes Like You When You're Fast Asleep All About Things People Do Mog and the Vet The Jolly Postman - with You Choose Fairytales Writing genres - Name writing Labelling Lists	Monkey Puzzle  Mrs Black Hat  Supplementary Texts - Day Monkey Night Monkey Animal Boogie Tiger That Came to Tea The Leopard's Drum (vocabulary) Handa's Surprise Handa and the Nocturnal Animals Handa has a sleepover Alan's Big Scary Teeth Writing genres - Captions Lists Rhyming string Letters to Santa (list) Christmas Card	Evil Pea Rules  Run Veggies Run  Supplementary texts- When We Grow Up (repeated) Super Duper you Tough Guys Have Feelings Too Marcus Rashford Writing genres - Character description Poster Speech bubbles	The Last Tree  Errol's Garden  Supplementary texts- The Secret Sky Garden Oliver's Vegetables Bee and Me The Tiny Seed Recycle Michael Oliver's Vegetable Oliver's Fruit Salad Let's Grow Look after us Jack and the Beanstalk Writing Genre – Simple Sentences Sequence a story	Emma Jane's Aeroplane  Supplementary texts - My Big Book of Transport The Hundred Decker Bus You Can't Take an Elephant on a bus The Naughty Bus Writing genres - Instructions Questions Fact file	Commotion in the Ocean  The Snail and the Whale  Supplementary texts- Shark in the Park Sharing a Shell The Snail and the Whale Tiddler Sharing a Shell The Singing Mermaid Barry the Fish with Fingers Writing genres - Diary entry Retell a story Poetry
Maths	Sort objects Verbally compare amounts Compare by size, mass & capacity	Explore 2D shapes Explore time through day and night Introducing zero	Explore and compare lengths & heights Order and sequence events Tell time to o'clock	Exploring mass <u>No. of the week 11-16:</u> Exploring numbers 11-16 Verbal counting beyond 20	<u>No. of the week 17-20:</u> Number bonds to 5 & 10 Counting in 2s, 5s and 10s Exploring coins Doubling and halving	Comparing mass Finding balance Exploring and comparing capacity



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	Continue and create simple 2-step patterns <u>Number of the week 1-3:</u> Find & represent 1, 2 and 3 Subitise to 3 Find 1 more and 1 less within 3 Explore composition of numbers to 3	<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)	<u>No. of the week 9-10:</u> Represent 9 & 10 Compare numbers to 10 1 more & 1 less within 10 Composition of numbers Number bonds to 10 Doubling Even and odd numbers	Addition Subtraction Sharing and grouping (halving)		Exploring length and measuring Identify 3D shapes Manipulate, compose and decompose shapes Copy, continue and create more complex patterns Visualise, build and map scenes
Understanding the World Links to: Science History Geography RE	<u>People, Places, and Communities</u> Can talk about different occupations and identify similarities and differences between jobs. Sequence family members, explaining who they are and the key differences between what they can/can't do Can identify emergency situations and knows who to call <u>Past and Present</u> Is able to discuss different occupations of family members <u>The Natural World</u> Explores the natural world around them Describe what they see, hear and feel whilst outside Uses their senses to explore and talks about their five senses	<u>People, Places, and Communities</u> Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Enjoys joining in with family customs and routines and developing awareness of similarities and differences between themselves and others, and among families, communities, cultures, and traditions <u>The Natural World</u> Looks closely at similarities, differences, patterns and change in nature. Begins to identify features on a map Begins to make comparisons between life for children in different countries	<u>People, Places, and Communities</u> Can talk about /describe some actions of people in their community (farmers) that help to maintain the area that they live in. <u>Past and Present</u> Can explore own history and talk about the way they have grown. <u>The Natural World</u> Knows that we live on planet Earth and can name some other planets Can name some things we can do to look after our planet Talks about differences between materials and changes they notice Knows how to care for a plant and can say what plants need to survive Can talk about different life cycles	<u>People, Places, and Communities</u> Shares some similarities between characters, figures or objects <u>Past and Present</u> Comments on fictional characters from a story. Compare and contrast characters from stories, including figures from the past. <u>The Natural World</u> Knows what town/country we live in and that there are different countries in the world. Knows that countries make up the UK and can name at least 1 other country Can talk about some other countries in the world Can identify similarities and differences between homes in our country and may be able to compare to other countries Explores non-contact forces (gravity and magnetism)	<u>People, Places, and Communities</u> Can compare types of transport you might use in different environments, e.g. a tram in Manchester and a camel in Egypt. Knows some of the things that make them unique and can talk about some similarities and differences in relation to friends and family <u>Past and Present</u> Comments on historical figures or objects. Can compare historical figures and objects from non-fiction texts, sharing similarities and differences. <u>The Natural World</u> Understands the changes in weather and the effect of seasons on the natural world. Recognise some environments that are different to the one in which they live.	<u>People, Places, and Communities</u> Knows that there are special places of worship Can name different religious venues, e.g. Church, Mosque Knows why religious venues are special and who goes there <u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Talks about past and present events in their life and the lives of family members. <u>The Natural World</u> Understands the need to respect and care for the natural environment and all living things.
Expressive Arts and Design	Weekly music and singing lessons (one ed) Junk modelling	Weekly music and singing lessons (one ed)	Weekly music and singing lessons (one ed)	Weekly music and singing lessons (one ed)	Weekly music and singing lessons (one ed) <u>Food</u>	Weekly music and singing lessons (one ed)

