Autumn 1: All about Me

AUTUMN 1 – ALL ABOUT ME (7 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: All About Me

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Autumn 1 Outcomes

Nursery
Children will:

- Talk about themselves and their family.
- Name basic body parts.
- Recognise and begin to talk about feelings.
- Talk about familiar people and places.
- Begin to understand how they have changed since they were babies.

Reception
Children will:

- Describe themselves and their immediate family.
- Talk about similarities and differences between people.
- Explain simple ways to stay healthy.
- Talk about events from the past in their own lives.
- Describe familiar places and their local environment.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Autumn1	RE and PSHE	Geography and History	Science	Art	Music
Week 1 All About Me	I am special **Nursery** • Begin to talk about themselves. **Reception** • Talk about what makes them unique. **Teaching** Book: Only One You • Look at class photographs. • Share names and favourite things. • Read a story about being special. • Create a class "We Are Special" display. **Vocabulary** special, unique, different, same	All about me **Nursery** • Talk about themselves. **Reception** • Describe themselves using simple sentences. **Teaching** Book: Only One You • Discuss name, age and interests. • Play "Guess Who?" • Compare similarities and differences. • Compare baby photographs with current photographs. • Use "then" and "now" language. **Vocabulary** me, myself, same, different, before, after. Then, now, past, present	My body **Nursery** • Name body parts. **Reception** • Identify major body parts and talk about what they help us to do **Teaching** Sing: Heads, shoulders, knees and toes • Body part songs. • Label giant body outline. • Match body parts to functions. **Vocabulary** head, eyes, ears, nose, mouth, arms, legs	Self-portraits **Nursery** • Draw themselves. **Reception** • Include key facial features. **Teaching** Book: The colour of us • Use mirrors. • Observe eye colour, hair colour and facial features. **Vocabulary** portrait, face, features	My voice **Nursery** • Explore sounds made with their voice. **Reception** • Change pitch and volume when singing. **Teaching** Book: Oi Frog • Name songs. • Loud/quiet games. • High/low voice activities. **Vocabulary** loud, quiet, high, low
Week 2 My Family	Families are special **Nursery** • Identify family members. **Reception** • Talk about their immediate family. **Teaching** Book: Pumpkin Soup Friendship, cooperation, caring for others and working together. • Family photographs. • Discuss different family structures. • Emphasise all families are special. **Vocabulary** family, parents, siblings, grandparents	Geography **Nursery** • Talk about their home. **Reception** • Describe where they live. **Teaching** Book: 3 Little Pigs • Compare different types of homes. • Discuss village and countryside homes. **Vocabulary** home, house, village, farm	Similarities and differences **Nursery** • Notice differences between people. **Reception** • Compare physical features. **Teaching** Book: Elmer • Eye colour chart. • Hair colour survey. • Discuss respectful language. **Vocabulary** same, different, similar	Family Portraits **Nursery** • Draw family members. **Reception** • Add increasing detail to drawings. **Teaching** Book: Guess how much I love you • Observe family photographs. • Draw family groups. **Vocabulary** family, portrait	Family songs **Nursery** • Join in singing. **Reception** • Sing confidently with actions. **Teaching** Book: Guess how much I love you • Finger family songs. • Family action rhymes.

Week 3 My body and my senses	Looking after ourselves **Nursery** • Know we need food and sleep. **Reception** • Explain simple healthy choices. **Teaching** Book: Oliver's Vegetables • Discuss food, sleep and exercise. • Sort healthy and unhealthy pictures. **Vocabulary** healthy, sleep, exercise	Our 5 senses **Nursery** • Explore using senses. **Reception** • Name the five senses. **Teaching** Book: Exploring 5 senses • Smell pots. • Feely bags. • Tasting fruits. **Vocabulary** sight, smell, taste, touch, hearing	Sound investigation **Nursery** • Listen carefully to sounds. **Reception** • Compare sounds. **Teaching** Book: The listening walk • Sound walk. • Guess the sound game. **Vocabulary** sound, loud, quiet	Sensory faces **Nursery** • Explore textures. **Reception** • Select materials purposefully. **Teaching** Book: The Colour Monster • Create textured face collages. **Vocabulary** rough, smooth, soft	Listening games **Nursery** • Respond to sounds. **Reception** • Identify instruments by sound. **Teaching** Book: The Listening Walk • Instrument matching game.
Week 4 My Feelings	Understanding feelings **Nursery** • Recognise basic emotions. **Reception** • Explain how they feel. **Teaching** The colour Monster • Emotion cards. • Mirror facial expressions. • Discuss emotions. **Vocabulary** happy, sad, angry, worried, excited	Special memories **Nursery** • Talk about something that happened before. **Reception** • Describe events from the past. **Teaching** Book: Peepo! • Share photographs. • Discuss birthdays and holidays. **Vocabulary** past, before, remember	What happens in our bodies? **Nursery** • Notice physical changes. **Reception** • Understand body reactions to emotions. **Teaching** Book: Oliver's fruit salad • Feel heartbeat before and after exercise. **Vocabulary** heart, beat, exercise	Feelings painting **Nursery** • Express feelings through colour. **Reception** • Choose colours to represent emotions. **Teaching** Book: The Colour Monster • Paint emotions. **Vocabulary** emotion, colour	Music and feelings **Nursery** • Respond to music. **Reception** • Explain how music makes them feel. **Teaching** Book: The Colour Monster • Compare happy and calm music.
Week 5 Growing and changing	Growing up **Nursery** • Understand they were once babies. **Reception** • Describe how they have changed. **Teaching** Book:Once there were Giants • Look at baby photos. • Christenings **Vocabulary** baby, child, grow	Then and now **Nursery** • Talk about when they were younger. **Reception** • Compare themselves now and as babies. **Teaching** Book:Once there were Giants • Create personal timelines. **Vocabulary** past, now, change	How we grow **Nursery** • Notice growth. **Reception** • Explain that humans grow and change. **Teaching** Book: Once there were Giants • Measure heights. • Compare handprints. **Vocabulary** grow, taller, older	Growth timeline **Nursery** • Sequence simple pictures. **Reception** • Create a timeline of growth. **Teaching** Book: Once there were Giants • Baby → toddler → child.	Nursery rhymes **Nursery** • Join in with rhymes. **Reception** • Perform familiar rhymes confidently. Book: Each Peach Pear Plum

