


Topic	Term 1 Colours	Term 2 seasons/weather	Term 3 Number Songs	Term 4 Number songs	Term 5 Farm Animals
Core Books					
	Non-fiction	Seasonal texts	Non-fiction	Poetry (rhyme)	World around us
Maths Texts					
Poems					
Diversity and Community Awareness Texts	  				
	<p>Building Relationships We settle into Nursery and get to know the new adults, our key person and friends. <i>Whole School Curriculum Links – PSHE and School Values</i></p> <p>Managing Self and People, Culture and Communities We enjoy making connections between our own features and those of others. <i>Whole School Curriculum Links – PSHE</i></p> <p>Gross Motor Skills We start to enjoy kicking, throwing and catching in the outdoor area. <i>Whole School Curriculum Links – PE</i></p> <p>The Natural World We explore and show interest in natural resources and materials in the indoor and outdoor environment. <i>Whole School Curriculum Links – Science</i></p> <p>Creating with Materials We learn about colours and learn to match and explore colours through a wide range of medium. <i>Whole School Curriculum Links – Art and Design and Technology</i></p> <p>Being Imaginative and Expressive</p>	<p>Communication and language / personal, social and emotional development We recognise familiar songs and refrains that are part of our routines. We are starting to share what we like and dislike. <i>Whole School Curriculum Links – PSHE and Music</i></p> <p>Physical development Gross Motor Skills: We explore our surroundings and begin noticing how the weather may change them e.g. wet coats, fallen leaves and puddles. <i>Whole School Curriculum Links – Science (understanding the natural world)</i></p> <p>Literacy We notice prints from our class book in the environment. We explore different movements to music that represents the different weather. We start to use different objects and body parts to create music in our environment. <i>Whole School Curriculum Links – P.E and Music</i></p> <p>Mathematics We explore counting using many objects in our environment. We notice patterns in our</p>	<p>Self Regulation and Building Relationships We begin to happily engage with routines of the session. We smile and acknowledge our key person on arrival. <i>Whole School Curriculum Links – PSHE</i></p> <p>Managing Self We learn names for our own features and body parts and can locate them on ourselves, dolls and on others. <i>Whole School Curriculum Links – PSHE and Science</i></p> <p>Gross Motor Skills We enjoy using large moveable resources to build with or transport in the outdoor area. <i>Whole School Curriculum Links – PE and Writing</i></p> <p>The Natural World We show curiosity about natural phenomena in the setting in the outdoor area. <i>Whole School Curriculum Links – Science</i></p> <p>Being Imaginative and Expressive and Listening, Attention and Understanding. We learn to tune into music and respond when it changes tempo, dynamics, pitch and rhythm. We enjoy and take part in well known singing and action songs. <i>Whole School Curriculum Links – Music</i></p>	<p>Communication and language / personal, social and emotional development We settle quickly into the nursery and respond to the choices given to us e.g., what to play. We show interest in playing with other children and begin recognising similar characteristics with members from our own families and those of others. <i>Whole School Curriculum Links – PSHE and R.E</i></p> <p>Physical development Fine Motor Skills: We can colour in different shapes and are becoming increasingly accurate in staying in the lines. <i>Whole School Curriculum Links – Literacy (mark making)</i></p> <p>Literacy We join in copying finger movements when listening to familiar songs. We begin to select books to enjoy alone, with another child or with an adult. <i>Whole School Curriculum Links – Music</i></p> <p>Mathematics We listen and enjoy number songs and recognise numerals in my environment by pointing them out. I compare the size, weight, and height of different objects within my environment and show interest in counting</p>	<p>Managing Self and Building Relationships We begin to play with others with more confidence and want to do more for ourselves, having a go. <i>Whole School Curriculum Links – PSHE</i></p> <p>Listening, Attention and Understanding; Speaking; The Natural World We learn the names of farm animals and grow our own crops. We learn the sounds and sights of the farm. <i>Whole School Curriculum Links – Science, Geography and Vocabulary.</i></p> <p>Creating with Materials We explore textures and patterns in the environment and through craft and creative play. <i>Whole School Curriculum Links – Design and Technology</i></p> <p>Being Imaginative and Expressive We enjoy songs that are part of our routines and we start to join in with them and respond when we hear them. <i>Whole School Curriculum Links – Music</i></p> <p>Personal</p>

