

Autumn 2: Once upon a wardrobe							
Enquiry question: Why do we wear different clothes?							
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	People wear different clothes for different occasions. Clothes can show belonging and identity.	Fabrics have different textures and properties. Designers use colours and patterns.	Weather affects what we wear. Animals have different body coverings.	Stories have characters who wear different clothes and costumes.	Clothing can help keep us safe, warm and healthy.	Letters represent sounds in words. Clothing words can be labelled and written.	Instructions happen in sequence and help us make things successfully.
Skills progression	Talk about clothes they wear and special occasions. Recognise similarities and differences.	Explore fabrics, create textile collages, mix colours and describe creations.	Observe weather, compare materials, sort clothing by purpose and season.	Retell stories, use costumes, role play characters and sequence events.	Dress independently, practise zips and buttons, move safely and discuss healthy choices.	Write initial sounds, label clothing, form letters and write names.	Follow two-step instructions, count materials, sequence actions and work cooperatively.
EYFS Weekly teaching	MyHappyMind			NELI (What we wear) Talk for Tuesday (Oracy planning)	Get set for PE	Drawing club Little Wandle	Concept Cat White Rose NCETM
Memorable experiences	Anti-bullying week Children in Need		Remembrance day Christmas Diwali	Bonfire night Nativity performance Whole school pantomime trip			
Spotlight learning	Celebration outfits Christmas party planning	Fashion show Design and make a crown Fabric and texture exploration Weaving ribbons and fabrics	Winter walk and clothing investigation Weather explorations Investigate waterproof materials Winter seasonal changes	Dress up day Puppet theatre performances Draw favourite story characters	Practice zips, buttons and fasteners Protective clothing Threading buttons	Label clothing items Design and label an outfit Write invitations	Decorate biscuits Follow instructions to make a paper crown
Key texts	Fiction · Cinderella · Monster Magic · Aliens Love Underpants			Non-fiction · Clothes Around the World · People Who Help Us Uniforms · Winter Clothing			

	· The Smartest Giant in Town · Pete the Cat: I Love My White Shoes · The Emperor's New Clothes			· Materials and Fabrics			
Nursery rhymes and poems	Nursery rhymes · The Wrong Way Round · Dingle Dangle Scarecrow · When Goldilocks Went to the House of the Bears · This Is the Way We Get Dressed · If You're Wearing Red Today			Poems · This Is the Way We Get Dressed · If You're Wearing Red Today · My Coat · The Scarf · Winter Clothes · The Dressing-Up Box · Buttons · Five Little Mittens · The Smartest Giant · A Pair of Shoes			
Key vocabulary	Teir 1 vocabulary clothes, boots, jacket, helmet, belt, sleeve, collar, button, zip, pyjamas, slippers, uniform, coat, hat, gloves and scarf.			Teir 2 vocabulary wear, hanging, matching, sleeveless, collarless, longer, shorter, pocket, buttonhole, dressing gown, thick, thin, newest, oldest, protect, material, fabric and fasten.			
Wider curriculum links	PSHE: Celebrating differences, self-esteem, belonging, kindness and recognising how clothing can express identity.	Art & Design: Textile art, weaving, fabric printing, self-portraits, fashion design and pattern making Design and technology: Designing crowns, costumes and wearable items. Exploring how clothes are fastened and made. Music:	History: Explore clothing from the past and compare with clothing worn today. Discuss how clothes have changed over time. Geography: Investigate clothes worn in different countries and climates. Explore seasonal weather and clothing choices.		Physical Education: Dressing independently, fine motor fastening skills, movement and coordination activities.	Literacy: Storytelling, role play, labelling clothing, writing captions and developing topic vocabulary.	Computing: Photographing outfits, recording storytelling performances and using simple technology to document learning. Mathematics: Sorting clothes by colour, size and purpose, comparing lengths and sizes, sequencing instructions

		Singing dressing-up songs, Christmas songs, rhythm and movement activities linked to clothing themes.	Science: Materials and fabrics, waterproof investigations, seasonal changes, animal coverings and habitats. RE: Celebrations and special clothing linked to Christmas and other cultural traditions.				and counting materials.
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	Sticky Knowledge						
7 Area's of learning	Personal development	Expressive arts	Understanding the world	Communication and language	Physical development	Literacy	Mathematics
Children will know	· Different people wear different clothes. · Uniforms help identify jobs and roles. · Clothes can represent cultures and celebrations.	· Fabrics have different textures. · Designers use colours, patterns and materials. · Clothing can inspire artwork.	· Weather affects clothing choices. · Animals have different coverings. · Materials can be natural or man-made.	· Clothing vocabulary can be used to describe appearance and function. · Stories contain characters with distinctive clothing.	· Buttons, zips and fasteners help clothing stay on. · Dressing independently develops fine motor control. · Protective clothing keeps us safe.	· Words are made of sounds. · Clothing items can be labelled. · Names can be written on belongings.	· Clothing can be sorted by colour, size and purpose. · We can compare length, thickness and quantity. · Following instructions requires sequencing.

By the end of Autumn 2 the children will.	· Talk confidently about clothes they wear and why. · Recognise clothing used for different jobs, weather and celebrations. · Use topic vocabulary in play and discussion. · Retell familiar stories using costumes and props. · Show increasing independence when dressing and fastening clothing. · Label and write simple words linked to clothing. · Compare, sort and describe clothing using mathematical language. · Explore fabrics and materials through creative and investigative play.
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