Week 6 Healthy Me	Special Books **Nursery** • Explore and talk about favourite books. • Begin to recognise that some books are special. **Reception** • Explain why some books are special to different people. • Talk about the Bible as a special book for Christians and our favourite stories. **Teaching** **Book:** Handa's Surprise (used as a familiar shared story) • Share and discuss a range of special books, including the Bible and favourite stories from home and school. • Talk about why books are special and how we care for them. • Compare different types of books (story books and the Bible). • Create a class display of "Our Special Books". **Vocabulary** book, story, favourite, special, Bible, Christian	Places we exercise **Nursery** • Talk about places they play. **Reception** • Describe places for exercise. **Teaching** Book: Doing the animal bop • Explore school grounds. • Discuss parks, playgrounds and fields. **Vocabulary** playground, field, exercise	Healthy foods **Nursery** • Identify healthy foods. **Reception** • Sort foods into healthy and less healthy groups. **Teaching** Book: Farmer Duck Links to food, farms and where food comes from. • Food investigation.	Healthy plate collage **Nursery** • Create a simple collage. **Reception** Book: Oliver's Vegetables • Select foods for a balanced plate. **Vocabulary** healthy, balanced	Movement and dance **Nursery** • Move to music. **Reception** • Change movements to match tempo. Book: Giraffes Can't Dance **Vocabulary** fast, slow, movement

Week 7 Celebrating Me	What makes me special? **Nursery** • Share something they are good at. **Reception** • Reflect on their strengths and achievements. **Teaching** Giraffes can't dance • Celebration circle. • Positive comments from peers. **Vocabulary** proud, achievement, special	My journey to school **Nursery** • Talk about how they get to school. **Reception** • Describe features seen on their journey. **Teaching** Book: Rosie's Walk • Create simple route maps. **Vocabulary** journey, route, map	Looking after my body **Nursery** • Recall ways to stay healthy. **Reception** • Explain how to care for their bodies. **Teaching** Book: Zog and the flying doctor • Healthy lifestyle quiz.	All about me book **Nursery** • Select favourite work. **Reception** • Reflect on and discuss learning. **Teaching** Book: I Super duper you • Compile work from the half term into a book.	Celebrating me performance **Nursery** • Join in group singing. **Reception** • Perform confidently for others. Book: I Super duper you

AUTUMN 2 – LET'S CELEBRATE (7 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: Let's Celebrate

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Unit Outcomes
Nursery

- Recognise and talk about special celebrations.
- Join in with familiar traditions and customs.
- Begin to understand that people celebrate different events.
- Explore light, colour, music and seasonal changes.

Reception

- Know that people celebrate different festivals and special times.
- Describe similarities and differences between celebrations.
- Talk about some beliefs, traditions and customs.
- Understand how celebrations bring communities together.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Autumn2	RE and PSHE	Geography and History	Science	Art	Music
Week 1 Harvest	Why do people say thank you? **Nursery** • Talk about things they are thankful for. **Reception** • Explain why people celebrate Harvest. **Teaching** Book: Little Red Hen • Discuss foods we enjoy. • Look at Harvest Festival photographs. • Create a class gratitude basket. • Children add pictures of things they are thankful for. **Vocabulary** Harvest, thankful, grateful, share, community	Harvest Past and Presents **Nursery** • Recognise food comes from farms. **Reception** • Compare Harvest celebrations now and in the past. **Teaching** Book: Little Red Hen • Look at old Harvest photographs. • Discuss farming before machinery. • Compare old and modern farming. **Vocabulary** past, present, farm, crops, farmer	Signs of Autumn **Nursery** • Notice changes outdoors. **Reception** • Describe seasonal changes in autumn. **Teaching** Book: Autumn is here • Autumn walk. • Collect leaves, conkers and seeds. • Discuss weather changes. **Vocabulary** autumn, season, leaves, weather, change	Harvest Collage **Nursery** • Explore natural materials. **Reception** • Create a collage using different textures. **Teaching** Book: Oliver's Vegetables • Use seeds, leaves and grains. • Create a large class harvest picture. **Vocabulary** Collage, texture, seed, leaf, grain, natural, rough, smooth	Harvest Songs **Nursery** • Join in with familiar songs. **Reception** • Sing with increasing confidence. **Teaching** Read: Gingerbread Man • Learn Harvest songs. • Explore pulse through clapping. **Vocabulary** Sing, song, pulse, beat, clap, Harvest, music, rhythm

Week 2 Diwali	Festival of Light **Nursery** • Know Diwali is a special celebration. **Reception** • Retell parts of the Diwali story. **Teaching** Book: Rama and Sita. • Discuss light overcoming darkness. **Vocabulary** Diwali, Hindu, light, celebration, diya	India **Nursery** • Recognise India on a globe. **Reception** • Compare India and the UK. **Teaching** Book: Handa's Suprise • Locate India. • Look at photographs of homes, food and clothing. **Vocabulary** India, country, globe, map	Light and Dark **Nursery** • Explore light sources. **Reception** • Identify natural and artificial light. **Teaching** Book: Can't you sleep little bear? • Dark tent investigation. • Explore torches and lamps. • Predict which objects will shine brightly. • Observe and discuss what happens. **Vocabulary** light, dark, torch, lamp, sunlight, candle, bright	Rangoli Patterns **Nursery** • Make simple patterns. **Reception** Book: Let's celebrate • Create symmetrical patterns. **Teaching** • Use coloured rice, chalks and paints. **Vocabulary** pattern, colour, symmetry, Rangoli, design, shape, repeat, decorate	Diwali Dance **Nursery** • Move to music. **Reception** • Respond creatively to music. **Teaching** Book: Let's celebrate • Learn simple Indian-inspired dance movements. **Vocabulary** Dance, move, music, fast, slow, Diwali, rhythm, pattern
Week 3 Bonfire Night	Keeping Safe **Nursery** • Know simple safety rules. **Reception** • Explain why safety rules are important. **Teaching** Book: Not now Bernard • Firework safety discussion. • Role-play safe behaviour. **Vocabulary** safe, danger, rules, fireworks	Why do we celebrate Bonfire Night? **Nursery** • Know Bonfire Night is a celebration. **Reception** • Understand that Bonfire Night remembers an event from the past. **Teaching** Book: A day to Remember • Simple explanation of Guy Fawkes. • Timeline language: long ago, now. **Vocabulary** past, remember, bonfire, fireworks	Light source **Nursery** • Explore different lights. **Reception** • Identify sources of light. **Teaching** Book: Oscar and the Moth • Sort pictures of objects that give light and those that do not. **Vocabulary** Light source, sun, torch, lamp, candle, light, dark	Firework Pictures **Nursery** • Explore marks and colour. **Reception** • Use different techniques to create effects. **Teaching** Book: Room on a Broom • Fork painting. • Splatter painting. • Chalk fireworks on black paper. **Vocabulary** Firework, colour, mark, line, splatter, bright, dark, explode	Firework Sounds **Nursery** • Explore loud and quiet sounds. **Reception** • Create simple sound patterns using instruments **Teaching** Book: Room on a Broom • Choose instruments to represent fireworks. • Create loud and quiet sequences. **Vocabulary** Loud, quiet, sound, percussion, instrument, firework, bang, crash

