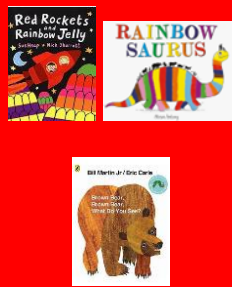








**Skegness Infant Academy EYFS Long Term Curriculum Plan 2025-26 - Nursery**

**Technology will run through out all learning**

**School Values - RICHER**

	Resilience	Independence	Creativity	High Aspirations	Exceptional	Respect
	<b>Term 1</b> 7.4 weeks 02-09 to 24-10	<b>Term 2</b> 5.4 weeks 10-11 to 19-12	<b>Term 3</b> 6 weeks 05-01 to 13-02	<b>Term 4</b> 5.4 weeks 23-02 to 02-04	<b>Term 5</b> 4.4 weeks 20-04 to 22-05	<b>Term 6</b> 7.3 weeks 01-06 to 22-07
Academy theme	Time travellers	Above and beyond	Telling tales	A world apart	Blue Planet	This is me.
Nursery Focus	A colourful world.	Where shall we go?	Tell me a tale	Footprints- Animals	The Great Outdoors	What if....
Topic Overview	Getting to know you Families and friends Likes and dislikes. Autumn colours.	Journeys, Local area, Going home bear. Christmas	Traditional tales The big birdwatch	Farm animals Zoo animals Spring and Easter	Mini beasts Growing Planning our allotment.	Using our imagination , problem solving, Mythical and monsters
Texts to teach through	Brown bear, Red rockets and rainbow jelly, Rainbowsaurus  	The everywhere bear,  Where's my teddy,  The bear hunt.  	Goldilocks. 3 pigs, 3 billy goats gruff, little red hen.  	Rumble in the jungle, Farmyard hullabaloo  	Errol's garden, The giant carrot, Jasper's beanstalk, The very hungry caterpillar  	Foggy, foggy forest, Lullabyhullabaloo, Room on the broom, where the wild things are.  
Supplementary texts.	Cats colours, wow said the owl, blue chameleon The family book, Nursery rhyme books.  	This is the bear, This is the bear and the picnic lunch/scary night, Whatever next, peace at last, it's the bear, Picnic in the park, shark in the park	Hens, bread, Robin's winter song, RSPB first book of garden birds, My first book of birds, Mr wolf's pancakes. Jack Frost	Dear zoo, the tiger who came to tea, duck in a truck, your'e safe with me, farmer duck, Mrs Mopple's washing line, .Jungle animals lift the flap. Farm animals lift the flap, what can I see in the	Norman the slug with the silly shell, The very lazy ladybird, Mad about minibeasts. Are you a butterfly?, The tiny seed. I love bugs.	Little rabbit Foofoo, not now Bernard, there's a monster in this book. We're going to find a monster. Blue balloon, Don't call me sweet.

				jungle, what can I see on the farm. 		
Songs/ rhymes	Traditional nursery rhymes.  Sing a rainbow  If your clothes have any...	Teddy bear, teddy bear.  5 little teddy bears.  Bear hunt song  Jingle bells  We wish you a merry Christmas	When goldilocks went to the house of the bears  5 current buns  Pat a cake	Old McDonald  5 little ducks  Chick, chick chicken  Daddy's taking us to the zoo  Walking through the jungle	Tiny caterpillar on a leaf  Incy wincy spider  5 little ladybirds	There was a princess long ago  There's a monster
Genre	Rhyming Fiction	Rhyming  Fiction	Fiction  Non Fiction	Fiction  poetry  Non Fiction	Fiction  Non fiction  Poetry	Fiction  Rhyming text
Hook into learning	Family photographs  Rainbow skittles  Experimental art	Going home bear  Autumn treasure hunt in the trees.  Indoor teddy bears picnic.	Porridge crime scene  Baking bread  Big Bird watch  Bird feeders	World book day event.  Spring walk.	Caterpillars to hatch  Minibeast workshop  planting	Dressing up day  A monster/dragon visiting nursery
Main Authors met in Nursery	Nick Sharratt	Jill Murphy	Michael Rosen  Jez Alborough	Martin Waddel  Giles Andreae	Eric Carle	Julia Donaldson  Mick Inkpen
Possible parent Events	Tapestry support session	Christmas workshop  Parent reading sessions	Reading (story sacks)	Easter craft	games	Construction