<p>Curriculum Outcomes</p>	<p>being imaginative and expressive We explore a range of toys and instruments that make sounds. <i>Whole School Curriculum Links – Music</i></p> <p>Retrieval We revisit and build upon previous vocabulary.</p>		<p>whole school curriculum links – music</p> <p>Retrieval We revisit and build upon previous vocabulary.</p>	<p>environment and show interest in grouping them into what is similar. <i>Whole School Curriculum Links – Music</i></p>	<p>retrieval We revisit and build upon previous vocabulary.</p>
<p>Wow Moments</p>	<p>Opportunities for visits and visitors</p> <p>Seasonal walk around the school field. Parent stay and plays- familiar adults setting in.</p>	<p>Opportunities for visits</p> <p>Seasonal walk around the school field. Trip to pantomime, celebrations Christmas</p>	<p>Opportunities for visits</p> <p>Seasonal walk around the school field.</p>	<p>Opportunities for visits</p> <p>Seasonal walk around the school field. School Allotment visit to plant fruit/vegetables</p>	<p>Opportunities for visits</p> <p>Seasonal walk around the school field. Visit to the petting farm- tiny steps or Sacrewell farm- linking with noisy farm. Looking after chicks- linking with noisy farm topic.</p>

Term 6 Vehicles

Non-fiction
Self Regulation and Speaking We begin to learn how to wait for a turn. We learn to use words to say what we like and dislike e.g. 'I like...', 'I'm sad when...' <i>Whole School Curriculum Links – PSHE</i>
Managing Self If we are ready, we start to take our next steps with potty training and using the toilet independently. <i>Whole School Curriculum Links – PSHE</i>
Listening, Attention and Understanding; Speaking and Gross Motor Skills We learn the names, appearance and sounds of basic vehicles. We replicate the movement and sounds of vehicles with toys and our own bodies. <i>Whole School Curriculum Links – Science and Vocabulary</i>
People, Culture and Communities; Creating with Materials and Being Imaginative and Expressive We explore the sound and rhythms of music from diverse cultures, creating our own sounds. <i>Whole School Curriculum Links – Music and Geography</i>
Retrieval We revisit and build upon previous vocabulary.

The Bluecoat School Bringing Learning To Life		Bluecoat Early Years Curriculum		
Topics	Term 1 Marvellous Me!	Term 2 Awesome Autumn	Term 3 Winter Wonderland	
Core Books				
Values, feelings and emotions	Seasonal texts	Seasonal texts		
Maths Texts				
Poems				
Diversity and Community Awareness Texts				
Communication and Language We begin to pronounce -l/r/w/y f/th s/sh/ch/d/z/j in our speech. We deliver Mr Tongue sessions to support with development of sounds in speech. We use language to share our past and present experiences, thoughts and feelings by reviewing our play. <i>We use Word Aware continuously throughout the year to support communication and language development.</i>	Communication and Language We are starting to respond to two part instructions when in a familiar context. We begin to use multi-syllabic words such as 'picture'. <i>We use Word Aware continuously throughout the year to support communication and language development.</i>	Communication and Language We are starting to respond to two part instructions when in a familiar context. We begin to use multi-syllabic words such as 'picture'. <i>We use Word Aware continuously throughout the year to support communication and language development.</i>		
Personal, Social and Emotional development We are playing positively alongside peers with some adult support and modelling. We make some choices about what we wish to play with, eat and the equipment I wish to use for my set task.	Personal, Social and Emotional development We can play with one or more children in a positive way, we begin to become more outgoing and curious with unfamiliar people. We explore feelings and families within key texts- 'Goldilocks' and 'Owl Babies'.	Personal, Social and Emotional development We can play with one or more children in a positive way, we begin to become more outgoing and curious with unfamiliar people. We explore feelings and families within key texts- 'Goldilocks' and 'Owl Babies'.		
Physical development FM: We are beginning to trace around shapes using circular, vertical and horizontal marks. We will be drawing a self portrait. GM: We move to the rhythm with streamers and instruments using streamers and fabrics.	Physical development GM: We are using a range of movement such as hopping, standing on one leg and freezing still. We go on a 'pumpkin hunt' where we move in a variety of different ways. FM: We collect Autumnal natural items on our Autumn walk. We will begin to independently pour our own drinks for snacks.	Physical development GM: We are using a range of movement such as hopping, standing on one leg and freezing still. We go on a 'pumpkin hunt' where we move in a variety of different ways. FM: We collect Autumnal natural items on our Autumn walk. We will begin to independently pour our own drinks for snacks.		
	Reading We can retell certain parts of 'Owl Babies' acting it out with props. We can retell the story of 'Goldilocks and the Three Bears' by creating a whole class story map.	Reading We can retell certain parts of 'Owl Babies' acting it out with props. We can retell the story of 'Goldilocks and the Three Bears' by creating a whole class story map.		
	Communication and Language We understand simple questions: who, what, where, we can apply this when answering questions about our books. We are beginning to talk about people and objects that are not present. Personal, Social and Emotional development We are beginning to play with others with less adult support. We are developing a sense of responsibility for example, pouring our own milk/water at snack time, putting our lunchboxes away and being a line leader. This is one of our school values 'responsibility'. Physical development GM: We begin to set up obstacle courses (that link	Communication and Language We understand simple questions: who, what, where, we can apply this when answering questions about our books. We are beginning to talk about people and objects that are not present. Personal, Social and Emotional development We are beginning to play with others with less adult support. We are developing a sense of responsibility for example, pouring our own milk/water at snack time, putting our lunchboxes away and being a line leader. This is one of our school values 'responsibility'. Physical development GM: We begin to set up obstacle courses (that link		

