



Reception EYFS Long Term Plan 2026-2027

Learning intentions are explicitly informed by the Early Years Foundation Stage (EYFS) Statutory Framework and are designed to support children's progress across all areas of learning. Planning is responsive and flexible, with adaptations made throughout the day to follow children's emerging interests while maintaining a clear focus on intended learning outcomes. Through this approach, we promote the Characteristics of Effective Teaching and Learning (playing and exploring, active learning, and creating and thinking critically), enabling children to engage deeply, develop resilience, solve problems, and make meaningful connections in their learning.

	Autumn 1 Tues 1st Sept- Inset day Wednesday 2nd September - Thursday 22nd October (7 weeks & 2 days) Fri 23rd Oct - Inset day	Autumn 2 Monday 2nd November - Friday 18 th December (12pm finish) (7 weeks)	Spring 1 Mon 4 th Jan- Inset day Tuesday 5 th January - Friday 12 th February (5 Weeks & 4 days)	Spring 2 Monday 22nd February - Thursday 25 th March (12pm finish) (4 weeks & 4 days)	Summer 1 Mon 12 th April - Inset day Tuesday 13 th April - Friday 28 th May (Monday 3 rd May B/H) (6 weeks & 3 days)	Summer 2 Mon 7 th June - Inset day Tuesday 8 th June - Wednesday 21 st July (12pm finish) (6 weeks & 2days)
Possible theme	Marvellous Me & the World I live in (Friendships, transition, people who help us, family and local community)	Winter Wonderland & Celebrations (Harvest, Diwali, Hanukkah, Christmas, Bonfire Night)	A journey in time (Space)	A journey in time (Dinosaurs and under the sea)	How does it grow? (Living and growing)	How do we grow? (Growth and change & Traditional tales)
Special events / trips		High Lodge Gruffalo Trail		Pensthorpe - dinosaurs		Gressenhall museum traditional-tales workshop
Values	Courage Introduce school vision- 'Let Your Light Shine' What we want for everyone	Kindness Introduce Spirituality How we reflect on big questions and have moments of awe and wonder in all that we do.	Curiosity	Perseverance	Thankfulness	Community



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		We use the stems 'I wonder', 'I notice' and 'I imagine' to do this				
Focus Text(s)	Starting School All Are Welcome Ruby's Worry The Little Red Hen The colour of us	The Gruffalo The Gruffalo's child The Tree Eight Nights, eight lights The Nativity	Whatever next! Astro Girl How to catch a star	Harry and the bucketful of dinosaurs Life-sized dinosaurs (Nonfiction) The Rainbow Fish	Supertato Oliver's Vegetables Handa's Surprise	The gingerbread man The Three Billy Goats Gruff Jack and the Beanstalk
Optional satellite Text(s)	Owl Babies Stick Man The Rainbow fish The Big Book of Families Pete the Cat.	Nativity story Letters to Father Christmas Supertato carnivals	Little Books – Neil Armstrong The Skies above my Eyes The Man on the Moon Aliens love underpants The great Space Map	Stomp, dinosaur stomp! The dinosaur who lost her voice Dinosaur bones Tiddler The big book of the blue (nonfiction)	It starts with a seed. The enormous potato. The Little Gardener Bonkers about Beetroot Butterfly Caterpillar Snail Trail Super worm	The dot Dandelion Goldilocks and the Three Bears The Ugly Duckling Luna loves gardening
'Wow' Moments / opportunities	Autumn Trail Nurse/Police/Nurse/Firefighter visit Harvest time Birthdays Favourite songs Talent Show What do I want to be when I grow up? Video for parents	Guy Fawkes/ Bonfire Remembrance Day Night/ Christmas/ Nativity Diwali Hanukah Remembrance Day Black history Month World Space Week Stories by the fireside Anti-Bullying Week	Lunar New Year Lent Random Acts of Kindness Week Valentine's Day Planetarium Visit/ Virtual Experience Space Cadet Training RSPB Big schools birdwatch	Walk to the Park/ picnic Planting Seeds Easter Weather experiments Nature scavenger hunt Mother's Day Queen's birthday Easter Bonnet Parade Polytunnel Growing Frogspawn/butterflies/ chicks	Posting a letter Map work – finding treasure Roar! Dinosaur Adventure Park trip Start of Ramadan Eid D-day Dinosaur Eggs Fossil hunt and creation	Father's Day Healthy Eating Week Transitions End of term experience How I've grown production and video
Vocabulary	describe, identify, notice, same, different		compare, explain, investigate, observe, classify		predict, justify, sequence, adapt, evaluate	