Week 4 Remembrance	Remembering People **Nursery** • Talk about special people. **Reception** • Understand why remembrance is important. **Teaching** Book: A day to Remember • Discuss remembering loved ones. • Two-minute quiet reflection adapted for EYFS. **Vocabulary** remember, respect, peace	Remembrance Day **Nursery** • Recognise poppies. **Reception** • Know why poppies are worn. **Teaching** Youtube: The poppy story • Explore photographs and symbols. **Vocabulary** • Remember, poppy, respect, peace	Materials Investigation **Nursery** • Explore different materials. **Reception** • Compare materials. **Teaching** Book: The 3 little pigs • Investigate paper, fabric, plastic and metal poppies. **Vocabulary** Material, wood, plastic, metal, fabric, paper, hard, soft	Poppy Art **Nursery** • Use paint to create poppies. **Reception** • Create detailed poppy artwork. Youtube: The poppy story **Vocabulary** Poppy, petal, stem, paint, print, collage, remembrance, red	Reflective Music **Nursery** • Listen quietly. **Reception** Book: Peace at last • Discuss how music makes them feel. **Vocabulary** Listen, music, calm, quiet, feeling, mood, peaceful, reflect

Week 5 Hanukkah	A Jewish Celebration **Nursery** • Know Hanukkah is a celebration. **Reception** • Talk about why Hanukkah is celebrated. **Teaching** Book: Sammy's First Hanukka • Introduce story and traditions. **Vocabulary** Hanukkah, Jewish, menorah, candle	Where Jewish people live **Nursery** • Explore different communities. **Reception** • Understand people live in many places around the world. **Vocabulary** Jewish, community, home, world Book: Hats of faith	Exploring Light **Nursery** • Observe candles safely. **Reception** Book; Oscar and the moth • Compare different light sources. **Vocabulary** Candle, flame, light, dark, bright, dim, glow, safety	Menorah Craft **Nursery** • Create simple candle pictures. **Reception** Book: Sammy's First Hanukka • Make a menorah collage. **Vocabulary** Menorah, candle, Hanukkah, light, collage, Jewish, shape, pattern	Celebration Songs **Nursery** • Join in singing. **Reception** Book: Kipper's Birthday • Keep a steady beat. **Vocabulary** Celebration, song, beat, rhythm, instrument, perform, music, tempo
Week 6 Christmas	Christmas Story **Nursery** • Know Christmas is a special Christian celebration. **Reception** • Retell key parts of the Nativity. **Teaching** Book: Christmas Story • Nativity story sequencing. **Vocabulary** Christmas, Jesus, Bethlehem, Nativity	Christmas Traditions **Nursery** • Talk about family traditions. **Reception** • Compare Christmas now and in the past. **Teaching** Book: The Jolly Christmas Postman • Look at old Christmas photographs. **Vocabulary** Christmas, tradition, past, present	Winter Changes **Nursery** • Notice winter weather. **Reception** Book: Winter • Describe seasonal changes. **Vocabulary** Winter, cold, frost, ice, snow, weather, season	Christmas Crafts **Nursery** • Create Christmas decorations. **Reception** • Design and make decorations. Book: The Jolly Christmas Postman **Vocabulary** Christmas, decoration, design, make, cut, stick, pattern, festival	Nativity Songs **Nursery** • Join in singing. **Reception** • Perform songs confidently. Book: The Nativity Story Juliet David **Vocabulary** Nativity, Christmas, song, perform, audience, practice, loud, quiet

Week 7 Celebrations around the World	Different People, Different Celebrations **Nursery** • Know people celebrate different events. **Reception** • Compare different celebrations. **Teaching** Book: Let's Celebrate • Revisit Harvest, Diwali, Hanukkah and Christmas. **Vocabulary** celebrate, tradition, festival, community	Celebrations around the World **Nursery** • Explore globes and maps. **Reception** • Identify different countries. **Vocabulary** Country, world, globe, celebration Book: The Jolly Postman	Seasonal Changes **Nursery** • Notice winter signs. **Reception** Book: A stroll through the seasons • Compare autumn and winter. **Vocabulary** Season, autumn, winter, change, weather, leaves, frost, compare	Celebration Display **Nursery** • Choose favourite artwork. **Reception** • Evaluate and improve work. Book: The dot **Vocabulary** Artwork, display, evaluation, improve, favourite, create, artist, technique	Music Christmas Performance **Nursery** • Participate in group performance. **Reception** • Perform confidently to an audience. Book: The Jolly Postman **Vocabulary** Performance, audience, stage, sing, music, confidence, rehearsal, applause

Spring 1 – PEOPLE WHO HELP US (5 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: People who Help Us

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Unit Outcomes
Nursery

- Recognise familiar people who help them.
- Talk about jobs they know.
- Understand that different people help in different ways.
- Begin to understand how to keep themselves healthy and safe.

Reception

- Describe different occupations and how they help others.
- Understand the importance of services in their community.
- Talk about similarities and differences between jobs now and in the past.
- Understand how to keep themselves healthy and safe.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Spring 1	RE and PSHE	Geography and History	Science	Art	Music
Week 1 People who Help us in School	Helping Others **Nursery** • Identify people who help them in school. **Reception** • Explain how people help others. **Teaching** **Book:** Life savers • Discuss adults in school. • Match photographs to job roles. • Discuss how each person helps us. • Introduce Jesus as someone Christians believe helped and cared for others. **Vocabulary** help, care, teacher, friend, support, Jesus, Christian	Who helps us at school? **Nursery** • Recognise familiar adults. **Reception** • Describe different roles in school. **Teaching** **Book:** Where the wild things are • Feelings, behaviour • Support and being safe • School staff photo hunt. • Visit different areas of school. • Discuss responsibilities. **Vocabulary** teacher, headteacher, cook, caretaker, office, responsibility	Keeping healthy at school **Nursery** • Know that washing hands keeps us healthy. **Reception** • Explain ways to stay healthy. **Teaching** **Youtube:** I don't want to wash my hands • Glitter germ experiment. • Handwashing demonstration. • Discuss healthy habits in school. **Vocabulary** healthy, germs, wash, clean, soap, hygiene	School helper portraits **Nursery** • Draw familiar adults. **Reception** • Include details when drawing people. **Teaching** **Book:** Perfectly Norman • Draw a chosen member of staff. • Look closely at facial features. • Discuss the colours and shapes used in portraits. **Vocabulary** portrait, face, features, eyes, nose, mouth, draw, colour	Sounds around school **Nursery** • Listen to sounds in school. **Reception** • Identify and describe sounds. **Teaching** **Book:** Going on a Bear Hunt • Sound walk around school. • Create a sound map. • Identify and discuss different sounds. **Vocabulary** sound, listen, loud, quiet, hear, noise