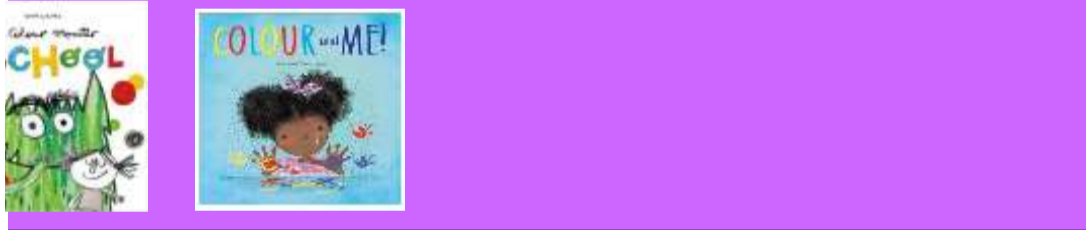
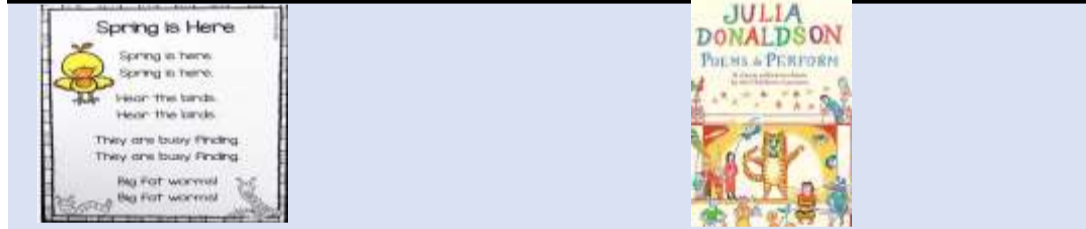
<p>Opportunities for visits</p> <p>Seasonal walk around the school field.</p> <p>School Allotment visit to harvest vegetables/fruits.</p>

