



St Jude's Catholic Primary School

Pre School Long Term Plan 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Come and See	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
RSE (A Journey in Love)	The wonder of being special and unique Recognise the joy of being a special person in my family.		The wonder of being special and unique Recognise that we are all different and unique.		The wonder of being special and unique Celebrate the joy of being a special person in God's family.	
All are Welcome	The Family Book (families are different)		Blue Chameleon (everyone is different)		You Choose (we all like different things)	
Online Safety – Project Evolve	Online Relationships	Online Bullying	Privacy and Security	Online Reputation	Managing Online Information	Health, Well-Being and Lifestyle
Theme/Books to be explored	All about me All Are Welcome We're going on a bear hunt Guess how much I love you	Festivals and celebrations Meg and Mog Leaf Man The Christmas Story	Home and Away Goldilocks and the three bears Billy Goats Gruff The Three Little Pigs	All at Sea Big book of blue A hole at the bottom of the sea	Creatures great and small Tadpole to frog Crunching munching caterpillar Bug homes	Ready set grow... The growing story Tiny seed Sam plants a sunflower
Communication and Language	Over the course of the year we will enjoy listening to stories and singing rhymes, seeing if the children can recall what happens in the story or rhyme.					

	<p>We will be learning to use more language skills to express our thoughts and feelings, and also throughout play.</p> <p>We will use future and past tense when communicating with adults and friends.</p> <p>We will be following instructions and understanding who, where, what and why questions when asked.</p> <p>We will assess the children using Wellcomm throughout the year.</p>					
Personal, Social and Emotional Development	<p>Settling in</p> <p>Forming positive bonds with others</p> <p>Rules and Routines</p> <p>Play with increasing confidence independently and with others.</p>	<p>Continue to develop rules and routines</p> <p>Develop friendships and discuss emotions linked to inside out.</p>	<p>Talk about feelings and understand how others are feeling.</p> <p>Talk with others to solve conflicts.</p>	<p>Find solutions to conflicts and rivalries.</p> <p>Make healthy choices about food and drinks.</p>	<p>Talk about feelings and understand how others are feeling linking to inside out movie.</p> <p>To develop their sense of responsibility and membership of community (set up snack and clean up after).</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>To take part in other pretend play with different roles.</p> <p>Discuss feelings/ transition into Reception</p>
Physical Development	<p>Develop balancing movements.</p> <p>Ride a range of scooters, bikes and trikes. Play games to develop different movement</p>	<p>To use large-muscle movements in play.</p> <p>To express ourselves through physical activity such as dance, yoga and fitness.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use one handed tools and equipment.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference</p>	<p>Collaborate with others to manage large items, such as moving crates and planks outdoors.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Practice dressing and undressing themselves with school uniform</p>

	<p>patterns, for example hopping.</p> <p>Begin to use outdoor equipment safely and appropriately.</p>			for a dominant hand.	To take part in team activities they made up themselves	in the home corner.
Literacy & Phonics	<p>We will be using our core stories and rhymes to develop a love of reading, and to engage in extended conversation about stories, learning new vocabulary.</p> <p>We will be using our reading lending library throughout the year so children can enjoy reading at home.</p> <p>We will be encouraging the children to notice their name in printed form throughout the setting.</p> <p>During the summer term to get our children ready for Reception we will introduce Read, Write, Inc.</p>					
Mathematics	<p>Colours! Learning about different primary colours. Noticing colours in our world.</p> <p>Matching & Sorting Make comparisons and comparing amounts due to size, colour and weight.</p>	<p>Number 1 & Number 2 Introducing numbers, noticing numbers 1 and 2 in the environment. Linking numerals and amounts up to 2.</p> <p>Patterns Notice patterns and arrange objects into patterns.</p>	<p>Number 3 & Number 4 Introducing numbers, noticing numbers 3 and 4 in the environment. Linking numerals and amounts up to 4.</p> <p>Number 5 & Number 6 Introducing numbers, noticing</p>	<p>Height & Length Compare the height of 2 objects. Identify which is taller and which is shorter. Explore measuring equipment such as tape measures within provision to notice height</p>	<p>Sequencing Begin to describe a sequence of events, real or fictional. Using terms such as first and last.</p> <p>Discuss routes and locations, and describe a familiar route.</p> <p>Position</p>	<p>More than/fewer To compare quantities using language such as more than and fewer.</p> <p>2D/3D shapes Learn all about different shapes.</p> <p>Use shapes in our</p>

			<p>numbers 5 and 6 in the environment. Linking numerals and amounts up to 6.</p>	<p>in our environment.</p> <p>Capacity Compare the weight of 2 objects. Identify which is lighter and which is heavier.</p> <p>Explore measuring equipment such as scales within provision to notice weight in our environment.</p>	<p>Understand positional language such as on, under, over and through and use these within provision.</p>	<p>environment to make different models, constructions.</p> <p>Matching objects due to shape.</p>
Understanding the World	<p>All about me!</p> <p>Make connections between the features of the family and other families.</p>	<p>Seasonal Change – Autumn. Looking at how our environment and the world around us changes over autumn.</p>	<p>Seasonal Changes – Winter.</p> <p>Researching different homes linked to this term's stores.</p> <p>Research about Chinese New</p>	<p>Seasonal Changes – Spring</p> <p>Looking at beach, the sea and sea creatures</p>	<p>Mini-beast hunt</p> <p>Making a bug hotel</p> <p>Life cycle of a frog/ caterpillar</p>	<p>Seasonal changes – summer.</p> <p>Looking at how our environment and the world around us changes over summer.</p>

	<p>Begin to make of their own life story and family's history.</p>	<p>Remembrance Sunday – Poppy day</p> <p>Christmas</p>	<p>Year and houses in China.</p>	<p>Planting seeds and exploring how plants grow.</p>	<p>Show respect for living things and the natural environment</p>	<p>Use all their senses in hands on exploration of natural resources such as soil, seeds and water.</p> <p>Understand the lifecycle of a plant. Begin to make sense of their own life story as we look to the future and moving into Reception and how we have grown from being babies.</p>
Expressive Arts and Design	<p>Self Portraits – this is me</p> <p>Express ideas and feelings through making marks, and give meaning to the marks they make.</p> <p>Jackson Pollock</p>	<p>Leaf man characters</p> <p>Sing entire songs</p> <p>Christmas Performance</p> <p>Ya Yoi Kusama pumpkin art</p>	<p>Begin to use shapes to represent objects – characters from traditional tales.</p> <p>Explore dance using the Chinese dragon.</p>	<p>Painting for a purpose – under the sea.</p> <p>Develop stories in the small world and role play areas, based</p>	<p>Make a bug hotel</p> <p>To use a variety of tools to make mini beasts out of playdough.</p>	<p>Painting for a purpose - plants.</p> <p>Colour mixing</p> <p>Playing instruments with increasing control to express their</p>

	<p>Explore colour</p> <p>Listen with increased attention to sounds</p>		<p>Retelling stories using puppets and props.</p> <p>Junk modelling.</p>	<p>on this term's theme/ stories.</p> <p>Making sea creatures.</p>	<p>Looking at different animals' patterns.</p>	<p>feelings and ideas.</p> <p>Respond to what they have heard expressing their thoughts and feelings</p>
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