Week 2 Doctors and Nurses	Caring for Others **Nursery** • Understand that some people care for us when we are ill. **Reception** • Explain how doctors and nurses help people. **Teaching** **Book:** Zog and the Flying Doctors by Julia Donaldson • Discuss times children have visited doctors. • Role-play caring for dolls. • Introduce religious leaders as people who help and care for others in their communities. **Vocabulary** doctor, nurse, care, hospital, leader, religion, community	Doctors and Nurses **Florence Nightingale** **Nursery** • Know Florence helped people. **Reception** • Know that Florence Nightingale helped improve hospitals long ago. **Teaching** **Book:** Little People, BIG DREAMS: Florence Nightingale by Maria Isabel Sánchez Vegara • Simple story of Florence Nightingale. • Compare hospitals then and now. **Vocabulary** past, long ago, lamp, hospital, nurse, history	Looking after our bodies **Nursery** • Identify ways to stay healthy. **Reception** • Explain how exercise, food and sleep help our bodies. **Teaching** **Book:** Zog and the Flying Doctors by Julia Donaldson • Healthy choices sorting game. • Discuss exercise, sleep and healthy eating. **Vocabulary** exercise, sleep, healthy, body, food, energy	Hospital Roleplay **Nursery** • Create simple medical equipment pictures. **Reception** • Design and make role-play resources. **Teaching** **Book:** Everyday heroes • Make appointment cards, X-rays and medicine labels. • Explore cutting, sticking and mark-making. **Vocabulary** design, make, create, cut, stick, label, picture	Heartbeat Rhythms **Nursery** • Copy simple beats. **Reception** • Clap and repeat rhythmic patterns. **Teaching** **Book:** The listening walk • Listen to heartbeat sounds. • Tap and clap heartbeat rhythms. • Explore fast and slow beats. **Vocabulary** beat, rhythm, pulse, fast, slow, heartbeat

Week 3 Firefighters	Helping in emergencies **Nursery** • Begin to talk about people who help us when we are scared or worried. **Reception** • Know that Christians believe Jesus helped people when they were afraid. **Teaching** **Book:** Jesus calming the storm • Discuss how the disciples felt during the storm. • Talk about how Jesus helped them when they were frightened. • Compare this with firefighters and other people who help us when we are scared. • Role-play the storm using instruments and actions. **Vocabulary** Jesus, storm, boat, disciples, calm, help, afraid, trust	Firefighters **The Great Fire of London** **Nursery** • Know there was a big fire long ago. **Reception** • Understand that the Great Fire happened in the past. **Teaching** **Youtube:** The Great Fire of London by Twinkl • Story of the Great Fire. • Compare buildings then and now. **Vocabulary** fire, London, past, long ago, history, rebuild	Fire Safety **Nursery** • Know that fire can be dangerous. **Reception** • Explain simple fire safety rules. **Teaching** **Book:** Fred the fire fighter • Smoke alarm discussion. • Fire safety role play. • Identify safe and unsafe situations. **Vocabulary** fire, danger, safe, smoke alarm, emergency, risk	Emergency vehicles **Nursery** • Create fire engine pictures. **Reception** • Construct emergency vehicles using junk modelling. **Teaching** **Book:** Fire fighters • Create fire engine artwork. • Use boxes and recycled materials to build emergency vehicles. **Vocabulary** vehicle, wheels, engine, model, build, join, shape	Firework and siren sounds **Nursery** • Explore loud and quiet sounds. **Reception** • Use instruments to represent sounds. **Teaching** **Book:** Fire fighters • Create firework and siren sound effects using percussion. • Explore changes in volume and tempo. **Vocabulary** loud, quiet, instrument, percussion, siren, sound, tempo

Week 4 Police Officers	Rules keep us safe **Nursery** • Follow simple rules. **Reception** • Explain why rules are important. **Teaching** **Book:** Everyday heroes • Discuss classroom rules. • Create class safety poster. • Discuss how religious leaders help people make good choices. **Vocabulary** rules, safe, responsibility, leader, guide, respect	Police Officers now and then **Nursery** • Recognise police officers. **Reception** • Compare police uniforms from past and present. **Teaching** **Book:** Everyday heroes • Look at photographs. • Spot similarities and differences. **Vocabulary** police, uniform, past, present, compare, change	Materials and uniforms **Nursery** • Explore different materials. **Reception** • Compare properties of materials. **Teaching** **Book:** The 3 Little Pigs • Investigate different materials. • Compare materials used in uniforms and houses. **Vocabulary** material, fabric, plastic, metal, waterproof, strong	Police badges **Nursery** • Decorate a badge. **Reception** • Design a badge with purpose. **Teaching** **Book:** Life savers • Explore badge shapes and symbols. • Design and create a police badge. **Vocabulary** badge, design, shape, symbol, decorate, pattern	**Marching Rhythms** **Nursery** • Move to a steady beat. **Reception** • Maintain a steady pulse. **Teaching** **Book:** Everyday heroes • March to music. • Use percussion instruments to keep a steady beat. • Explore marching rhythms. **Vocabulary** pulse, beat, rhythm, march, steady, music

Week 5 Farmers	Caring for Creation **Nursery** • Know farmers help provide food. **Reception** • Understand the importance of caring for animals and the environment. **Teaching** **Book:** Farmer Duck by Martin Waddell • Discuss where food comes from. • Explore links to local farming. • Discuss how Jesus taught people to care for others and the world around them. **Vocabulary** farm, food, animals, care, creation, Jesus, kindness	Farmers **Nursery** • Know food comes from farms. **Reception** • Explain how food gets from farm to table. **Teaching** **Book:** Where does my food come from • Sequence picture cards. • Discuss local farms. • Follow the journey of food from farm to plate. **Vocabulary** farm, grow, harvest, food, farmer, field, local	Growing food **Nursery** • Observe seeds and plants. **Reception** • Explain what plants need to grow. **Teaching** **Book:** Jasper's Beanstalk by Nick Butterworth and Mick Inkpen • Plant cress or beans. • Observe and record changes over time. • Discuss what plants need to survive. **Vocabulary** seed, grow, plant, water, sunlight, roots, stem	Farm landscapes **Nursery** • Create farm pictures. **Reception** • Include details of farm environments. **Teaching** **Book:** Rosie's Walk by Pat Hutchins • Paint local countryside scenes. • Explore colour mixing and adding detail. **Vocabulary** landscape, farm, field, countryside, paint, brush, colour	Farm Songs **Nursery** • Join in singing. **Reception** • Perform songs with actions and expression. **Teaching** **Sing:** Old MacDonald Had a Farm by Nosy Crow • Learn and perform farm-themed songs. • Add actions and simple percussion. • Explore changes in pitch and volume. **Vocabulary** song, sing, animal, farm, rhythm, pitch, volume, perform

Spring 2 – MY LOCAL COMMUNITY (5 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: My Local Community

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Unit Outcomes
Nursery

- Recognise familiar places in their local area.
- Talk about places they visit.
- Notice features of the natural environment.
- Begin to understand that they belong to a community.

