

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

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 7.4 weeks 02-09 to 24-10	Term 2 6 weeks 10-11 to 19-12	Term 3 6 weeks 05-01 to 13-02	Term 4 5.4 weeks 23-02 to 02-04	Term 5 5 weeks 20-04 to 22-05	Term 6 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.
Reception focus	A World of Colour	Where shall we go?	Tell me a tale	Footprints-dinosaurs	The Great Outdoors	What if.....
Topic Overview	Class books Getting to know you Autumn	Comparing different places/countries, comparing our community with others, maps, globes, Celebrations/Christmas	Traditional stories Story retelling	Dinosaurs and prehistoric people History - comparing past and present	Minibeast Gardening/growing investigation	Pirates, space and aliens, fairy fortnight, castles and knights Follow children's interests
Texts to teach through	Colour Monster, Mixed, Hair it's a family affair  	Poles apart  	Rapunzel  Jack and the Beanstalk  The Gingerbread man  Elves and the Shoe Maker  Lunar New Year story  	The Dinosaur Department Store  Dear Dinosaur  Tyrannosaurus Drip  	What the ladybird heard  Bumble bear  Oliver's vegetables  Luna loves gardening  	What will I be?  The kiss that missed  Here come the Aliens  Zog  

Supplementary texts	<p>This is me, Pumpkin soup</p> <p>Class themed story, Autumn, Gruffalo, This beautiful day.</p> 	<p>Handa's Surprise</p> <p>Non fiction books about different countries,</p> <p>Jonty Gentoo, Elmer, My world your world, Anansi the spider</p> 	<p>Cinderella</p> <p>Rumplestiltskin</p>	<p>Mad About Dinosaurs</p> <p>Dinosaurs don't draw, going to the volcano</p> 	<p>Superworm</p> <p>Spinderella</p> <p>Supertato</p> 	<p>The tree Keepers, Peter Pan, Q Pootle 5, George and small knight and the chocolate cake, you choose, the baddies.</p> 
Rhymes and songs	<p>Gruffalo song</p> <p>Autumn songs</p> <p>Nursery rhymes</p> <p>Purple people eater</p>	<p>Songs from around the world</p> <p>Penguin song</p> <p>Hindu music</p> <p>Christmas songs</p>	<p>Land of make believe</p> <p>Henry's Happy Hair shop</p> <p>There was a princess long ago</p>	<p>Dinosaur romps</p> <p>Dinosaur songs</p> <p>All about dinosaur's poems</p>	<p>Bumble bee song</p> <p>In my garden song</p> <p>Incy Wincy Spider</p>	<p>Pirate songs</p> <p>5 little Astronauts</p> <p>There was a Princess Long Ago</p>
Genre	<p>Fiction</p> <p>Non-fiction</p>	<p>Fiction</p> <p>Non Fiction</p>	<p>Fiction</p>	<p>Fiction</p> <p>Non fiction</p> <p>Poems</p>	<p>Fiction</p> <p>Non-Fiction</p>	<p>Fiction</p> <p>Songs and poems</p>
Hook into learning	<p>Starting school</p> <p>Making pumpkin soup</p> <p>Introduce Drawing Club</p>	<p>Local buses</p> <p>Maps - geo mapping</p>	<p>Making Gingerbread</p> <p>Winter walk</p> <p>Drawing Club</p>	<p>Fossils</p> <p>Mr Rex the dinosaurs</p> <p>Visit to the library</p>	<p>Food tasting</p> <p>Growing vegetables</p> <p>Minibeast workshop</p>	<p>Year group trip</p> <p>Fairy visitors</p> <p>Dressing up day</p>

		Pen pal in a different country Autumn walk Drawing Club		Spring walk Drawing Club	Drawing Club	Drawing Club
Opportunities for writing through focus text	Composing simple sentences orally	Composing simple sentences orally	Widget sentences. Low cognitive load -cvc, known tricky words and formation practise.	Shopping list letter	Simple instructions Fact file Map labelling	Simple story tales toolkit format Potion recipe Questions for new teacher
Author of the term	Julia Donaldson	Julia Donaldson	Nick Sharratt	Nick Sharratt	Sue Hendra	Sue Hendra
Artist of the term	Lowry	illustrators	polski	Banksy	Van Gough Matise	Van Gogh
Possible Parent Events	Parents consultations Tapestry (EYFS) Phonics and Reading expectations	Maths in Early Years Christmas Crafts Nativity	Reading - story Time	E-safety Easter Craft Parents Consultation	Board Games Sports day Mini-beast garden	Construction (EYFS) Picnic Transition events Singing Showcase
Possible visits and visitors		Library visit Storyteller	Visitor - Owls/birds? Local environment walk	Dinosaur person Visiting Artist	Minibeast visit/workshop-Lion learners Bedford fruit and veg shop	Beach Farm Skeg tech- careers
School, Local and world Events	R Dahl Day 13-09 Hello Yellow 10-10 Harvest Festival Diwali 20-10	Diwali 1-11 Anti- bullying week - 11-11 Remembrance Day Children in Need - 14-11	National story telling Week 01-02 to 09-02 Big Bird watch 23-01 NSPCC number day 06-02 Safer Internet Day 10-02	Pancake day - 17-02 World Book Day 05-03 International Women's Day 08-03 Mother's Day 15-03		

	Harvest	Jolly Jumper Day Christmas Celebrations	Lunar New Year 17-02 Easter	World poetry day 21-03		
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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 Comprehen sion	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.
Understand ing the World	Talk about member of immediate family. Name and describe people who are familiar to them.  Seasonal changes.  Developing Experts- Bears	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. Recognise that people have different beliefs and celebrate special times in different ways.	Compare and contrast characters from stories. Understand that some places are special to members of their community Seasonal change  Developing experts-learn about wheat and flour- linked to Lunar new year	Comment on images of familiar situations in the past.  Developing experts- Dinosaurs roamed the earth  Learn about ingredients and measuring  Science week- volcanoes	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Seasonal changes  Developing Experts- Insect unit (3 lessons)	Talk about members of the community.  Developing Experts- Space
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.