



Meadowbank Primary School Long Term Planning 2025 - 2026



FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes our family?	Where does colour come from?	What is in a story?	Is the world alive?	Why is our world a place of wonder?	What came before us?
Lit Genres	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme
Book Studies	<ul style="list-style-type: none"> - I Love Me -Together we can -More People to Love me -In every House in every Street -In My Heart -The Great Pet Sale -Real Superheroes 	<ul style="list-style-type: none"> -The Black Book of Colours -Wow said the Owl -Luna Loves Art -The Light in the Night - Little Robin Red Vest -The Nativity -Jesus' Christmas Party 	<ul style="list-style-type: none"> -The Three Little Pigs -The True Story of the Three Little Pigs -Little Red Riding Hood (Traditional) -Little Red Reading Hood (Modern) -Goldilocks and three Bears (Traditional) -Goldy Luck and the Three Panda's 	<ul style="list-style-type: none"> -The Little Gardener -Bee non-fiction -The water cycle -The Odd Fish -The Terrible Greedy Fossifoo 	<ul style="list-style-type: none"> -Here we are - What do we see in the countryside - Mountains of the World -We all went on Safari -Deep in the Ocean -Above and Below 	<ul style="list-style-type: none"> -Stardust -How big was a dinosaur? -The First Drawing -The Wonder -Lost in the Toy Museum -The Roots of my Family Tree -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>Get Set 4 P.E. Introduction to PE - Unit 2 Squiggle whilst you Wiggle</p>	<p>Get Set 4 P.E. Fundamentals - Unit 2 Success for All Phonics writing formation</p>	<p>Get Set 4 P.E. Games - Unit 2 Gymnastics - Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Gymnastics - Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Games - Unit 2 Dance- Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Dance - Unit 2 Success for All Phonics writing formation Balanceability</p>
<p>L - Comprehension L - Word Reading L - Writing</p>	<p>Success for All Phonics Tales Toolkit - Introduce the symbols using the Tales Toolkit bags to support children to begin to orally construct a story. Book Talk</p>	<p>Success for All Phonics Tales Toolkit - Children to select own objects for oral storytelling, using the Tales Toolkit symbols. Drawing Club - Use ambitious vocabulary and create drawings together including the 3Ms. Book Talk</p>	<p>Success for All Phonics Tales Toolkit - Children use the Tales Toolkit writing frames to retell and reinvent familiar stories Drawing Club - Use ambitious vocabulary and create drawings together and individually including the 3Ms. Book Talk</p>	<p>Success for All Phonics Tales Toolkit - Children use the Tales Toolkit writing frames to create their stories Drawing Club - Create and retell adventurous stories, with images and words Book Talk</p>	<p>Success for All Phonics Drawing Club - Create and retell adventurous stories, with images, words and sentences. Book Talk</p>	<p>Success for All Phonics Drawing Club - Create and retell adventurous stories and books, with images, words and sentences. Book Talk</p>