Reception

- Describe features of their immediate environment.
- Compare rural and urban areas.
- Talk about changes in their local area over time.
- Explain how communities work together.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Spring 2	RE and PSHE	Geography and History	Science	Art	Music
Week 1 Our Community School	Belonging **Nursery** • Know they belong to their class. **Reception** • Explain what it means to belong to a community. **Teaching** **Book:** The Colour Monster Goes to School by Anna Llenas • Discuss groups children belong to. • Create a class charter. • Talk about helping each other. • Introduce the Christian belief that Jesus welcomed everyone. **Vocabulary** belong, community, friendship, class, welcome, Jesus, Christian	OUR SCHOOL COMMUNITY Geography: Exploring Our School Grounds **Nursery** • Recognise familiar places in school. **Reception** • Describe features of the school environment. **Teaching** **Book:** Aliens love underpants • Imagine aliens have landed • Follow a simple route around school. • Describe where places are using positional language. • Identify landmarks such as the office, hall and playground. • Create a simple map together for the aliens. **Vocabulary** school, playground, field, classroom, office, map, route, near, far, next to, in front of, route, landmark	Signs of Spring **Nursery** • Notice changes outdoors. **Reception** • Identify signs of seasonal change. **Teaching** **Book:** Little bears spring • Spring walk. • Observe buds, flowers and insects. **Vocabulary** spring, bud, flower, blossom, season, grow, change 2	Drawing Our School **Nursery** • Represent familiar places through drawing. **Reception** • Include details when drawing buildings. **Teaching** **Book:** The Colour Monster Goes to School by Anna Llenas • Observe the school building. • Draw from photographs. **Vocabulary** drawing, building, line, shape, detail, observation	Sounds Around School **Nursery** • Listen carefully to environmental sounds. **Reception** • Select sounds to represent familiar places and events **Teaching** **Book:** The Listening Walk by Paul Showers • Sound walk. • Create a simple soundscape of the school environment **Vocabulary** sound, environment, listen, loud, quiet, hear

Week 2 Our Village	Caring for Our Community **Nursery** • Know we can help others. **Reception** • Explain ways to care for their community. **Teaching** **Book:** The smartest Giant in town • Discuss helping neighbours and friends. • Litter picking discussion. • Discuss kindness and helping others. **Vocabulary** care, help, community, respect, kindness, neighbour	Geography: Features of Our Village **Nursery** • Recognise familiar places. **Reception** • Identify features of a village. **Teaching** **Book:** 3 Billy Goats Gruff • Look at photographs of Bempton. • Discuss houses, church, roads, farms and school. • Use a simple map to locate familiar places. • Describe where places are in relation to each other. **Vocabulary** village, church, road, farm, house, local, landmark, near, far	Seasonal Changes **Nursery** • Observe weather. **Reception** • Describe changes occurring in spring. **Teaching** **Book:** Spring • Compare winter and spring. • Complete a weather chart. **Vocabulary** weather, season, spring, sunshine, rain, warmer	Village Maps **Nursery** • Create simple representations of places. **Reception** • Draw simple maps. **Teaching** **Book:** Martha maps it out • Create a large class map. • Add familiar landmarks. **Vocabulary** map, route, location, symbol, place	Sounds Around Us **Nursery** • Listen to environmental sounds. **Reception** • Recreate environmental sounds using instruments. **Teaching** **Book:** The Listening Walk by Paul Showers • Identify village sounds. • Use percussion instruments. **Vocabulary** sound, instrument, percussion, loud, quiet, listen

Week 3 Special places in our Community	**Special Places** **Nursery** • Talk about a place they like. **Reception** • Explain why places can be special. **Teaching** **Youtube:** Churches • Discuss places children enjoy visiting. • Share photographs of special places in the local community. • Introduce churches as special places for Christians. • Explore what people might do in a church (celebrate, pray, gather together). • Compare special places for the children with special places for other people. • Show photographs of a mosque and explain that Muslims also have special places where they gather and pray. **Vocabulary** special, place, visit, church, worship, Christian, community	Exploring Bempton **Nursery** • Recognise local landmarks. **Reception** • Describe important features of the local area. **Teaching** **Book:** Seaside holidays then and now • Look at photographs of local landmarks. • Discuss what makes places special. **Vocabulary** landmark, local, countryside, coast, cliff, beach	Local Plants **Nursery** • Observe plants carefully. **Reception** • Identify common plants. **Teaching** **Book:** Planting a Rainbow by Lois Ehlert • Plant hunt around school grounds. • Compare different plants. **Vocabulary** plant, leaf, stem, flower, root, grow	Nature Art **Nursery** • Use natural materials creatively. **Reception** • Create artwork inspired by nature. **Teaching** **Book:** Leaf man • Create a natural collage using collected materials. **Vocabulary** nature, collage, texture, leaf, pattern	Outdoor Music **Nursery** • Explore sounds outdoors. **Reception** • Create simple compositions using natural sounds. **Teaching** **Book:** The Listening Walk by Paul Showers • Create a nature sound orchestra. **Vocabulary** sound, nature, rhythm, compose, listen

Week 4 Our Community in the Past	Easter – Good Friday and Easter Sunday **Nursery** • Know Easter is a special Christian celebration. **Reception** • Retell simple parts of the Easter story. **Teaching** **Book:** The Easter Story by Brian Wildsmith • Introduce Jesus as a special person for Christians. • Explain that on Good Friday Christians remember when Jesus died. • Explain that Christians believe Jesus came back to life on Easter Sunday. • Discuss why Easter is a happy celebration for Christians. **Vocabulary** Easter, Jesus, Good Friday, Easter Sunday, cross, tomb, Christian	Bempton Long Ago **Nursery** • Recognise old photographs. **Reception** • Compare past and present. **Teaching** **Book:** Peepo! by Janet and Allan Ahlberg • Compare old and modern photographs of Bempton. • Spot similarities and differences. **Vocabulary** past, present, long ago, old, new, compare	Habitats Around Us **Nursery** • Observe animals outdoors. **Reception** • Describe simple habitats. **Teaching** **Book:** Superworm • Go on a minibeast hunt. • Discuss where animals live. **Vocabulary** habitat, insect, shelter, minibeast, environment	Local Landmark Paintings **Nursery** • Paint familiar places. **Reception** • Include details in landscape artwork. **Teaching** **Book:** The great explorer • Paint local landmarks. **Vocabulary** landscape, paint, brush, colour, landmark	Traditional Songs **Nursery** • Join in singing. **Reception** • Perform traditional songs confidently. **Teaching** **Sing:** Nursery Rhymes • Learn and perform traditional songs. **Vocabulary** song, sing, rhythm, beat, perform

