

# MARVELLOUS ME — STAFF AT-A-GLANCE (Autumn 1)

*Nursery & Reception Foundation Unit — full detail in the six-week planning document*

| Wk | Topic                                         | Key Question                                                          | Key Vocabulary                                               | Enhanced Provision Highlight                                                                                                                                                                                                                                                       | Key Worker Focus                                                                                                                                                                                                                                                                          | Music / Art / PSHE / RE                                                                                                                                                                                                                      |
|----|-----------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | All About Me — Welcome to Our Unit            | Who am I, and where do I belong in my new classroom?                  | name, same, different, key worker, peg, tray, toilet         | Role Play (Home Corner) — Set up as a familiar 'home' with real-life resources reflecting the range of families in the class, so it feels recognisable to every child in their first days.                                                                                         | Key worker groups are formed this week and kept identical for the rest of the half term.                                                                                                                                                                                                  | Music: Musical Stories — Introduction   Art: Marvellous Marks — Introduction   PSHE: Being Me in My World — Feeling Special and Safe   RE: Where Do We Belong? — I Belong Here                                                               |
| 2  | My Family and My Home                         | Who is in my family, and how are our families the same and different? | family, home, brother, sister, grown-up, same, different     | Role Play (Home Corner) — Enhanced with dressing-up clothes and props reflecting jobs family members do, and a 'family photo wall' children can add to.                                                                                                                            | Key worker groups continue daily; each key worker uses this week's small-group time to look through the family photos/information gathered and have a genuine conversation with each child.                                                                                               | Music: Musical Stories — Sound Effects for Family Life   Art: Marvellous Marks — Portraits of My Family   PSHE: Being Me in My World — Belonging to My Class and My Family   RE: Where Do We Belong? — Special People in My Family           |
| 3  | My Amazing Body and Senses                    | What can my marvellous body do, and how do I look after it?           | senses, see, hear, smell, taste, touch, healthy              | Sensory/Malleable Area — Scented playdough, textured trays (rice, gloop, shaving foam) enhanced with 'can you describe what it feels like?' prompt cards for adults.                                                                                                               | Key worker groups run a 'senses walk' each day this week, rotating so every group experiences indoor and outdoor sensory exploration.                                                                                                                                                     | Music: Musical Stories — Sounds We Can Hear With Our Ears   Art: Marvellous Marks — Marks With Our Whole Body   PSHE: Being Me in My World — Rights and Responsibilities   RE: Where Do We Belong? — Special and Unique                      |
| 4  | My Feelings and Friendships                   | How am I feeling, and how can I be a good friend?                     | happy, sad, angry, worried, excited, friend, kind            | Calm/Reflection Area — New continuous provision area introduced this week: cushions, feelings fans, a mirror and breathing prompt cards, explicitly modelled by adults during 1:1 or small moments before being opened to independent use.                                         | Key worker groups this week focus on 1:1 emotional check-ins, using a simple visual feelings board at drop-off and pick-up so every child (and parent) can indicate how they are feeling.                                                                                                 | Music: Musical Stories — Sounds That Show How We Feel   Art: Marvellous Marks — Marks That Show a Feeling   PSHE: Being Me in My World — Rewards, Feeling Proud and Consequences   RE: Where Do We Belong? — Belonging to a Group of Friends |
| 5  | My Community — People Who Help in Our Setting | Who else belongs in our school family, and how do they help us?       | community, helper, job, school, office, kitchen, playground  | Small World/Role Play — A whole-setting small world (school, office, kitchen, hall) built up with real photos of the actual setting and its staff.                                                                                                                                 | Key worker groups begin to mix deliberately this week for part of each session, so children build relationships beyond their immediate group and with a wider range of familiar adults — an explicit step towards the confident, secure whole-unit community expected by half term's end. | Music: Musical Stories — A Sound Map of Our Setting   Art: Marvellous Marks — Marking Our Own Map   PSHE: Being Me in My World — Our Learning Charter in Action   RE: Where Do We Belong? — Belonging to a Bigger Community                  |
| 6  | My Wonderful World — Ready for Our Visitors   | What makes me, my friends and my world marvellous?                    | similar, different, celebrate, proud, community, world, kind | All Areas — A full 'provision audit' this week: every enhanced provision area is checked against its original purpose and re-set to be sustained as core continuous provision going into the next half term, with resources rotated based on children's interests observed so far. | Key worker groups conduct an end-of-half-term settling-in review for every child, comparing against the Week 1 baseline (separation, independence, language, friendships) and setting clear next steps for Term 2.                                                                        | Music: Musical Stories — Our Marvellous Me Story   Art: Marvellous Marks — Our Marks, Our Progress   PSHE: Being Me in My World — Owning Our Learning Charter   RE: Where Do We Belong? — We All Belong                                      |

