

**Skegness Infant Academy EYFS Reception Long Term Curriculum Plan 2022-23**

Technology will run through out all learning  
Plans will change according to children's interests

**School Values - RICHER**

Resilience	Independence	Creativity	High Aspirations	Exceptional	Respect
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	Term 1 7 weeks 05-09 to 21-10	Term 2 6.2 weeks 07-11 to 20-12	Term 3 6 weeks 03-01 to 10-02	Term 4 6 weeks 20-02 to 31-03	Term 5 6 weeks 17-04 to 26-05	Term 6 7 weeks 05-06 to 21-07
<p>EYFS Theme</p> <p>Topic Overview</p>	<p>Forest Friends</p> <p>Class books Getting to know you activities Autumn</p>	<p>Tell me a tale...</p> <p>Traditional stories Story retelling Celebrations/Christmas Autumn</p>	<p>Where shall we go...</p> <p>Comparing different places/countries, comparing our community with others, maps, past and present</p>	<p>Footprints</p> <p>Dinosaurs and pre historic people History - comparing past and present</p>	<p>The Great Outdoors</p> <p>Minibeast Gardening/growing investigation</p>	<p>What if.....</p> <p>Pirates, space and aliens, superheroes, fairy fortnight</p>
<p>Possible Books</p>	<p>Class books</p> <p>Gruffalo</p> <p>Stanley's Stick</p> <p>Bear Hunt</p> <p>Pumpkin Soup</p> <p>Errol's Garden</p> <p>Autumn - non-fiction/poems</p> 	<p>Divali</p> <p>Rapunzel</p> <p>Jack and the Beanstalk</p> <p>The Gingerbread man</p> <p>Hare and the Tortoise</p> <p>The Christmas Story</p> 	<p>Handa's Surprise</p> <p>A walk in London</p> <p>Little Bit of Winter</p> <p>At ticket around the world</p> <p>Poles Apart</p> <p>We are Roaming in the Rainforest</p> <p>The Queen's Hat</p> <p>My first London Bus</p> <p>Non-Fiction books: different countries, transport</p> 	<p>Dinosaurs Don't draw</p> <p>The Dinosaur Department Store</p> <p>Dear Dinosaur</p> <p>Tyrannosaurus Drip</p> <p>Mad About Dinosaurs</p> 	<p>Superworm</p> <p>Spinderella</p> <p>What the ladybird heard</p> <p>Snail and the Whale</p> <p>Bumblebear</p> <p>Supertato</p> <p>Oliver's Vegetables</p> <p>Errol's Garden</p> 	<p>Fairy Fortnight: The tree Keepers, Peter Pan</p> <p>Pirates: The Night Pirates, Pirate Pete, The Pirates Next Door, Pirate Mums</p> <p>Space: The Aliens are coming, Whatever next, Q Pootle 5</p> <p>Superheroes: Help I need my superhero, fact files, real superheroes: police, nurses, coastguards, Tom Moore</p> 

Genre	Fiction Non-fiction Poems	Fiction	Fiction Non-Fiction	Fiction Poems	Fiction Non-Fiction	Fiction Non-fiction Songs and poems
Wow bombs		Making Gingerbread Dressing up day	Ice experiments Local buses Maps - geo mapping	Fossils Mr Rex the dinosaurs	Food tasting	Alien landing Fairy visitors
Author of the term	Nick Butterworth	Sue Hendra	Nick Sharratt	Claire Gray	Julia Donaldson	Tom Fletcher
Books - Diversity and inclusivity	This Beautiful Day Hair, It's a Family Affair! Stanley'Stick	Simon Sock Kipper's Birthday	My world, your world Elmer	Going to the Volcano Giraffes can't Dance	Errol's Garden	The Tiger Came to Tea You Choose
Artist of the term	Lowry	illustrators	polski	Banksy	Van Gough Matise	Van Gogh
Parent Events	Tapestry (EYFS) drop in Phonics and Reading expectations	Parents consultations Maths in Early Years Christmas Crafts Nativity	Reading - story Time	E-safety Easter Craft	Board Games Sports day Mini-beast garden	Construction (EYFS) Picnic Transition events
Possible visits and visitors		Library visit Storyteller Church visit	Visitor - Owls/birds? Local environment walk	Dinosaur man Visiting Artist	Minibeast visit/workshop- Lion learners Bedford fruit and veg shop	Beach Visits from real life heroes
School Events	26-09 - Bike and scooter to school Week 10-10 Hello Yellow	18-10 - Chn in need - spots 14-18-11 Anti-Bully Week 18 Nov to 21 Dec FIFA world cup	Joint porject: 16- 1 RE (to coincide with international religion day 6-2 DT	Joint project: Science week 13- 19. 03	Joint project: Art 17.4 Joint project: Geography 22.5	Joint project: Music 19.6 Joint project: Outdoor learning 10.7 Sports day