Week 5 Rural and Urban Communities	Easter Celebrations **Nursery** • Know Christians celebrate Easter. **Reception** • Explain some ways Christians celebrate Easter. **Teaching** **Book:** My Very First Easter Story by Lois Rock • Revisit the Easter story. • Explore Easter symbols such as crosses, chicks and eggs. • Discuss Easter celebrations in church and at home. • Compare Easter with other celebrations children know. **Vocabulary** Easter, celebration, church, cross, egg, resurrection, Christian	Village, Town or City? **Nursery** • Recognise different environments. **Reception** • Compare rural and urban environments. **Teaching** **Book:** Spectacular city • Sort photographs. • Compare Bempton with Bridlington and a city. **Vocabulary** rural, urban, village, town, city, compare	Local Wildlife **Nursery** • Observe animals in the local area. **Reception** • Identify local wildlife and habitats. **Teaching** **Book:** Sharing a shell • Complete a bird and wildlife survey. **Vocabulary** wildlife, habitat, countryside, bird, animal, observe	Community Collage **Nursery** • Contribute to a shared piece of artwork. **Reception** • Represent community features in artwork. **Teaching** **Book:** Super duper you • Create a large class community collage. **Vocabulary** community, collage, create, texture, feature	Community Celebration Songs **Nursery** • Join in singing. **Reception** • Perform with confidence and expression. **Teaching** Book: Little Red Riding Hood Perform favourite songs from the topic. **Vocabulary** celebration, perform, audience, song, rhythm, expression

Summer 1 – LIFE CYCLES (6 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: Life Cycles

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Unit Outcomes
Nursery

- Notice that plants, animals and people grow and change.
- Observe living things carefully.
- Begin to talk about what living things need.
- Show care and concern for living things.

Reception

- Describe simple life cycles of plants and animals.
- Explain what living things need to survive.
- Observe and discuss changes over time.
- Understand similarities and differences in the natural world.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Summer 1	RE and PSHE	Geography and History	Science	Art	Music
Week 1 Human Life Cycle	**Muslim Baby Welcoming Ceremony** **Nursery** • Understand that babies are welcomed and cared for by their families. **Reception** • Talk about ways different families celebrate the arrival of a new baby. **Teaching** **Youtube:** Muslim Baby Welcoming Ceremony **Muslim Baby Welcome Ceremony** • Learn how Muslim families welcome a new baby. • Discuss ways families celebrate the arrival of a baby. • Compare how different families welcome new babies. • Whisper kind wishes to a baby doll, inspired by the Adhan tradition. **Vocabulary** Baby, family, welcome, celebrate, Muslim, special, care	**How Have I Changed?** **Nursery** • Talk about when they were younger. **Reception** • Compare themselves now and as a baby. **Teaching** **Book:** Once There Were Giants by Martin Waddell • Sequence pictures of people at different ages. • Discuss how people change over time. **Vocabulary** past, present, baby, older, younger, timeline, child, adult, grow, then, now, before, after	**Human Growth** **Nursery** • Notice physical changes. **Reception** • Explain that humans grow and develop. **Teaching** **Book:** Once There Were Giants by Martin Waddell • Measure height. • Compare handprints and footprints. **Vocabulary** grow, taller, younger, older, develop, change	**Baby to Adult Portraits** **Nursery** • Draw people. **Reception** • Show increasing detail in drawings. **Teaching** **Book:** Goldilocks • Draw a baby and an adult. • Discuss differences. **Vocabulary** portrait, face, features, baby, adult, draw	**Growing Songs** **Nursery** • Join in singing. **Reception** • Perform songs with actions. **Teaching** • Learn songs about growing and changing. **Vocabulary** song, sing, action, beat, rhythm, grow

Week 2 Butterfly Life Cycle	**Caring for Living Things** **Nursery** • Show care towards living things. **Reception** • Explain how to care for animals. **Teaching** **Book:** The Very Hungry Caterpillar by Eric Carle • Discuss how we care for caterpillars and butterflies. **Vocabulary** care, living, gentle, animal, butterfly	**Where Do Butterflies Live?** **Nursery** • Observe habitats. **Reception** • Describe where butterflies live. **Teaching** **Book:** Butterfly bouquet • Explore outdoor areas. • Identify suitable habitats. **Vocabulary** habitat, garden, meadow, flowers, shelter	**Butterfly Life Cycle** **Nursery** • Observe changes. **Reception** • Describe the stages of a butterfly life cycle. **Teaching** **Book:** The Very Hungry Caterpillar by Eric Carle • Observe caterpillars if possible. • Sequence life cycle pictures. **Vocabulary** egg, caterpillar, chrysalis, butterfly, life cycle	**Symmetrical Butterflies** **Nursery** • Explore colour and pattern. **Reception** • Create symmetrical designs. **Teaching** **Book:** Butterfly bouquet • Fold-paint butterflies. **Vocabulary** pattern, symmetry, wings, colour, design	**Butterfly Movement** **Nursery** • Move to music. **Reception** • Respond creatively to music. **Teaching** **Book:** The Very Hungry Caterpillar by Eric Carle • Dance like butterflies moving through a garden. **Vocabulary** movement, music, flutter, fast, slow
Week 3 Pond Life	**Respecting Nature** **Nursery** • Show care for animals. **Reception** • Understand why living things should be respected. **Teaching** **Book:** Tad by Benji Davies • Discuss how to care for pond life. **Vocabulary** nature, respect, care, animal, living	**Pond Habitats** **Nursery** • Explore water habitats. **Reception** • Describe a pond habitat. **Teaching** **Book** Oi Frog • Look at pond photographs or visit a pond. **Vocabulary** pond, habitat, water, reeds, wildlife	**Frog Life Cycle** **Nursery** • Observe changes. **Reception** • Describe stages of a frog life cycle. **Teaching** **Book:** Tad • Sequence frog life cycle pictures. **Vocabulary** frogspawn, tadpole, froglet, frog, life cycle	**Clay Frogs** **Nursery** • Manipulate clay. **Reception** • Add detail to models. **Teaching** **Book:** Oi Frog! by Kes Gray • Make clay frogs. **Vocabulary** clay, model, shape, roll, detail	**Pond Soundscapes** **Nursery** • Explore sounds. **Reception** • Create sound patterns. **Teaching** **Book:** Tad • Use instruments to recreate pond sounds. **Vocabulary** sound, pattern, rhythm, instrument, pond

Week 4 Plant Life Cycle	**Looking After Creation** **Nursery** • Know plants need care. **Reception** • Explain why living things need care and respect **Teaching** **Book:** The Lorax, Dr Seuss • Discuss responsibility for living things. **Vocabulary** plant, care, grow, creation, responsibility	**Gardens and Allotments** **Nursery** • Explore growing spaces. **Reception** • Describe places where plants grow. **Teaching** **Book:** *Gingerbread Man* • Growing wheat/ grains • Food production • Visit the school garden or local allotment. **Vocabulary** garden, allotment, soil, grow, vegetables	**Plant Life Cycle** **Nursery** • Observe plants growing. **Reception** • Describe what plants need to grow. **Teaching** **Book:** Jack and the Beanstalk • Plant seeds. • Predict what a seed needs to grow. • Observe changes over time. **Vocabulary** seed, root, stem, flower, grow, sunlight, predict, observe, compare	**Flower Printing** **Nursery** • Explore printing. **Reception** • Create detailed flower artwork. **Teaching** **Book:** Planting a Rainbow by Lois Ehlert • Use flowers and leaves to print patterns. **Vocabulary** print, flower, leaf, pattern, colour	**Nature Music** **Nursery** • Listen and respond to sounds. **Reception** • Create music inspired by nature. **Teaching** **Book:** The Listening Walk by Paul Showers • Outdoor music session. **Vocabulary** nature, sound, music, listen, rhythm