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	family, community, belong, unique, similar, different, emotion, kindness, respect, responsibility, routine, classroom, local, neighbour, help, celebrate	celebrate, festival, tradition, harvest, Diwali, Hanukkah, Christmas, remembrance, light, dark, community, symbol, respect, kindness	astronaut, planet, Earth, Moon, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, rocket, launch, gravity, telescope, galaxy, star, explore, investigate	dinosaur, fossil, extinct, prehistoric, habitat, ocean, sea, shell, predator, herbivore, carnivore, paleontologist, compare, classify	seed, bulb, root, stem, leaf, flower, blossom, fruit, vegetable, life cycle, growth, healthy, nutrition, observe, predict	change, grow, past, present, future, life cycle, baby, adult, memory, healthy, achievement, transition, independent, confidence
Continuous provision is intentionally planned to reflect curriculum priorities and the current theme while remaining responsive to children's interests. Enhancements provide meaningful opportunities for children to revisit, apply and deepen previously taught knowledge, skills and vocabulary through independent play. Adults use sustained shared thinking, modelling and precise vocabulary to extend learning in the moment, ensuring progression towards the intended curriculum outcomes.						
Continuous provision & enhancements	Role Play: Home, doctor's surgery, school. Small World: Families and community figures. Writing: Name cards, family labels, postcards. Maths: Sorting families, loose parts. Investigation: Mirrors, family photos. Construction: Homes and community buildings. Outdoor: Community map-making, obstacle courses, large-scale mark making.	Role Play: Celebration café, post office, Christmas workshop. Creative: Rangoli, lanterns, card making, clay divas. Writing: Invitations, lists, labels. Construction: Places of worship, light displays. Sensory: Festival artefacts. Outdoor: Light exploration, transient art, natural wreath making.	Role Play: Space station. Construction: Rockets and lunar vehicles. Small World: Solar system. Writing: Astronaut logs. STEM: Ramps, magnets, forces, junk modelling. Outdoor: Moon crater investigation, large-scale chalk planets, obstacle astronaut training.	Role Play: Museum, dinosaur dig, submarine. Investigation: Fossils, shells, magnifiers. Construction: Dinosaur habitats. Creative: Clay fossils, transient art. Writing: Fact files, labels. Outdoor: Fossil excavation, water exploration, habitat building.	Garden Centre Role Play. Planting Station. Investigation: Magnifiers, seeds, life cycles. Writing: Plant diaries, labels, instructions. Maths: Measuring growth. Outdoor: Polytunnel, watering station, bug hotel, compost investigation, mud kitchen herbs.	Role Play: Year 1 classroom, doctor's surgery. Writing: Memory books, postcards to Year 1, transition booklets. Creative: Self-portraits, timelines. Construction: Schools and homes. Outdoor: Sports challenges, collaborative den building, obstacle courses promoting resilience.
Personal, Social and Emotional Development	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					



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				Dealing with situations independently. School Values		
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 well-being. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Managing own personal hygiene. Whole class snack & lunch times. Drawing lines and circles with gross motor movements. Hold pencil/ paintbrush beyond whole hand grasp Develop pencil grip Safe gross motor movements. PE: Real PE Threading, cutting, weaving Cooperation games Climbing	PE: Real PE Fine motor: Pencil control/ letter writing. Drawing. Gross motor: air writing. Threading, cutting, weaving Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference to dominant hand Teach and model correct letter formation.	PE: Real PE Fine motor letter formation/ pencil control. Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	PE: Real PE Fine motor pencil control, writing CVC/ CVCC words. Recording learning during focused tasks. Handwriting practise cont. Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Explore the importance of a healthy lifestyle	PE: Real PE Fine motor pencil control, writing sentences. Recording learning during focused tasks. Handwriting practise cont. Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	PE: Real PE Sports day practise & ball skills. Fine motor pencil control, writing sentences. Recording learning during focused tasks. Handwriting practise cont. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to