	<p>Joint project:</p> <p>3-10 History</p>	<p>14-20-11 Road Safety Week</p> <p>9-12 Jolly Jumper Day</p> <p>Joint Project:</p> <p>14-11: PSHE</p> <p>28-11: Computing</p>				
Local and world events	Harvest	<p>Divali 24-10</p> <p>Bonfire night 05-11</p> <p>Remembrance day 11-11</p> <p>Christmas</p> <p>Children in Need - Nov</p>	<p>Big Bird watch - Jan</p> <p>National story telling week- 30.1</p> <p>Safer Internet day - 14.2</p> <p>Chinese new year 22.01</p>	<p>World book day 02-03</p> <p>Shrove Tuesday 21-02</p> <p>Easter 09-04</p> <p>Mother's Day 19-03</p> <p>International womens day 8.3</p> <p>World poetry day</p> <p>Safer Internet day 21.2</p>	Walk to school week 17.05	Health week 13- 17

Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSED	See themselves as a valuable individual. Build constructive and respectful relationships Manage their own needs- personal hygiene	Express their feelings and consider the feelings of others.	Shows resilience and perseverance in the face of challenge	Know and talk about the different factors that support their overall health and wellbeing.	Think about the perspective of others.	Shows resilience and perseverance in the face of challenge
Jigsaw	Being in my world	Celebrating differences	Dreams and goals	Healthy me	relationships	Changing me
CL	Learn new vocabulary Understand how to listen carefully and why listening is important. Develop social phrases.  Listen to and talk about stories to build familiarity and understanding	Learn new vocabulary Describe some events in detail. Engage in story times. Retell stories.	Learn new vocabulary Connect one idea or action to another using a range of connectives. Engage with non fiction books	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.	Use new vocabulary through the day. Articulate their ideas and thought in well formed sentences. Use talk to help work out problems and organise thinking. Engage with non fiction books	Use new vocabulary through the day. Learn rhymes, poems and songs.
PD	Revise and refine FMS. Develop core strength.  Develop their small motor skills- to use tools. Further develop the skills they need to manage school day successfully- lining up/ mealtimes.	Progress towards a more fluent style of moving with developing control and grace. Begin to show accuracy and care when drawing.	Develop FMS. Develop the foundations of a handwriting style.	Combine different movements with ease and fluency. Handwriting- accurate.	Confidently and safely use large and small apparatus indoors and outside alone and in a group. Handwriting- efficient	Develop and refine ball skills. Handwriting- fast, accurate and efficient.
Literacy Word Reading and Comprehension	Refine phonological awareness. Begin to read individual letters by saying the sounds for them.	Blend sounds into words so that they can read short words made up of known letter- sound correspondences,	Read some letter groups that each represent one sound and day sounds for them.  Read a few common exception words.	Read some letter groups that each represent one sound and day sounds for them.  Read a few common exception words.	Read simple phrases and sentences.	Develop fluency and understanding when reading.

Literacy Writing	Write some or all of their name	Use some print and letter knowledge in early writing. Write some letters accurately.	Form lower case letters. Spell words by identify the sounds and writing the sound with letter/s.	Write simple sentences.	Form capital letters correctly. Write sentences with capital letter and full stops.	Re- read what they have written to make sure it makes sense.
Maths	Count beyond ten. Continue and copy repeating patterns. Subitise. Link the number symbol to value up to 5.	Count objects, actions and sounds. Explore composition to 5. Compare numbers.	Link the number symbol to the value up to 10. Develop spatial reasoning skills.	Explore composition to 10. Understand one more/ one less between consecutive numbers.	Create patterns. Automatically recall number bond 0-5 and some to 10. Compose and decompose shapes so that they can recognise that a shape can have other shapes in it.	Compare length, weight and capacity.
Understanding the World	Talk about member of immediate family. Name and describe people who are familiar to them. Seasonal changes.	Compare and contrast characters from stories. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments are different to the ones in which they live. Seasonal changes	Comment on images of familiar situations in the past.	Draw information from a simple map. Explore the natural world around them. Describe wat they see, hear and feel whilst outside. Seasonal changes	Talk about members of the community.
Expressive Art and Design	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Sing in a group or on their own. Develop storylines in their pretend play. Explore use and refine artistic effects.	Return to and build on previous learning, refining ideas and developing ability to represent them,	Create collaboratively sharing ideas, resources and skills.	Explore use and refine artistic effects.	Explore and engage in music making and dance. Perform solo and in groups.

### EYFS Statutory Educational Programmes

The Educational Programmes will be interwoven through our curriculum, continuous and enhanced provision, environment, interactions with children, experiences and our teaching and learning to ensure coverage. This will be monitored.

#### Communication and Language

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, practitioners 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, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Personal, Social and Emotional

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of

others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Maths**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.