<p>Curriculum Outcomes</p>	<p>Maths We can say one number for each item in order after collecting Autumnal items on the school field. We can recite numbers past 5 whilst counting the bears in nursery. We can count up to 10 when playing hide and seek and other games outside.</p> <p>Understanding the World We can explore different weathers and natural phenomena when going on our Autumnal weekly walks to see the changes in our surroundings.</p> <p>Expressive Arts and Design We can explore different colours and mixing colours when painting Autumnal pictures based on the text 'The Little Yellow Leaf'. We can move and dance to music based on 'The Little Yellow Leaf' with increased rhythm.</p>	<p>with our story) for example, crossing a river. FM: We explore a wide range of sensory play materials, including mark making with different tools. For example, making marks in pretend snow.</p> <p>Reading We can explore the different parts of the story 'The Big Dreaming' using story maps and retelling through props. I can answer questions about the key texts a week or so after they have been read.</p> <p>Phonics We can tap or clap the sounds in my name during our music sessions- 'tap your name'. We can tap the instruments along to the chant in 'The Gingerbread Man'. 'Run run as fast as you can, you can't catch me I'm the Gingerbread Man'.</p> <p>Maths We know the total amount of last numbers when counting the decorations for our 'Gingerbread Men'. '1,2,3... 3 buttons'.</p> <p>Understanding the World We begin to name the key parts of our bodies correctly and compare them to bears bodies. We know some things that we have are similar and others are different.</p> <p>Expressive Arts and Design We remember and sing the winter poems learnt in nursery.</p>	
<p>Wow Moments</p>	<p>Opportunities for visits and visitors</p> <p>A walk around the school</p> <p>Parent stay and play- familiar adults, settling in.</p> <p>Outdoor Activities</p> <p>Walk onto big school field- getting use d to my surroundings.</p> <p>Listening and attention parachute games.</p>	<p>Opportunities for visits/visitors</p> <p>School Pantomime trip- Christmas</p> <p>Library Visit to get seasonal books- Autumnal books</p> <p>Outdoor Activities</p> <p>Seasonal walk around the school field- observing the change from Autumn to Winter.</p>	<p>Opportunities for visits/visitors</p> <p>Invite in an Artist?</p> <p>Outdoor Activities</p> <p>Nature walk- winter walk and hot chocolate in classroom- links with 'If winter comes tell it I'm not here',</p> <p>We make bear dens outside linking to 'The Big Dreaming'.</p>

Curriculum

4 year olds

Term 4 Growing	Term 5 Spring has Sprung	Term 6 Summer Sun
<p>Non-fiction</p>	<p>Seasonal texts Values, feelings and emotions</p>	<p>Seasonal texts + Transition</p>



Communication and Language
We are using a wider range of vocabulary which includes the vocabulary taught in our 'word aware' based reading sessions. We begin to use the words and phrases from our key texts during our play. We can describe pictures and scenes from books using nouns and verbs 'the girl is jumping'. We also being to respond to questions asked about familiar events.
We use Word Aware continuously throughout the year to support communication and language development.

Personal Social and Emotional development
We begin to show we follow our nursery rules 'people care' 'fair share' 'nursery care' and 'nature care'. We understand I am starting to follow rules and show some understanding of why they are important. We are more confident in new social situations.

Physical Development
We are developing our coordination through the 'balance ability' scheme delivered by trained teachers.

Reading
We start predicting what is going to happen in our texts. For example- guessing what day and number comes next when 'The Hungry Caterpillar' eats food on different days. We spot the story pattern in 'The Little Red Hen' and are able to say what might happen next.

Communication and Language
We are beginning to understand why questions and give simple answers. We begin to sing a large repertoire of songs, including nursery rhymes and songs from our phonics sessions. We begin to use connectives in our talk such as 'and' and 'because'.
We use Word Aware continuously throughout the year to support communication and language development.

Personal Social and Emotional development
We interact calmly with adults and other children most of the time. We can talk about feelings of characters by using picture clues and support eg. 'Baby bear is sad'. We can share our toys without as much support. Link to text 'Sharing a Shell'.

Physical Development
GM: We are beginning to become more independent when using the role play dress up and when putting on shoes and items of clothing.
FM: We can hold a pencil using a comfortable grip.

Reading
We recognise our favourite part of stories during continuous provision by selecting a book and finding the pages that we enjoy. We spot rhymes in our texts such as 'Sharing a Shell' and 'Shark in the Park'. We recognise our own name

Communication and Language
We are beginning to use the following speech sounds and say them correctly, 'r, j, th, ch, sh'. We can use longer sentences comprising of 4-6 words.
We start to express a point of view and state my likes and dislikes. We copy rhythms and beats vocally during our music and singing sessions. We start describing some nouns in our speech 'yellow truck'.
We use Word Aware continuously throughout the year to support communication and language development.

Personal Social and Emotional development
We can talk about our feelings using emotion words. We foster this through adult modelling. We begin to have some understanding of how others could be feeling. With adult support we can follow our rules.

Physical Development
GM: We take part in weekly PE sessions to aid transition into Reception. We participate in sports day where we will run, jump, crawl and roll.
FM: We use the appropriate cutlery to help prepare fruit based on our story 'Handa's Surprise'.