## EYFS AREAS OF LEARNING — HALF TERM COVERAGE MAP

*Prime Areas (Communication & Language, PSED, Physical Development) and Specific Areas (Literacy, Mathematics, Understanding the World, Expressive Arts & Design) covered each week*

| Area of Learning                                  | Week 1                                                              | Week 2                                                               | Week 3                                                               | Week 4                                                             | Week 5                                                                | Week 6                                                              |
|---------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Communication and Language</b>                 | Names, routines & new vocabulary modelled through talk              | Comparative language talking about families                          | Senses vocabulary — describing what we see/hear/smell/touch/taste    | Naming feelings; 'why' questions; talk to express emotions         | Conversations with a wider range of adults; interview-style questions | Sharing pride confidently in full sentences; whole-class discussion |
| <b>Personal, Social and Emotional Development</b> | Separating from carers; building trust with key worker              | Sense of belonging to family & class; buddy pairing introduced       | Growing independence in self-care (toileting, handwashing, dressing) | Emotional regulation; calm corner introduced; friendship scenarios | Confidence beyond key group; cooperative mixed-group activities       | Independent routines; confidence, resilience, secure sense of self  |
| <b>Physical Development</b>                       | Independence with coats/pegs; outdoor exploration; fine motor marks | Outdoor family obstacle course; fine motor photo-frame craft         | Obstacle course testing bodies; dance session; healthy snack tasting | Yoga/'calm body' sequences; partner turn-taking games              | Safe movement around wider setting spaces (hall, playground)          | 'Sports of Me' celebration combining skills from the half term      |
| <b>Literacy</b>                                   | Sharing 'All About Me' books; attempting to mark-make own name      | Class 'Our Marvellous Families' book; books showing diverse families | Non-fiction body books; labelling body outline; early CVC words      | Feelings stories; emergent writing of feelings faces               | 'People Who Help Us' texts; thank-you card mark-making                | Class 'Marvellous Me' big book; retelling stories in sequence       |
| <b>Mathematics</b>                                | Counting children at register; matching names to photos             | Counting family members; comparing more/fewer; sorting by size       | Counting body parts; comparing heights with non-standard units       | Sorting feelings cards; AB pattern friendship bracelets            | Positional/directional language mapping the setting; counting helpers | 'Marvellous Me' maths trail consolidating number, measure & shape   |
| <b>Understanding the World</b>                    | Guided tour of classroom/setting; meeting other key adults          | Talking about different homes and jobs family members do             | Growing and changing — sequencing baby to now; planting link         | How our actions affect others' feelings; looking after friends     | Learning names/roles of wider setting staff; community concept        | Celebrating similarities and differences across the class           |
| <b>Expressive Arts and Design</b>                 | Self-portraits using mirrors; free exploration of instruments       | Junk-modelling homes; role play extended to reflect home life        | Detailed self-portraits; hand/foot printing; senses collage          | Self-portrait showing a feeling; friendship bracelet/badge making  | Whole-setting small world; class map/mural created collaboratively    | Collaborative celebration artwork combining the half term's work    |