FOUNTAINS
PRIMARY SCHOOL
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ENGAGEMENT CURRICULUM

Engagement Curriculum

Long Term Plans

2026-2027





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Engagement Curriculum

Cornerstones Topics Long Term Plan

Class/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jellyfish (KA)	Big Wide World	Starry Night	Marvellous Machines	Puppets & Pop Ups	Animal Safari	Sunshine & Flowers





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Mathematics Long Term Plan (Nursery)

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Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	More than, fewer than, same Explore & build with shapes and objects			Explore repeats Hear and say Number names			Begin to order number names I see 1,2,3			Join in with repeats Explore position and space		
Spring	Show me 1,2,3 Move and label 1,2,3			Explore position and routes Explore Patterns			Take and give 1,2,3 Match, talk, push and pull			Talk about dots Compare and sort collections		
Summer	Lead on own repeats Start to puzzle			Making patterns together Make games and actions			Show me 5 My own pattern			Stop at 1,2,3,4,5 Match, sort, compare		

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Mathematics Long Term Plan (Reception)

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Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to Know You		Match, Sort and Compare		Talk about Measure and Patterns		It's Me 123		Circles & Triangles	1,2,3,4,5		Shapes with 4 sides
Spring	Alive in 5		Mass and Capacity	Growing, 6,7,8		Length, Height, Time		Building 9 and 10		Explore 3D Shapes		
Summer	To 20 and beyond		How many now?	Manipulate, Compose and decompose		Sharing and Grouping		Visualise, build and map		Make Connections		Consolidations

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PSHE Long Term Plan

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Class/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jellyfish (KA)	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me





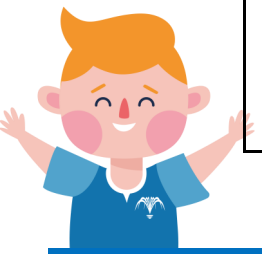
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PSED Long Term Plan guideline for learning

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Jigsaw learning outcomes for 3–4 years are used as aspirational long term goals to ensure curriculum intent, coherence, and progression. They should be used to adapt Jigsaw themes into appropriate learning experiences that develop foundational skills necessary for engagement and future functional learning.

Topic	Being Me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
	•Express and experience feelings of happiness and sadness. • Experience and understand how it feels to belong. • Begin to recognise my feelings. • I can use gentle hands and understand it is good to be kind to people. • I will experience and explore my feelings. •I will show happiness and displeasure during activities, through expressing simple preferences. I will experience and participate in a sensory shared learning experience with my friends and begin to show awareness of others.	I can tell you one way in which I am special and unique. •I can say how to be a kind friend. •I know the names of some emotions such as happy, sad, angry and frightened. •I can identify something I am good at.	.I can feel proud when I achieve a goal. • I can work and play co-operatively with others. • I know how to use kind words and actions towards my friends. I can start to think about the jobs I might do when I am older.	•I know the names of some of my body parts. •I recognise some foods that are healthy or unhealthy. •I can wash my hands and know it is •important to do this before I eat and after I go to the toilet. •I understand how moving and resting are good for me body. •I know to say NO to strangers.	•I can tell you about my family. •I can work together and enjoy being with my friends. •I know what to do or say if someone is mean to me. •I know how to be a good friend.	•I understand we all grow from babies to adults. •I know that I grow and change. •I can recognise me and name some parts of my body.





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RE Long Term Plan

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Class/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jellyfish (KA)	Harvest	Diwali/Christmas	Eid	Easter	Special people	Places of worship





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MFL Long Term Plan

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Class/Term	Autumn	Spring	Summer
Jellyfish (KA)	India	Spain	France
Display target language flag in classroom. MFL display. Days of the week in target language. Greeting in target language during hello/goodbye routines (link to Makaton). Target language traditional music/clothes. Examples of food during snack.			





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PE Long Term Plan

Class/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Jellyfish (KA)	Introduction to PE: Unit 1	Fundamentals Unit 1	Gymnastics Unit 1	Ball Skills 1	Games unit 1	Sports Day Activities (Athletics)