Week 5 Chicks and farm animals	**Caring for Animals** **Nursery** • Know animals need care. **Reception** • Explain how animals are cared for. **Teaching** **Book:** Farmer Duck by Martin Waddell • Discuss pets and farm animals. **Vocabulary** animal, care, farm, food, shelter	**Farm Environments** **Nursery** • Recognise farm animals. **Reception** • Describe farm environments. **Teaching** **Book:** What the Ladybird Heard by Julia Donaldson • Explore local farm photographs. • Baby animals **Vocabulary** farm, field, barn, tractor, countryside	**Chick Life Cycle** **Nursery** • Observe animal growth. **Reception** • Describe the chick life cycle. **Teaching** **Book:** From Egg to Chicken • Explore eggs and chicks through photographs or videos. **Vocabulary** egg, chick, hen, hatch, grow	**Farm Animal Collage** **Nursery** • Create animal pictures. **Reception** • Use a range of materials purposefully. **Teaching** **Book:** A year on Adams Farm • Collage farm animals. • Baby animals **Vocabulary** collage, animal, texture, material, create	**Farm Songs** **Nursery** • Join in singing. **Reception** • Sing confidently and in time. **Teaching** **Sing:** Old MacDonald Had a Farm by Nosy Crow • Traditional farm songs. **Vocabulary** song, sing, beat, rhythm, farm
Week 6 Comparing Life Cycles	**Celebrating Life** **Nursery** • Recognise that living things grow. **Reception** • Reflect on growth and change. **Teaching** **Book:** Hungry caterpillar • Review all life cycles studied. **Vocabulary** life cycle, growth, change, living, develop	**Different Habitats** **Nursery** • Explore where animals live. **Reception** • Compare different habitats. **Teaching** **Book:** Little Red Riding Hood • Match animals to habitats. **Vocabulary** habitat, environment, woodland, pond, farm	**Comparing Life Cycles** **Nursery** • Identify changes in living things. **Reception** • Compare similarities and differences between life cycles. **Teaching** **Book:** Growing frogs, Vivian French • Sort and compare life cycle cards. **Vocabulary** compare, similar, different, life cycle, change	**Life Cycle Books** **Nursery** • Sequence pictures. **Reception** • Create a simple information book. **Teaching** **Book:** The Very Hungry Caterpillar by Eric Carle • Make individual life cycle books. **Vocabulary** sequence, book, life cycle, information, illustrate	**Celebration Performance** **Nursery** • Join in group singing. **Reception** • Perform confidently. **Teaching** **Book:** The lion inside, Rachel Bright • Perform favourite songs from the topic. **Vocabulary** perform, audience, song, music, celebration, confidence

Summer 2 – THE SEASIDE (6 WEEKS)

EYFS Medium-Term Plan – Mixed Nursery and Reception

Theme: The Seaside

Subjects Covered Weekly:

- RE/ PSHE (weekly statutory RE linked to East Riding Agreed Syllabus)
- History/ Geography
- Science
- Art
- Music

End of Unit Outcomes

Nursery

- Talk about experiences at the seaside.
- Explore sand, water and natural materials.
- Recognise some seaside animals.
- Show curiosity about coastal environments.

Reception

- Describe features of a seaside environment.
- Compare seaside holidays from the past and present.
- Identify animals and habitats found at the coast.
- Explain ways to care for coastal environments.

EYFS ELGs Supported

- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- The Natural World
- Creating with Materials
- Being Imaginative and Expressive

Summer 2	RE and PSHE	Geography and History	Science	Art	Music
Week 1 What is the Seaside?	Caring for Our World **Nursery** • Begin to understand that the world is special. **Reception** • Explain ways to care for the environment. **Teaching** **Book:** Creation story • Discuss beautiful places in the world. • Introduce the seaside as a special environment. • Talk about looking after nature. • Discuss that many people believe the world should be cared for and respected. **Vocabulary** world, care, environment, nature, creation, respect	What Is a Seaside? **Nursery** • Talk about visits to the seaside. **Reception** • Identify features of a seaside environment. **Teaching** **Book:** Sharing a shell • Explore photographs of beaches. • Discuss sand, sea, cliffs and rock pools. • Compare Bempton coast with other beaches. **Vocabulary** beach, sea, coast, cliff, sand, rock pool, shoreline	Exploring Sand and Water **Nursery** • Explore materials through play. **Reception** • Compare properties of sand and water. **Teaching** **Book:** Where the sea meets the shore • Water trays. • Sand investigation. • Wet and dry sand exploration. **Vocabulary** wet, dry, absorb, pour, splash, material	Beach Paintings **Nursery** • Explore colour and painting techniques. **Reception** • Create a seaside landscape. **Teaching** **Book:** Sharing a Shell by Julia Donaldson • Paint beach scenes from photographs. • Explore colour mixing for sea and sky. **Vocabulary** paint, brush, colour, landscape, sea, sky	Seaside Songs **Nursery** • Join in singing. **Reception** • Combine sounds and instruments to represent a seaside scheme **Teaching** **Book:** Doing the animal bop • Create and perform a seaside soundscape **Vocabulary** song, sing, beat, rhythm, perform, action

Week 2 Seaside Animals	Caring for Living Things **Nursery** • Show care for animals. **Reception** • Explain why animals need protection. **Teaching** **Book:** Somebody Swallowed Stanley by Sarah Roberts • Discuss how we care for wildlife. • Explore how litter can affect animals. • Talk about showing kindness towards living things. **Vocabulary** animal, protect, habitat, wildlife, care, kindness	Coastal Habitats **Nursery** • Observe places animals live. **Reception** • Describe coastal habitats. **Teaching** **Youtube:** • Explore rock pools, beaches and cliffs. • Discuss where animals live. **Vocabulary** habitat, rock pool, cliff, beach, coast, shelter	Animals at the Seaside **Nursery** • Identify common seaside animals. **Reception** • Describe features of seaside animals. **Teaching** **Book:** Where the sea meets the shore • Explore crabs, seals, gulls and puffins. • Compare animal features. **Vocabulary** crab, seal, puffin, gull, beak, claws	Seaside Animal Art **Nursery** • Create animal pictures. **Reception** • Add detail to animal artwork. **Teaching** **Book:** Lost and Found • Mixed media animal creations. **Vocabulary** collage, texture, animal, detail, create	Ocean Sounds **Nursery** • Listen and respond to sounds. **Reception** • Create soundscapes. **Teaching** **Book:** Doing the animal bop • Use instruments to represent waves and seabirds. **Vocabulary** soundscape, wave, ocean, instrument, loud, quiet

