

Autumn 1: Wonderful Me							
Enquiry question: Who am I and what makes me special?							
Magnificent 7 Goal	Plan a party	Shine like an artist	Be a nature detective	Make a movie	Develop healthy habits	WOW us with your writing	Follow a recipe
Milestones	Children can describe aspects of their own life, family, and community and recognise how celebrations are part of these experiences.	Children can explore and experiment with a wide range of media and materials, making marks and beginning to develop their own ideas.	Children can explore the natural world, noticing plants, seeds, and simple animals, and describe what they see using their senses.	Children engage with stories and begin to represent story ideas through talk, drawing and play.	Children can confidently demonstrate their own ability to move in a variety of different ways (e.g. rolling, crawling, running, jumping).	Children begin to apply phonics to write initial sounds, form letters, and write their name.	Children follow simple sequences of steps in practical activities.
Goal overview	Through show-and-tell, role-play, stories, and visits from familiar adults, children explore traditions and special events in their own lives. They can identify basic features of their local community, reflect on family celebrations, and notice similarities and differences between themselves and others. Children begin to show awareness of hygiene routines (e.g., washing hands before food activities), begin to be aware of healthy and nutritious food and basic safety during everyday tasks. Vocabulary related to celebrations, emotions, and roles	Children explore pencils, paint, clay, collage materials, and other art media freely. They experiment with colour mixing, textures, patterns, and different tools to make marks. Adults model vocabulary for materials and processes and introduce children to the work of artists to inspire exploration and discussion. Children begin to describe what their marks or artwork represent and start to give meaning to their creations.	Children engage in observations indoors, within the school grounds and on short walks around the locality. They explore textures, smells, sounds, and colours of plants, soil, and animals using their senses. Adults model vocabulary and encourage children to ask questions about growth, life cycles, habitats, and seasonal changes. Children begin to notice simple changes in their local environment, such as plants growing, leaves falling, or weather variations, and notice signs of decay. Stories and songs about plants and animals reinforce understanding and vocabulary.	Children listen attentively to a wide range of rhymes, poems, songs and stories. They explore characters, settings and story ideas by drawing, discussing and imagining different possibilities. They use role-play, small world toys and props to act out events from familiar stories or their own experiences. Adults model rich vocabulary and encourage children to describe characters, actions and emotions. Children begin to sequence simple events from stories and join in with repeated phrases or refrains. Technology will be introduced through simple recordings of their	Children are provided with a choice of open-ended materials to play with and are given sufficient indoor and outdoor space where there is a range of surfaces to practice and refine fundamental movement skills. They use precise vocabulary, which has been modelled to them, to describe movement and directionality. Children display growing confidence levels, skills and knowledge with moving more fluently, with developing control and grace. They can talk about the effect of physical activity on their body.	As children complete Phase 2 phonics, they begin to apply their phonic knowledge in writing by identifying and writing initial sounds in words. They practise using a tripod grip and develop early handwriting skills through patterns that lead into correct letter formation. Children begin to write their first name accurately. They are also able to orally segment CVC words and represent their knowledge in a variety of written and practical ways.	Children build on their understanding of sequencing by following two or three-step instructions in practical tasks. They begin to understand that activities such as preparing food or organising materials involve completing steps in a particular order. They apply their counting skills when preparing items, such as counting ingredients or sharing resources in a group.

