



Meadowbank Primary School
Long Term Planning 2025-2026



FS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Where do I belong?	How do you make a rhyme?	What makes you a superhero?	What above our heads?	What's under our feet?	What lies beneath the sea?
Lit Genres	Fiction Non-Fiction Rhymes	Fiction Non-Fiction Rhymes	Fiction Non-Fiction Rhymes	Fiction Non-Fiction Rhymes	Fiction Non-Fiction Rhymes	Fiction Non-Fiction Rhymes
Book Studies	-Whiffy Wilson, the Wolf Who Wouldn't go to School -The Things I Love About Me -The Colour Monster -The Family Book -This is Our House -Jacob O'Reilly wants a Pet -The boy who loves everyone	-Bonfire Night Poem -Humpty Dumpty -World Nursery Rhyme Week -Baa Baa Black Sheep -5 Little Monkey's -5 Little Men in a Flying Saucer -Away in a Manger	-Hey There! What's Your Superpower? -My Mum is a Superhero -A Superhero like You -Emergency! -Animal Superheroes -Supertato	-The Little Raindrop -Blown Away -A Rainbow of my own -The Stormy Day -The Sun Shines Everywhere	-The Very Hungry Caterpillar -Oliver's Vegetables -The Crunching Munching Caterpillar - One Little Seed -Cora Caterpillar -Oliver's Fruit Salad	-On the Seashore -Sharing a Shell -Somebody Swallowed Stanley -The Big Book of Blue -Tiddler -Super Submarines -Incredible You
CL - Listening, Attention & Understanding CL - Speaking	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, the Foundation Stage Team will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from the adults, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					



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<p>PSED Self-Regulation Managing Self Building Relationships</p>	<p>Jigsaw - Being Me in My World Who...Me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Think Equal</p>	<p>Jigsaw - Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for Yourself Think Equal</p>	<p>Jigsaw - Dreams and Goals Challenge Never Giving Up Setting Goal Obstacles and Support Flight to the Future Footprint Awards Think Equal</p>	<p>Jigsaw - Healthy Me Everybody's Body We like to Move it, Move it! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger Think Equal</p>	<p>Jigsaw - Relationships My Family and Me! Make Friends, Make Friends... Falling out and Bullying Being the Best Friends we can be Think Equal</p>	<p>Jigsaw - Changing Me My Body Respecting My Body Growing Up Fun and Fears Celebration Think Equal</p>
<p>PD - Gross Motor Skills PD - Fine Motor Skills</p>	<p>GetSet4PE - Introduction to PE - Unit 1 Squiggle whilst you wiggle - Squiggle Up and Down/Side to Side</p>	<p>GetSet4PE - Fundamentals - Unit 1 Squiggle whilst you wiggle - The Wiggle/The Circle</p>	<p>GetSet4PE - Games - Unit 1 Gymnastics - Unit 1 Squiggle whilst you wiggle - The Hump/The under hump</p>	<p>GetSet4PE - Ball Skills - Unit 1 Gymnastics - Unit 1 Squiggle whilst you wiggle The Hook/The Spiral</p>	<p>GetSet4PE - Games - Unit 1 Dance - Unit 1 Squiggle whilst you wiggle The Wave/Laid down 8/The straight line</p>	<p>GetSet4PE - Ball Skills - Unit 1 Dance - Unit 1 Squiggle whilst you wiggle-embed sequence of movements</p>
<p>L - Comprehension L- Word Reading L - Writing</p>	<p>Success for All Phonics - Environmental and Instrumental Sounds Tales Toolkit - Begin to lead their story telling using the character, setting, problem and solution symbols to represent a story structure. Book Talk</p>	<p>Success for All Phonics - Body Percussion Tales Toolkit - Begin to tell stories independently, using the character, setting, problem and solution symbols to represent a story structure. Book Talk</p>	<p>Success for All Phonics - Rhythm and Rhyme Tales Toolkit - Begin to tell stories independently, using the symbols to represent a story structure , using adjectives to add further detail. Book Talk</p>	<p>Success for All Phonics - Alliteration Tales Toolkit - Begin to tell stories independently, using the symbols to represent a story structure , using adjectives to add further detail. Book Talk World Book Week</p>	<p>Success for All Phonics - Voice Sounds Tales Toolkit - Tell stories independently, using the Tales Toolkit symbols to represent a story structure and create our own illustrations. Book Talk</p>	<p>Success for All Phonics - Oral Segmenting and Blending Tales Toolkit - Tell stories independently, using the Tales Toolkit symbols to represent a story structure. Make marks to communicate meaning.</p>