Reading
We begin to recognise the different language in stories including 'Once Upon a Time' and 'One Day'. We include this when making up our own stories.



Topics

Core Books

Maths Texts

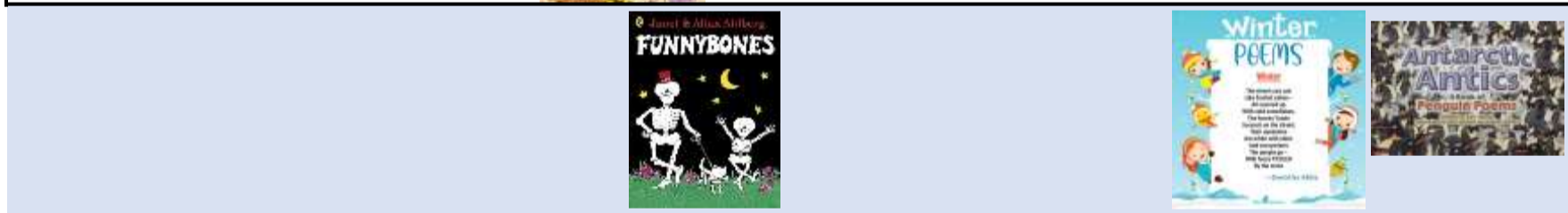
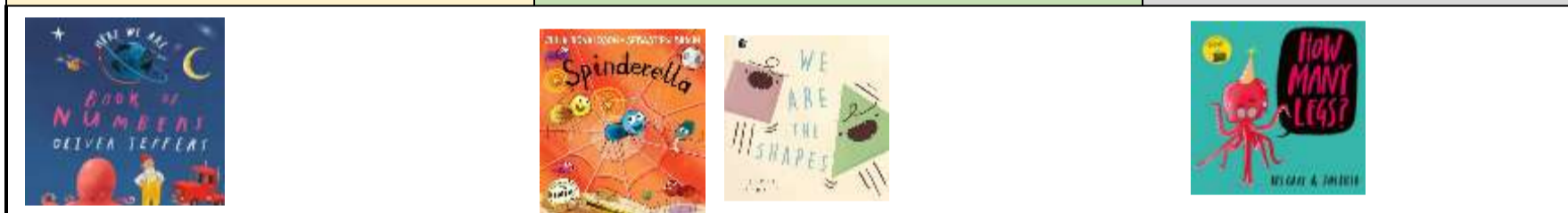
Poems

Diversity and Community Awareness Texts

<p>Maths We can use one to one correspondance when counting out objects. We do this by practising feeding the caterpillar toy food in maths sessions. We will do this by counting the vegetables and seeds that we will be planting whilst exploring 'Oliver's Vegetables'.</p> <p>Understanding the World We show care and respect for growing plants. We will do this by planting wild flowers and vegetables in our patch. The children will take turns to water and tend to our growing plants. We gain more awareness of our peers being in nursery by using their first names when we talk to them and singing our 'hello song'.</p> <p>Expressive Arts and Design We can listen to different sounds when we go on our 'Spring Walks'. We can identify what is making the sounds. We can begin to mark make with closed shapes and continuous lines. These shapes represent objects. We can draw our version of 'The Hungry Caterpillar' during our literacy sessions.</p>	<p>Maths We can show 5 with our fingers when singing during music sessions. We can use our own marks and symbols to represent numbers, we mark make the different animals we can see in 'Rumble in the Jungle' and 'Monkey Puzzle'.</p> <p>Understanding the World We understand healthy food choices by tasting some of our early sprouting vegetables. We understand what vegetables can grown in Spring. Link to 'Busy Spring'.</p> <p>Expressive Arts and Design We can start building storylines into my pretend play. We play games related to the stories that we listen to, including acting out 'Sharing a Shell' in the sandpit and making games up including the animals in 'Rumble in the Jungle'.</p>	<p>Maths We can solve real world mathematical problems with numbers up to 5. We count and solve problems with the fruit from 'Handa's Surprise'. We use spatial words in play to describe positions. When we go on a 'Walk through the Jungle' we will be able to describe what we see using positional language.</p> <p>Understanding the World We understand that there are different countries in the world. We understand that Jungles are part of different countries and fruits and vegetables also come from different countries. Reference to 'Walking through the Jungle, Handa's Surprise'.</p> <p>Expressive Arts and Design We join different materials and explore different textures. We use junk modelling to create our own 'Three Little Pigs' house. We reference the materials used and can describe what they look and feel like.</p>
<p>Opportunities for visits/visitors Library trip- spring books.</p> <p>Spring walk and play in the park at the Recreation Grounds- link in with 'Spring' book.</p> <p>Gardening Session- The Allotment</p> <p>Outdoor Activities Seasonal walk around the school field- observing the changing environment.</p>	<p>Opportunities for visits/visitors Farm visit- tiny steps petting farms/Sacrewell farm. Link with 'Busy Spring'.</p> <p>Visit to the school allotment</p> <p>Visit to Stamford Apple Orchard.</p> <p>Looking after chicks/watching hatch.</p> <p>Outdoor Activities</p> <p>Seasonal walk around the school field- observing the changing environment.</p>	<p>Opportunities for visits/visitors Visits to the on school allotment to harvest some fruit/vegetables.</p> <p>Picnic on the Meadows/Rec/Rutland Water.</p> <p>Outdoor Activites Nursery sports day EYFS summer picnic to eat fruit and vegetables that the children have harvested. Seasonal walk around the school field- observing the changing environment.</p>