Visitors and visits		Santa	Bakery		Minibeasts	
School events	R Dahl Day 12/09 Hello Yellow 10/10  Harvest Festival	Anti- bullying week 10/11  Children in Need 14/11  Jolly Jumper Day	Story telling week 01/02  Lunar new year 17/02		Walk to school week 20/05	Outdoor learning week
Local and world events	Harvest festival  bike walk to school  hello yellow	Remembrance day  Children in need  Road safety week  Anti bullying  Diwali 1/11  jolly jumper day  world nursery rhyme week 11/11	Bird watch  Valentine's day 14/02  Lunar New Year 10/2  story telling week  nspcc number day 2/2  safer internet day 6/2	World book day 6/3  Shrove tuesday 4/3  Careers week 3/3  mother's day 10/3  Eid  Easter 31/3  international women's day 8/3  science week 7/3  world poetry day 21/3	Walk to school week 20/05	

Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSED	Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed.  Become more outgoing with unfamiliar people. Show more confidence in new social situations	Play with one or more other children, extending and elaborating play ideas. .  Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them.  Be increasingly independent in meeting their own care needs	Make healthy choices about food, drink, activity and toothbrushing.	Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling	Develop appropriate ways of being assertive. Find solutions to conflicts and rivalries.

Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
CL	Pay attention to more than one thing at a time. Develop their communication.	Use a wider range of vocabulary Be able to talk about familiar books,	Understand a question or instruction that has two parts. Use longer sentences of four to six words. Story dough	Enjoy listening to longer stories and can remember much of what happens. Develop use of tenses in word endings. Story dough	Understand 'why' questions, Start a conversation with an adult or a friend and continue it for many turns. Story dough	Sing a large repertoire of songs Make up own stories. Be able to express a point of view and to debate using words as well as actions. Story dough
PD	Develop their movement, balancing, riding and ball skills. Squiggle up, down, side to side	Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils Squiggle wiggle, waves circles	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Be increasingly independent as they get dressed and undressed Squiggle humps, hook	Skip, hop, stand on one leg and hold a pose. Choose the right resources to carry out their own plan. Squiggle spiral, gentle wave	Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items	Match their developing physical skills to tasks and activities in the setting.
Literacy Word Reading and Comprehension	Join in with rhymes. Listening and attention games	Understand print has meaning · print can have different purposes · we read English text from left to right and from top to bottom · the names of the different parts of a book · page sequencing. Join in with repeated refrains Little wandle phonics s a t p i n Fantastics	Engage in extended conversations about stories Retell stories in play Little wandle phonics m d g o c k e Fantastics Tales toolkit	Spot and suggest rhymes Little wandle phonics u r h b f l j Fantastics Tales toolkit	Oral Blending Little wandle phonics v w y z qu ch Fantastics Tale toolkit	Oral blending Little wandle phonics ck x sh th ng nk Fantastics Tales toolkit
Literacy Writing	Make marks for a purpose Scribble club	Make marks to represent their name Scribble club	Begin to write some letters in their name Scribble club	Use some of their print and letter knowledge in their early writing Scribble club	Write some letters in play Tales toolkit Scribble club	Begin to write some letters accurately Tales toolkit Scribble club
Maths	Using number names in rhymes Recite numbers to 5. Talk about and explore 2D shapes.	Extend and create ABAB patterns Understand position through words alone Recite numbers past 5	Say one number for each item in order: 1,2,3,4,5. Make comparisons between objects relating to length Notice and correct an error in a repeating pattern.	Show 'finger numbers' up to 5 Know that the last number reached when counting a set of objects tells you the total. Recite numbers to 10	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals	Solve real world mathematical problems with numbers up to 5. Count up to 10 objects Talk about and explore 3D shapes. Select shapes appropriately

			<p>Make comparisons between objects relating to size and capacity.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Make comparisons between objects relating to weight</p> <p>Talk about and identify the patterns around them.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Make comparisons between objects relating to height and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional.</p>
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore collections of materials with similar or different properties.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history. Begin to talk about events and places in their local area.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different places in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p>Show interest in different occupations. Explore how things work.</p>
Expressive Art and Design	<p>Take part in simple pretend play, using an object to represent something else.</p> <p>Explore colour and colour mixing. Listen with increased attention to sounds.</p> <p>Enjoy exploring instruments</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world.</p> <p>Join different materials and explore different textures</p> <p>Sing the melodic shape of familiar songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create their own songs or improvise a song around one they know.</p>

#### 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.