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						Perform the story!
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<p>M - Number M- Numerical Patterns</p>	<p>Early mathematical experiences through songs, rhymes and daily counting opportunities. Show 'finger numbers' up to 5. Use some number names and number language within play. Begin to notice numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle' 1-3 Develop fast recognition of 1, without having to count it individually - subitise Toolkit - Correct or Not Correct</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. Recite numbers in order past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral 1-3 Develop fast recognition of up to 2 objects, without having to count them individually - subitise Toolkit - Odd One Out</p>	<p>Compare two small groups of objects, saying when there are the same number of objects in each group. Begin to notice numerals Link numerals and amounts: for example, showing the right number of objects to match the numeral 1-5 Say one number for each item in order: 1, 2, 3, 4, 5. Develop fast recognition of up to 3 objects, without having to count them individually - subitise Toolkit - Match Me Up</p>	<p>Link numerals to amounts. Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers 1-3. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total 'cardinal principle' 1-5 Develop fast recognition of up to 4 objects, without having to count them individually - subitise Toolkit - Cover Up</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers 1-5. Develop fast recognition of up to 5 objects, without having to count them individually - subitise. +1 within 5 Toolkit - Match Expressions</p>	<p>Begin to recognise numerals 0 to 10. Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Experiment with their own symbols and marks as well as numerals. +/- to 5. Toolkit - Missing Numbers</p>
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<p>Understanding the World Past and Present</p> <p>UW-People, Culture and Communities</p> <p>UW-The Natural World</p>	<p>Where do we belong? Families School Local Community Homes Pets Seasons Seasonal Changes Celebrations - Birthdays/Harvest Explore how things work.</p>	<p>Which times are special and why? Materials Farm Animals Celebrations - Remembrance Day/Bonfire Night/Diwali /Christmas Shows an interest in technological toys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p>	<p>Which stories are special and why? Families Wider Community Occupations Seasons Seasonal Changes Celebrations - Chinese New Year Shows an interest in technological toys with knobs or pulleys.</p>	<p>Which people are special and why? Floating/Sinking Weather Forces Celebrations - Mother's Day/Easter/Ramadan Seek to acquire basic skills in turning on and operating some digital equipment.</p>	<p>Which places are special and why? Habitats Planting Life Cycles Celebrations - Eid Operate mechanical toys.</p>	<p>Where do we belong? Environments Underwater Creatures Conservation Seasons Seasonal Changes Celebrations - Father's Day Know how to operate simple equipment. Can navigate touch-capable technology with support.</p>
<p>EAD - Creating with Materials EAD - Being Imaginative & Expressive Musician/Artist</p>	<p>Art - Drawing Composers and Music - The Baroque Era Charanga: Me! Listening and responding to different styles of music DT - Explore different materials, using all their senses to investigate them.</p>	<p>Art - Painting Composers and Music - The Classical Era Charanga: Me! Embedding foundations of the interrelated dimensions of music DT - Food: Using utensils.</p>	<p>Art - Painting and colour mixing Composers and Music - The Romantic Era Charanga: My Stories Learning to sing or sing along with nursery rhymes and action songs. DT - Joining Techniques: Exploring types of glue.</p>	<p>Art -Painting and creating effects Composers and Music - Jazz/Swing Charanga: Everyone! Improvising leading to playing classroom instruments DT - Joining Techniques: Exploring types of tape</p>	<p>Art - Collage Composers and Music - Rock 'n' Roll Charanga: Our World Singing and learning to play instruments within a song. DT - Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Art - Printing Composers and Music - Synth Pop Charanga: Big Bear Funk Share and perform the learning that has taken place DT - Develop their own ideas and then decide which materials to use to express them.</p>
<p>Enrichment</p>	<p>Dental Health Nurse</p>	<p>Sing-along with</p>	<p>Firefighters</p>	<p>Eco Committee</p>	<p>The Creepy Crawly</p>	<p>Sea Life Centre</p>



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		musicians			Show	
Outdoor Learning	<p>Major: (UW) Tour of the school grounds</p> <p>Minor: (UW) Autumn 1 Welly walk. Observing seasonal changes.</p>	<p>Major: (EAD) Firework dancing and campfire songs linked to bonfire celebration.</p> <p>Minor: (CL/L) Creating large scale Tale Toolkit stories, choosing our own materials.</p>	<p>Major: (PD) Squiggle whilst you Wiggle. Developing gross motor skills.</p> <p>Minor: (UW) Spring 1. Welly walk. Observing seasonal changes.</p>	<p>Major:- (CL/UW) Weather watch. Comparing changes in the weather each day over a period of time.</p> <p>Minor:- (CL/UW) Meeting the Eco-Committee and seeing their work in the outdoors.</p>	<p>Major: (UW) Making a story frame represent the life cycle of a caterpillar.</p> <p>Minor: (UW/M) Minibeast hunt.</p>	<p>Major: (UW) Looking after our school environment through litter picking, and taking care of the grounds.</p> <p>Minor: (UW) Summer 2. Welly walk. Observing seasonal changes.</p>
Parental Engagement	Transition Visits	<p>Christmas Performance</p> <p>World Nursery Rhyme Week</p> <p>Early Reading Workshop</p> <p>Play Club Bags</p> <p>Parents Consultation Meetings</p>	<p>Early mathematics workshop</p> <p>Nursery Rhyme Time</p>	<p>DEAR</p> <p>Art Gallery</p> <p>Parents Consultation Meetings</p>	<p>Sports Day</p> <p>British Science Week</p>	<p>Transition Meetings</p> <p>Outdoor Classroom Day</p>