	is introduced through stories and discussions.			storytelling or performances.			
Knowledge progression	They belong to a class and school community. Families are different and special. Everyone has feelings. Good hygiene keeps us healthy.	Artists observe carefully. Different materials create different effects. Colours can be mixed.	Autumn brings changes to trees, plants and weather. Living things need food, water and shelter.	Stories contain characters, settings and events. We can retell stories using pictures and actions.	Healthy eating, exercise, sleep and hygiene help our bodies grow.	Marks and letters communicate meaning. Letters represent sounds. Names begin with capital letters.	Instructions happen in sequence. Counting helps us prepare food.
Skills progression	Introduce themselves, talk about their family, recognise emotions, follow routines, share, take turns and develop friendships.	Hold drawing tools correctly, explore paint, mix colours, create self-portraits and describe their artwork.	Observe closely, compare natural objects, collect evidence, ask questions and describe seasonal changes.	Listen attentively, join repeated refrains, retell stories, use puppets and role play familiar texts.	Balance, run, jump, climb, throw, catch and develop increasing control of fine motor movements.	Develop tripod grip, form some letters correctly, hear initial sounds and write their name with increasing confidence.	Follow two-step instructions, count ingredients, stir, pour, mix and work cooperatively.
EYFS Weekly teaching	MyHappyMind			NELI (My body) Talk for Tuesday (Oracy planning)	Get set for PE	Drawing club Little Wandle	Concept Cat White Rose NCETM
Memorable experiences	World gratitude day World mental health day					National read a book day Roald Dahl day	World food day
Spotlight learning	Family photo gallery Class community tree	Self-Portrait Gallery Exhibition Colour mixing investigation Mark making with different media Clay faces Pablo Picasso	Autumn Nature Walk Weather watchers Pumpkin investigation Leaf detectives Autumn treasure hunt	Home corner role play Story basket exploration Act out the story Small world story play Helicopter stories	Obstacle course challenges Move like me! Tooth brushing workshop Hand washing superheroes Parachute games	Name writing station Label my body Initial sound hunt Family photo labels Mark making activities	Friendship picnic Make a fruit kebab Mix, pour and stir investigation Harvest soup preparation
Key texts	Fiction · The Colour Monster · Owl Babies			Non-fiction · All About Me · My Amazing Body			

	· Funnybones · We're Going on a Bear Hunt · Ruby's Worry · The Family Book			· Healthy Me			
Nursery rhymes and poems	Nursery rhymes · Heads, Shoulders, Knees and Toes · If You're Happy and You Know It · Wind the Bobbin Up · One Finger, One Thumb · Five Little Ducks			Poems · All About Me · I Like Me! · Head, Shoulders, Knees and Toes · Ten Little Fingers · Here's Me · My Five Senses · Autumn Leaves Are Falling Down · Five Little Leaves · The Colour Monster Poem			
Key vocabulary	Teir 1 vocabulary wrist, ankle, shake, fingers, thumbs, throw, catch, toe, feet, fast, slow, body, head, small, big, wash, dry, dirty, clean, teeth, tongue, bite, lick, scratch, stroke and rough.			Teir 2 vocabulary shook, shaken, shaking, threw, thrown, throwing, caught, catching, finger, thumb, faster, fastest, slower, slowest, smaller, smallest, bigger, biggest, washed, washing, washer, dried, drying, drier, dirtier, dirtiest, cleaner, cleanest, tooth, bitten, biting, licked, licking, scratched, scratching, rougher, roughest, headache, hygiene, healthy, exercise, movement, balance, coordination, senses, personal care, healthy choices, describe, compare, observe, notice, explain and sequence.			
Wider curriculum links	RE: Exploring special people, belonging, family traditions and celebrations. PSHE: Understanding feelings, building friendships, self-confidence and classroom routines.	Art & Design: Self-portraits, family portraits, colour mixing, observational drawing and autumn crafts. Design Technology: Building homes and structures using construction materials; creating models of ourselves. Music:	History: Talking about babies and how we have changed since birth; comparing past and present photographs of ourselves. Geography: Exploring our classroom, school and local environment; creating simple maps of familiar places.		Physical Education: Fundamental movement skills, balance, coordination, spatial awareness and outdoor exploration.	Literacy: Listening to stories, retelling events, mark making, name writing and developing early phonics skills.	Computing: Using interactive whiteboards, taking photographs of learning and exploring simple technology around school. Mathematics: Counting, matching, sorting, comparing, recognising patterns and exploring