		Managing own personal hygiene.	Oral Health		Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Obstacles	colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
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. A language- rich environment is needed to enhance and encourage the quality conversations children have with adults and peers through the day. 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, story-telling 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 .					
	Daily circle time: rules, routines, listening games, circle games. Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print	Daily stories. S&L focus games. Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story – retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion	Daily stories. S&L focus games. Tell me why! Using language well Ask's how and why questions. . . Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them.	Daily stories. Listen and respond effectively; asking appropriate questions. Using past, present and future forms in speech. Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and	Daily stories. Using past, present and future forms in speech. Answer 'how' and 'why' questions. What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Daily stories. Connecting ideas to create own spoken narrative. Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing



	Sharing facts about me! All about me! Model talk routines throughout the day. For example, arriving in school: "Good morning, how are you?"	Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary	Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story		photographs and pictures.
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)					
	Recognising [then writing] own name. Fine motor practise to develop pencil grip. Giving meaning to the marks we make. Individual readers: how to hold the book correctly, sharing picture books. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.	Writing own name. Sequence pictures from familiar stories. Nativity story. Character description. Individual readers: introduce scheme books. Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett	Writing CVC words. Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAPs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read	Writing CVC/CVCC words. Supported sentence writing: what does a sentence need? Information leaflets about the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day	Writing short sentences (phonetically plausible). Use non-fiction books to find answers to our questions. Retell a story with actions and / or picture prompts as part of a group – Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story – Can draw pictures of	Writing sentences independently using classroom resources for support. Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions



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	Understand the five key concepts about print: - 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 Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Actions to retell the story – Story Maps. Retelling of stories. Editing story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	a few common exception words matched to RWI. Make the books available for children to share at school and at home.	Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	characters/ event / setting in a story. May include labels, sentences or captions.	Beginning to understand that non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories
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Phonics	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
Mathematics Number Measure, shape and Spatial thinking. <i>White Rose Hub S.O.L</i>	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 tens 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.					
	Getting to know you Build trusting relationships	It's me 1..2...3 -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3	Alive in 5! -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5	Length, Height and Time -Explore Length -Compare Length -Explore Height	To 20 and beyond -Build Numbers beyond 10 (10 – 13)	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns



	Ensure children have good levels of well-being and involvement to be ready to learn. Recognising numbers in the environment Baseline Match sort and compare -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts Talk about measure and patterns -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	-1 more -1 less -Composition of 1, 2 and 3 Circles and Triangles -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position 1, 2, 3, 4, 5 -Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 Shapes with 4 sides -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night	Mass and capacity -Compare mass -Find a balance -Explore capacity -Compare capacity Growing 6, 7, 8 -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8	-Compare Height Building 9 and 10 -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 -Bonds to 10 -Double -Odd and Even Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	-Continue patterns beyond 10 (10 –13) -Build numbers beyond 10 (14 – 20) How many now? -Add more -How many did I add? -Take away -How many did I take away? Manipulate and decompose Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes	•Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing Sharing and grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing - Play with and build doubles Visualise, build and map -Visualise from different positions -Describe positions - Give instructions to build - Explore mapping - Represent maps with models
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						- Create own maps from familiar places - Create own maps and plans from story situations
Understanding the World Religious Education / Festivals	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.					
	Introducing ICT; iPad, IWB screen Noticing seasonal changes - Introduce calendars & weather station Identifying their families Make comparisons between their family and others Explore the roles of people who help us RE - Why is the word God so important to Christians? Harvest Creation Rosh Hashanah Yom Kippur	ICT - Taking photos to capture learning Noticing seasonal changes. Talk about what they have done with their families on past Christmases Explore children around the world Different cultural versions of traditional tales Stranger danger RE - Why do Christians perform nativity plays at Christmas? The Nativity Diwali	ICT - RSPB Big schools birdwatch recording on Merlin app Noticing seasonal changes. Who was Neil Armstrong? Nasa and American space The solar systems Planets What is it like in space? RE - Epiphany Ash Wednesday Shrove Tuesday St David's Day Shivaratri Religious Symbols	ICT – Beebots/programming. Noticing seasonal changes. Where did the dinosaurs go? Fossils Categorising dinosaurs Creating a timeline of dinosaurs What is the job of a palaeontologist? RE – Why do Christians put a cross in an Easter Garden? Holi Palm Sunday Passover Easter Start of Ramadan	ICT – Noticing seasonal changes. Trip to the local park to observe and notice change Changes in living things Build a bug hotel Explore the environment using senses Life cycles Weather station RE - Should Noah trust in God? Eid Shavuot What happens in a Church & a Synagogue.	ICT – Noticing seasonal changes. Long ago – how have we changed over time Non-fiction texts Floating and Sinking Where does time go? Changes to our body's overtime. Are we ready – YI transitions? RE – reflecting on our values Summer Solstice What do 'values' mean to me?