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	Exploring paints, tools and colour mixing Using a range of creative resources makes representations of themselves and others. <u>Structures</u> Children build their house using a variety of building resources e.g. blocks and sticks etc. Responds to music by joining in singing and/or develops movements into dances. Begins to sing in melody.	Learns new songs linked to festivals. Sings and performs and familiar story in a group. Remembrance Art (collage) Paul Klee Colouring/patterns linked to festivals Using a range of media and materials, including textures to create and develop ideas. Explore techniques, e.g. bend, fold, scrunch, twist.	Design then create a super hero linked to story 'Supertato' using fruits/vegetables and various materials and resources. <u>Textiles</u> Children use oil pastel and Brusho/ adding sequins and other materials to develop ideas for decorating a cape or mask linked to our heroes topic.	Observational drawings of plants Collage of our planet using specific colours Alma Thomas Engage in imaginative play to develop a narrative, act out with peers an imaginary idea and/or story line	Children to prepare their own healthy meal/ recipe to make them strong like a superhero Transport inspired junk modelling Build replications of real life transport and be able to talk about it Junk model linked to transport - explore how things move, e.g. make paper planes, zip wires (string and tubes), transport models with wheels etc.	Explore collage and textures using techniques to create sea life creatures. Explore colour mixing using paint brushes/ printing resources effectively. Begin choosing correct tools, e.g. thin brush to add detail and adding black or white to change shade.
Outdoor	Role play linked to topic using outdoor ride on toys, e.g. police car, what is best form of transport for various job roles? Climbing and outdoor equipment Rules, boundaries and safe play for outdoor area	Games with rules and team games, e.g. football, basket ball, tennis etc Rules, boundaries and safe play for outdoor area Diwali designs using chunky chalk and outdoor paints. Explore the outdoor music area – adult model animal sound and animal movement wheel games.	Being safe and using tools (Risky play) Role Play – superheroes (in various forms, e.g. super powers and super people. make and use props to support play and develop narratives. Superhero assault course	Explore den/shelter making Taking turns and sharing of resources (PSE) Observing changes e.g. growth of animals/plants (UW). Digging, planting and investigating (using resources from investigation shed)	Developing gross motor using large scale climbing equipment, e.g. climbing bars, pole etc. Role Play – Garage Fixing bikes/ cars Junk model - develop, enhance ride on toys to make various forms of transport.	Outdoor water area - how it moves, how can we change direction of flow? How can we change the speed of flow? etc Discussions/ Describing observations (CL).
Enrichment	Visit from dental nurse School visit from job roles linked to people who help us, e.g. caretaker, parental links. Autumn walk	Introduce children to teeth brushing daily routine Bike ability	Winter walk Superhero challenges Spring walk	Planting activities Hatching chicks Caterpillars Summer walk	Walk around local area to discuss transport and our local community. Visit to transport museum.	School trip to sea life centre Real sea life items for children to explore and observe - (risk assessed items) Transition – visits from and to new classes and teacher

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Parental involvement	Introduce and provide parents with log-in details and information about new Seesaw learning journeys. Parents may be invited into school to support our 'helping hands' topic. Parents evening	Ongoing Seesaw – sharing of children's learning with parents Phonics parent information/ practical maths ideas leaflet and 'drop in'. Parent open evening 'drop in' 'Stay and play' sessions	Ongoing Seesaw – sharing of children's learning with parents Maths parent information/ practical maths ideas leaflet and 'drop in'. 'Stay and play' sessions Parents evening.	Ongoing Seesaw – sharing of children's learning with parents 'Stay and play' sessions	Ongoing Seesaw – sharing of children's learning with parents 'Stay and play' sessions Parent open evening 'drop in' Home visits for new reception children/ families	School reports Ongoing Seesaw – sharing of children's learning with parents Parents evening 'drop in' to discuss end of year reports. Stay and play' sessions
British Values/ SMSC	International Day of Peace Recycle Week	Inter Faith Week Remembrance Month	Holocaust Memorial Day Random Acts of Kindness	Fair Trade fortnight Earth day	Child Safety week World Refugee Day	
Key Dates	Space week Black History Month World Mental Health Day Diwali	Anti-bullying week Road safety Christmas Jumper day Hanukkah International Men's Day	Chinese New Year National story telling week Diversity and inclusion Month	British Science week Maths day Poetry Day Ramadan Passover Eid-Al-Fitr World Book Day International Women's Day	Walk to school week Pride	Eid-Al-Adha