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<p>M - Number M - Numerical Patterns</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare two small groups of up to five objects saying when there are the same number of objects.</p> <p>Recite numbers in order past 5</p> <p>Begin to recognise numerals to 10</p> <p>Know the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principle)</p> <p>Begin to recognise that each counting number is one more than the one before.</p>	<p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part.</p> <p>Estimate numbers of things, showing understanding of relative size</p> <p>Recite numbers from 0-10</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-5).</p> <p>Toolkit - Odd One Out</p>	<p>Explore the composition and decomposition of numbers from 2 to 5, using the number bonds progression chart.</p> <p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Recite numbers from 0-10 and beyond, and back from 10-0</p> <p>Count out up to 10 objects from a larger group</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-10).</p> <p>Link the number symbol with its cardinal number value</p> <p>Toolkit - Correct or Not Correct</p>	<p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole (6,7,8)</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's number bonds progression chart. (6,7,8)</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-20).</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Toolkit - Part, Part, Whole</p>	<p>- Subitise (recognise quantities without counting) up to 5</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole. (9, 10)</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's number bonds progression chart. (9 and 10)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (odds/evens)</p> <p>Toolkit - Find a Pair</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Toolkit - Picture Maths</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 Seasons Seasonal Changes Celebrations- Birthdays/Harvest Geography focus Where do we live? What does our community look like? Fieldwork - Landmarks in School Grounds and Local Community Exploring maps History Focus Talk about past and present events Computing Technology around us</p>	<p>Which times are special and why? Light/Dark Shadows Seasons Seasonal Changes Celebrations- Remembrance Day/Bonfire Night/Diwali/Christmas Geography Landmark walks History Focus Comment on images of familiar situations in the past Computing Digital Painting</p>	<p>Which stories are special and why? Traditional stories from a range of cultures Materials Seasons Seasonal Changes Celebrations Chinese New Year/Lent Geography Focus Where do stories take us? Fieldwork - Represent journeys using a range of resources inc maps History Focus Compare and contrast character including figures from the past Computing Programming beebots Safer Internet Day</p>	<p>Which people are special and why? Living things Science Week Conservation Seasons Seasonal Changes Celebrations Mother's Day/Holi Easter/Ramadan Geography Landmark journey History Focus Children to recall past events to enable them to connect to their wider community Computing Creating media; non-Fiction</p>	<p>Where do we belong? Environment Habitats Journeys Seasons Seasonal Changes Celebrations Eid Geography Focus Why is our world a place of wonder? Earth Day Fieldwork - Nest in Woods; take photos of key features of a woodland. History Focus Understand the past through settings characters and events Computing Technology around us</p>	<p>Which places are special and why? Comparing people, places and objects from the past to the present Seasons Seasonal Changes Celebrations Father's Day History Focus Know some similarities and differences between things in the past and now. Computing Creating Media-fiction</p>
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<p>EAD - Creating with Materials EAD - Being Imaginative & Expressive Musician/Artist</p>	<p>Paint-Mixing Explore mixing primary colours DT - Use simple techniques competently and appropriately. Snipping & Cutting. Charanga-Hey You! Pulse, rhythm and pitch Composers and Music from the Baroque Era</p>	<p>Drawings Self-Portraits Artist Paul Klee DT - Use simple techniques competently and appropriately. Sticking & Joining. Charanga- Rhythm In The Way We Walk - Pulse, rhythm and pitch Composers and Music from the Classical Era</p>	<p>Printing DT - Food Cutting and spreading Charanga-In The Groove Pulse and rhythm Composers and Music from the Romantic Era</p>	<p>Drawing Observational drawings Artist Margaret Preston Dt - Folding Charanga-Round and Round Pulse and rhythm Composers and Music Jazz/Swing</p>	<p>Art Week 15th June Sculpture DT - Mechanisms Flaps Charanga-Your Imagination Pulse and rhythm Composers and Music Rock 'n' Roll</p>	<p>Painting Exploring using paint to create different effects Artist Claude Monet DT - Mechanisms Shape, assemble and join. Charanga-Reflect, Rewind and Replay Pulse and rhythm Composers and Music Synth Pop</p>
<p>Enrichment</p>	<p>Real life heroes Dental Nurse</p>	<p>Visit from a guide dog</p>	<p>Chinese New Year workshop</p>	<p>Bee Keeper</p>	<p>Skylarks</p>	<p>Saint Cuthbert's Church</p>
<p>Outdoor Learning</p>	<p>Major: (UW) Observing houses and the features in the community. Minor: (UW) Welly walk. Observing seasonal changes.</p>	<p>Major: (PSED/EAD) Transient Art using natural materials focusing on different shades of colour. Minor: (UW/EAD) Making Rangoli patterns using a range of media.</p>	<p>Major:- (CL/L) Retelling and adapting traditional stories in the forest. Minor: Spring 1. Welly walk. Observing seasonal changes. (UW/M) RSPB Bird Watch.</p>	<p>Major: (L/UW) Researching plants that are good pollinators and planting them to attract and observe the pollinators. Minor: (L/UW) Being a nature detective - creating mini beast habitats.</p>	<p>Major: (UW) Creating maps of journeys using journey sticks and messy maps. Educational visit to Skylarks. Offsite. Minor: (UW) Welly walk. Observing seasonal changes.</p>	<p>Major: (EAD) Observational drawing in nature. Minor:- (UW) Planting shrubs and saplings to leave a lasting legacy.</p>



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Parental Engagement	Transition Visits Early reading and phonics workshop	Parents Consultation Meetings World Nursery Rhyme Week Christmas Performance	Early mathematics workshop	DEAR Consultation Meetings	Sports Day British Science Week	Transition Meetings Outdoor Classroom Day
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