<p>Curriculum Outcomes</p>
<p>Wow Moments</p>

Term 1 Marvellous Me!	Term 2 Sparkle, Light and Celebrations (colours added in as something different?)	Term 3 Winter Wonderland
<p>Values, feelings and emotions</p>	<p>World around us</p>	<p>Seasonal texts</p>



Communication and language
Personal Social and emotional
We will be able to talk about people in our family and name people are important to us. We will discuss traditions we have including Christmas, birthdays, and christenings. We are able to talk about where we live and the type of house we live in following one of our key texts "Home". Through home, we will learn that people live in different types of homes. We will be able to talk about ourselves as individuals and develop relationships with our friends and other adults. We can listen to ideas from adults and friends and consider other people's feelings. (Curriculum links to History, PSHE)

Managing Self and Self-Regulation
We will learn about our feelings using the zones of regulation. We will know that feelings are positive and good to experience. We will also use the colour monster to support our transition from nursery to reception. We will use these stories to support with managing our our feelings and being aware of other people's feelings (Curriculum link PSHE, Zones of Regulation)

Listening and Attention
We learn to listen to other people when they are talking. We will learn listening skills such as looking at the person talking, sitting nicely, and responding based on what the other person has said. Texts that are used engage children's listening skills by giving opportunities to retell and predict what may happen next. This includes 'Oi Dog!' which provides children opportunities to spot rhyming words. (Curriculum links, PSHE)

Physical development
We will be learning different ways to move our bodies. Developing our fine and gross motor skills through a range of activities. We will also be following the completed it P.E. scheme of learning. Our first topic will be about ourselves and how our body moves. (Links to PE Scheme, Complete Pe)

Communication and language
We develop language relating to past and present alongside sequencing events. We will order the story of Room on the Broom using new vocabulary that we have learned. We will develop a vocabulary bank that includes words like: Now, next, later, and yesterday. We continue to develop tenses in speech within play-based activities. Adults will support by repeating sentences and changing the tense to be correct.

Personal Social and Emotional
We are starting to develop relationships with people in our classroom. We will be learning about what makes a good friend. We will celebrate differences and similarities. We will also be learning about different people's beliefs.

Managing Self and Self-Regulation
We will be developing our independence and resilience when facing new learning opportunities. We will continue to develop our emotions and how we can self-regulate through Zones of regulation.

Physical development
We will move to music in different ways.

Reading writing and comprehension
For phonological awareness, Bluecoat Primary follows Little Wandle. Children in the EYFS develop phonological awareness, segmenting and blending, and reading of tricky words.

Maths
As an introduction to shape we shall be exploring the book 'We are the Shapes'. We will adventure around the school looking for shapes within the environment. We will have a strong focus on numbers 1- 5 developing a deep understanding of how numbers can be combined and created.

Expressive arts and design
We will create our own stick family using a variety of materials. We will develop skills to combine and attach different materials and create for purposes. Through this, we will be developing our fine motor skills to become more accurate with the tools that we use.

Understanding the world

Communication and language
We will be asking questions about texts we are learning about. We will explore adjectives through language-rich texts such as The Storm Whale and The Winter Hedgehog. We will describe the environment in the stories, such as blustery, stormy, snowy, cold, and soft.