Week 3 Seaside Holidays now and Then Community	Journeys **Nursery** • Talk about places they have visited. **Reception** • Reflect on special journeys and experiences. **Teaching** **Book:** We're Going on a Bear Hunt by Michael Rosen • Discuss holidays and day trips. • Talk about journeys children have made. • Share experiences of visiting special places with family and friends. **Vocabulary** journey, holiday, travel, visit, experience, family	Seaside Holidays Then and Now **Nursery** • Talk about places they have visited. **Reception** • Compare seaside holidays in the past and present. **Teaching** **Book:** Lost and Found • Look at photographs of seaside holidays. • Compare transport, clothing and activities. • Discuss how the seaside has changed over time. **Vocabulary** holiday, travel, past, present, transport, beach, long ago, then, now	Floating and Sinking **Nursery** • Explore objects in water. **Reception** • Predict and investigate floating and sinking. **Teaching** **Book:** Who Sank the Boat? by Pamela Allen • Water tray investigations. • Test different seaside objects. • Make predictions and discuss results. **Vocabulary** float, sink, predict, heavy, light, water	Vintage Postcards **Nursery** • Decorate postcards. **Reception** • Create seaside postcards inspired by the past. **Teaching** **Book:** Where the sea meets the shore • Design seaside postcards. • Use collage and drawing techniques. **Vocabulary** postcard, design, seaside, draw, colour, collage	Traditional Seaside Songs **Nursery** • Join in singing. **Reception** • Maintain a steady beat. **Teaching** **Book:** One rainy day • Learn traditional seaside songs. • Add actions and rhythm. **Vocabulary** song, sing, beat, rhythm, perform, steady

Week 4 Looking after our Beach	Looking After the World **Nursery** • Understand that litter can harm nature. **Reception** • Explain ways to protect the environment. **Teaching** **Book:** Clean Up! by Nathan Bryon • Discuss litter and pollution. • Explore ways to care for beaches and wildlife. • Talk about how communities work together to protect special places. **Vocabulary** litter, recycle, pollution, protect, environment, community	Protecting Coastal Areas **Nursery** • Recognise clean and dirty environments. **Reception** • Explain how people can care for beaches. **Teaching** **Book:** Somebody Swallowed Stanley by Sarah Roberts • Sort images of clean and polluted beaches. • Discuss how to protect sea life. **Vocabulary** clean, dirty, pollution, protect, beach, ocean	Materials at the Seaside **Nursery** • Explore natural and man-made materials. **Reception** • Compare materials. **Teaching** **Book:** The Storm Whale by Benji Davies • Investigate shells, pebbles, plastic and driftwood. • Sort natural and man-made materials. **Vocabulary** material, natural, man-made, shell, pebble, plastic	Recycled Beach Art **Nursery** • Create artwork from collected materials. **Reception** • Use recycled materials purposefully. **Teaching** **Book:** Somebody Swallowed Stanley by Sarah Roberts • Create a collaborative recycled sculpture. • Discuss recycling and reducing waste. **Vocabulary** recycle, reuse, sculpture, create, material, environment	Wave Rhythms **Nursery** • Explore tempo. **Reception** • Create repeating rhythmic patterns. **Teaching** **Book:** Doing the animal bop • Create wave rhythms using instruments. • Explore loud, quiet, fast and slow sounds. **Vocabulary** rhythm, pattern, tempo, wave, loud, quiet

Week 5 Our Local Coastline (Bempton)	Special Places **Nursery** • Talk about places that are special. **Reception** • Explain why places are special to different people. **Teaching** **Book:** Where the sea meets the shore • Discuss places that are special to the children. • Explore photographs of Bempton Cliffs and the local coastline. • Discuss churches as special places for Christians. • Compare the coastline, church and other places that matter to people. • Talk about why people care for and visit special places. **Vocabulary** special, church, coastline, local, community, worship, Christian, landmark	Geography: Bempton Coast Study **Nursery** • Recognise local coastal features. **Reception** • Describe features of the local coastline. • Compare the local coastline with another seaside location **Teaching** **Book:** The Snail and the Whale by Julia Donaldson • Explore photographs and maps of Bempton Cliffs. • Identify cliffs, sea and seabird colonies. • Discuss why people visit the coastline. **Vocabulary** cliff, coastline, sea, seabird, map, local	Rock Pool Habitats **Nursery** • Observe creatures and habitats. **Reception** • Describe how habitats meet animals' needs. **Teaching** **Book:** Sharing a Shell by Julia Donaldson • Explore rock pool photographs or visits. • Discuss how animals survive in their habitat. **Vocabulary** habitat, rock pool, shelter, survive, creature, coast	Coastal Landscapes **Nursery** • Paint coastal scenes. **Reception** • Use observational skills to create landscapes. **Teaching** **Book:** Tiddler • Paint Bempton coastline. • Use colour mixing for sea and sky. **Vocabulary** landscape, paint, brush, colour, sea, sky, coast	Sea Shanties **Nursery** • Join in with singing. **Reception** • Perform with expression. **Teaching** **Book:** Tiddler • Learn simple sea shanties. • Add actions and rhythm. **Vocabulary** song, sea shanty, rhythm, beat, perform, sailor

Week 6 Reflection and Celebration	Looking Back on Our Year **Nursery** • Share favourite memories. **Reception** • Reflect on achievements and learning. **Teaching** **Book:** The Huge Bag of Worries by Virginia Ironside (reflection and talking about experiences) or The Colour Monster by Anna Llenas • Circle time celebration. • Share favourite memories from the year. • Reflect on places visited and things learned. • Celebrate achievements together. **Vocabulary** remember, achievement, proud, celebrate, reflection, memory	Summer Changes **Nursery** • Notice seasonal features. **Reception** • Describe signs of summer. **Teaching** **Book:** Summer by Gerda Muller • Summer walk around school grounds. • Identify seasonal changes. **Vocabulary** summer, season, sunshine, warm, change	Summer Changes in Nature **Nursery** • Notice changes outdoors. **Reception** • Describe seasonal changes. **Teaching** **Book:** The Very Hungry Caterpillar's First Summer (Eric Carle-inspired texts) • Observe plants, insects and weather. • Compare spring and summer. **Vocabulary** season, summer, weather, hot, growth, insect	Summer Exhibition **Nursery** • Select favourite work. **Reception** • Reflect on and discuss their creations. **Teaching** **Book:** The Dot by Peter H. Reynolds • Prepare artwork for display. • Discuss achievements and favourite pieces. **Vocabulary** art, display, proud, create, choose, design	End of Year Performance **Nursery** • Participate in group singing. **Reception** • Perform confidently to an audience. **Teaching** **Book:** We're Going on a Summer Holiday (song collection/celebration songs) • Perform favourite songs from the year. • Add actions, rhythm and performance skills. **Vocabulary** perform, audience, song, sing, celebrate, confident