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	Sukkot All Saints Day	Hannukah Christmas		New Beginnings		
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 in 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. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Art - Drawing Family portraits Artist focus: Ivan Albright DT - Structures Den building Join in with songs Beginning to mix colours Join in with role play Build models using construction equipment Sing call-and-response songs Self-portraits Junk modelling Provide opportunities to work together to develop and realise creative ideas.	Art - Painting Swirl trees Artist focus: Gustav Klimt DT - construction Salt dough diva lamp Listen to music/create dances Firework pictures Christmas cards, decorations, songs/poems Role Play Party's and Celebrations Role Play of The Nativity	Art - Sculpture Space natural images Artist focus: Andy Goldsworthy DT: structure Junk modelling rockets Printing and weaving. Collage & junk modelling rockets and planets. Making lanterns Chinese writing Shadow Puppets Teach children different techniques for joining materials	Art - Printing Under the sea animal hand and fingerprints Artist Focus: Roy Lichtenstein DT: textiles fabric threading rainbow fish Dinosaur dancing and movements. Make different textures; make patterns using different colours Easter eggs Life cycles Flowers-Sun flowers Mother's Day crafts Provide a wide range of props for play which encourage imagination.	Art - Collage Vegetable portraits Artist focus: Giuseppe Arcimboldo DT - Food and nutrition Salad and soup Learn a traditional African song and dance and perform it / Encourage children to create their own music. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct	Art - Drawing Drawing/sketching flowers Artist focus: Vincent Van Gogh DT - Mechanisms Shadow animal stick puppets Water colour flower/nature paintings. Clay models/ nature frames. Water pictures, collage, shading by adding black or white, colour mixing. Colour mixing Father's Day Crafts



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	Superhero masks					
Outdoor Learning <i>Weekly focus session.</i>	How to be safe outdoors. Rules and Routines. 3-2-1 listening and recall games. Autumn harvest. Listening walk.	Natural shapes. Leaf investigation. Natural Christmas decorations.	The 'Big Schools' bird watch RSPB. Tree observation. Den building - spaceships.	Crafty Easter eggs with clay. Preparing the flowerbed. Planting seeds.	Preparing and maintaining the flowerbed/ poly tunnel. How do things grow? Tree observation.	Plant diary. Summer harvest. Minibeasts. Life cycle of a ladybird/ caterpillar.
Assessment Opportunities	In house baseline data on entry NFER National Baseline data by end of week 3 Phonics intervention groups S&L Groups Tapestry set up	Ongoing assessments Baseline analysis Pupil Progress Meetings Parents evening info. Mid-term assessments	GLD predictions for EOY Trust Moderation	Pupil Progress Meetings Parents evening info Tapestry Data analysis Midterm assessments	Trust moderation	Pupil progress meetings EOY Data EYP EOY assessments