Personal social and emotional
We will develop our turn-taking and if conflict occurs, we will try and solve this on our own. We will use stories such as Lost and Found to explore feelings and overcoming adversity. We will also explore how characters in stories may feel. Furthermore, we will develop a can-do attitude towards tasks referring to stories we have read where people have overcome a barrier that has gotten in their way.

Physical development
We will act out stories moving like bears, over obstacles and crawling through caves which will develop our gross motor skills.

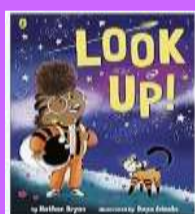
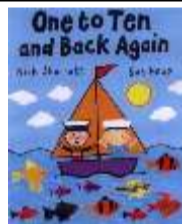
Reading writing and comprehension.
Through language-rich texts, we will use new vocabulary in our play. All areas of learning will support these opportunities. Furthermore, we will also be retelling key parts of a story and making links to learning. Through inspiration and curiosity, we will be writing labels and captions and take pride in our work.

Maths
The story "One to ten and back again" will support with consolation of knowing our numbers 1-10. From this, we will extend our learning by counting 1-20.

<p>Reading, writing and comprehension Stories that are chosen to enhance the children's vocabulary. They will refer to new words within their play. Children will also be able to re-tell short stories that have meaning to them.</p> <p>Maths Although we follow white rose for maths stories play an important role in supporting children's learning. We will introduce Maths concepts through stories that then lead into our planning.</p> <p>Expressive arts and design We will be listening to a variety of music, including referring to songs we have heard at home. We listen to space music and move in different ways to the music. This will link to our stories, How to catch a star and Everywhere bear.</p> <p>Understanding the world People, Culture, and Communities We will know key adults in the school. We will also know our school's name and where we are located on a map. We will also know the country that we live in. (Curriculum links to History and Geography)</p>	<p>Understanding the world We will observe the nature of time through the seasons. We will explore using our senses different plants and resources. We will create pictures using plants using our pincer grip to pick up small leaves.</p> <p>We will learn about different festivals and celebrations including bonfire night, Diwali and Christmas. We will discuss how people have different beliefs and how these may be celebrated in different ways</p> <p>We will create maps of places that are special or known to us. We will learn about different places in the world and how other countries differ from ours. We revisit and build upon previous learning.</p>	<p>Expressive arts and design Through our gained knowledge of narratives, we will invent our narratives and characters in our play using developing vocabulary.</p> <p>The Natural World We will continue to use our senses to explore changes within the natural world. We will explore cold habitats based on what we have learnt in our stories and how this varies from where we live. We will talk about what animals may need in the cold as well as ourselves. We will recall events such as Christmas and other events.</p>
<p>Opportunities for visits and visitors Invite in a local artist who draws/paints self-portraits. Children to have a go at doing their own. Artist workshop? Link with 'all about me'.</p> <p>Outdoor Activities Linking to 'home'. Making different homes out of large construction equipment outside.</p>	<p>Opportunities for visits/visitors Library trip- Stamford library to get out books that go with our theme. School Pantomime trip- Christmas time.</p> <p>Outdoor Activities Source sticks from the school field and make own broomsticks- link to 'Room on the Broom'. Seasonal winter walk on the school field- observing changing environment over time.</p>	<p>Opportunities for visits/visitors</p> <p>Outdoor Activities Making hibernation dens outdoors- links with 'The Winter Hedgehog' and 'Snow Bears'. Seasonal winter walk on the school field.</p>

Bluecoat EYFS Curriculum

Reception	
Term 4 Our Heros (Real life superheroes, people who help us and our family)	Term 5 Wonderful World (Animals, environment and protecting the future)
	
Inspirational/ Notable people	World around us



Managing Self
We will continue to develop our self-esteem. Taking on challenges and taking risks in new experiences. We will also be learning about being healthy through exercise, dental care and healthy eating.

The Natural World
We will learn about a variety of different jobs within our community and further our knowledge on how these jobs support us.

People, Culture and Communities and The Natural World
We will ask questions about people's jobs and take an interest in other people's lives. We will follow social cues, turn-taking, listening, and responding to ideas.

[Links to speaking and listening in the EYFS curriculum.](#)

Creating with Materials and Being Imaginative and Expressive
We will use a variety of skills to combine materials and textures. We will come up with designs and create them for a purpose. We will create our own emergency services vehicles and act out jobs that we have been learning about for example creating a fire station.

Reading and writing
For phonological awareness, Bluecoat Primary follows Little Wandle. Children in the EYFS develop phonological awareness, segmenting and blending, and reading of tricky words.

Communication and language
We will be developing our sentence structure when communicating with others. We will think about what we want to say before we say it. We will take into account what other people are saying and respond appropriately. We will also be listening for extended periods of time in large groups.

Managing Self and People, Culture and Communities
We will be exploring different foods around the world. We will share our likes and dislikes whilst being respectful of other people's beliefs.

Comprehension
We will be exposed to Non-Fiction and Fiction texts. We will look at key vocabulary within these books that will inform our play.

Managing Self
We will continue to understand the importance of being healthy. We will try a variety of healthy foods from around the world and compare them.

Past and Present
We find out about people who have helped shape the world past and present through stories. We will look at key figures who inspire others to look after the world.

Past and Present and The Natural World
We learn the name of our planet and identify key parts of our world. We will look at how to keep our world healthy and why this is important.

Creating with Materials and Being Imaginative and Expressive
We create and design for an intended audience. We will use the skills and knowledge gained from previous learning to inform our creations and role-play. We will create music linked to sounds from different habitats, jungles, rainforests and oceans.

Reading and writing
For phonological awareness, Bluecoat Primary follows Little Wandle. Children in the EYFS develop phonological awareness, segmenting and blending, and reading of tricky words.

Communication and language
We will use new vocabulary in our play and when talking to other children and

Retrieval
We revisit and build upon previous learning.

adults. We will also be learning how to join our sentences using words such as 'but' 'and' and 'because'.
Retrieval
We revisit and build upon previous learning.

Opportunities for visits/visitors

Fire engine visit into school.
Parents/staff invited to Reception about their jobs.
Mr Pond and Andy- cleaning and maintenance jobs. Wendie-lunchtime staff.
Mini first aid

Outdoor Activities

Seasonal walk on the school field. Observe changing environment.

Opportunities for visits/visitors

Visit to school allotment to do some gardening.
Visit to local garden centre to purchase some British wildlife seeds/plants- links to 'David Attenborough' and 'The Extraordinary Gardener'
Visit to the Stamford Apple Orchard across the road.
Looking after Chicks.

Outdoor Activities

Make beebombs to attract wildlife into our wildlife EYFS outdoor area.
Make fat balls for the birds.
Seasonal walk on the school field. Observe changing environment.

Term 6
Growing
(Life cycles, plants and transitions)



	Children's classics
	Inspirational/ Notable People
	Poetry
	Stories from another culture
	Historical fiction
	Science fiction/fantasy/adventure

Values, feelings and emotions



Building Relationships

We will be preparing for our new adventures into Year 1. We will be talking about the journey we have been on and how this will continue. We will also be exploring our emotions more discussing worries or concerns we may have on this new adventure.

Gross Motor Skills

We will be learning to follow rules in games using the skills we have learnt throughout the term.

Past and Present and People, Culture and Communities

We will be exploring how people, buildings and plants change over time.

The Natural World

We observe changes in plants and the environment. We observe the change in the plants that we have produced throughout the year.

Being Imaginative and Expressive

We will be working with our friends to create super storylines in our play. We will re-enact stories such as Jack and the Beanstalk, following key parts of the story and sharing roles within our play.

Reading and writing

For phonological awareness, Bluecoat Primary follows Little Wandle. Children in the EYFS develop phonological awareness, segmenting and blending, and reading of tricky words.

Communication and language

We will continue to use correct tenses in our speech although we may make mistakes most of the time we will correct ourselves. We will also be aware of how we may talk differently to friends and adults and can make those changes.

Retrieval

We revisit and build upon previous learning.

Opportunities for visits/visitors

Visit to school allotment to harvest some of the vegetables planted- 'link with The Gigantic Turnip'.

Outdoor Activities

Sports Day

EYFS summer picnic- to try some of the fruit and vegetables we have been growing.

Seasonal walk on the school field.

		Values, feelings and emotions
		Diverse books/authors
		World around us
		Non fiction
		Seasonal texts