

Term 1 Overview Plan - Marvellous Me!

Topic: Marvellous Me! <i>Who am I? Who are you? What makes us special?</i>	Week 1 - Key question: <i>"What makes you feel happy and safe at school?"</i>	Week 2 - All About Me Key Question - <i>What makes me special?</i>	Week 3 - My Family and Feelings Key Question - <i>Who is important to me and how do I feel?</i>	Week 4 - My Amazing Body Key Question <i>How does my body help me?</i>	Week 5 - My Senses Key Question - <i>How do my senses help me explore the world?</i>	Week 6 - What Makes Me Special? Key Question - <i>How are we the same and how are we different?</i>	Week 7 - Marvellous Me! Key Question - <i>What have I learned about myself?</i>
Key Learning	Key vocabulary: <i>school, teacher, friend, name, hello, goodbye, classroom, outside, toilet, snack, coat, bag</i>	Key vocabulary: <i>body, head, eyes, ears, nose, mouth, hands, feet, tall, short,</i>	Key Vocabulary: <i>Special, kindness, worried, proud, support, recognise, care, calm, comfort, safe,</i>	Key vocabulary: <i>healthy, unhealthy, strong, weak, bones, heart, exercise,</i>	Key vocabulary: <i>sight, hearing, smell, taste, touch, rough, smooth, soft, hard, loud,</i>	Key Vocabulary <i>Unique, similar, different, individual, respect, include,</i>	Key vocabulary <i>Proud, confident, independent, capable, achieve,</i>

		<i>same, different, like, dislike</i>		<i>hygiene, wash, clean, healthy</i>	<i>quiet, sweet, sour</i>	<i>celebrate, belong</i>	<i>progress, improve, belong</i>
Communication and Language	Listening to others	Talking about ourselves	"This is my..."	Children will develop their listening and attention skills through conversations about their bodies and what they can do. They will learn and use new vocabulary to describe body parts, movement and healthy choices. Children will be encouraged to speak in sentences and respond to simple questions.	Children will talk about what they can see, hear, smell, taste and touch, using their senses to explore and describe the world around them. They will develop their descriptive vocabulary and be encouraged to explain their ideas and experiences. Children will practise listening carefully to others and taking turns in conversations.	Children will talk about their own qualities, interests and experiences and begin to recognise similarities and differences between themselves and others. They will develop vocabulary linked to identity, relationships and feelings. Children will be encouraged to listen to their friends,	Children will reflect on their experiences of starting school and talk about what they have learned and achieved. They will develop confidence when speaking to others and use increasingly detailed sentences to express their thoughts and feelings. Children will listen and respond appropriately during group discussions and celebrate the
	Responding to my name	Developing vocabulary	"I feel happy when..."				
	Introducing myself	Taking turns in conversations	"I feel sad when..."				
	Talking about things I like	Listening to friends	"I like playing with..."				
	Learning classroom vocabulary						

							ask questions and share their own ideas confidently.	achievements of themselves and their friends.
PSED (Circle Time)	Self-Regulation	Meeting new friends and adults	Talking about similarities and differences	Talking about people who are important to us	Looking after ourselves	Being curious	Recognising strengths	I am proud of..."
	Building Relationships				Healthy choices	Trying new things	Celebrating differences	Reflecting on our first weeks
	Managing Self	Learning names	Understanding that everyone is special	Understanding different families	Personal hygiene	Talking about experiences	Developing positive self-image	Friendship Independence
		Exploring the classroom and outdoor environment	Expressing likes and dislikes	Naming basic emotions	Recognising and managing emotions	Working alongside others	Understanding that everyone is unique	Being part of our class community
		Understanding simple routines	Beginning to recognise emotions	Talking about how we feel		Developing resilience	Friendship and kindness	
		Finding my belongings		Learning strategies for calming ourselves				
		Learning where to go for help	Developing confidence to speak to others	Developing friendships				

		Beginning to separate from parents/carers						
Physical Development	Fine and Gross Motor Skills	Daily Fine Motor 8.40 - 9.10.	Daily Fine Motor 8.40 - 9.10. Dough disco Squashing, rolling and pinching playdough Large-scale mark making Climbing, balancing and running outdoors	Daily Fine Motor 8.40 - 9.10. PE - Gross Motor Physical Development Fine motor activities Dough Tweezers Pegs Threading Cutting	Daily Fine Motor 8.40 - 9.10. PE - Running, jumping, climbing and balancing activities Practise moving safely around spaces Stop/start games following instructions Change direction and speed	Daily Fine Motor 8.40 - 9.10. PE - Obstacle courses to develop balance and spatial awareness Crawling, climbing, jumping and landing Moving safely around equipment and others Respond to sounds and visual cues	Daily Fine Motor 8.40 - 9.10. PE - As last week	Daily Fine Motor 8.40 - 9.10. PE - As last week

				Large-scale movement	Develop body control and coordination	Develop confidence in physical challenges		
Literacy	Writing - Term focus. - CVC words and simple sentences for Ditty/Red phonics group Green/ Purple and Pink CVCC words and CCVC words. Writing longer	BASELINE <i>Starting School</i> - Janet & Allan Ahlberg <i>The Colour Monster Goes to School</i> - Anna Llenas	BASELINE <i>All About Me</i> - Anthony Browne <i>The Family Book</i> - Todd Parr	BASELINE <i>The Colour Monster</i> - Anna Llenas <i>Owl Babies</i> - Martin Waddell <i>The Family Book</i> - Todd Parr	<i>Funnybones</i> - Janet & Allan Ahlberg Children can: Talk about characters Describe characters Draw themselves as skeletons Create imaginative "Funnybones" adventures	<i>The Five Senses</i> / a sensory-themed picture book Literacy Describing what we can see/hear/smell /touch/taste Oral sentence building Drawing and labelling initial sounds	<i>Elmer</i> - David McKee Literacy / Drawing Club Character descriptions Storytelling Create an alternative Elmer adventure Initial Sounds Independent mark making	<i>The Colour Monster</i> / <i>Only One You</i> Literacy Create a class book: "Our Marvellous Me!" Each child contributes: Their name Self-portrait

	sentences and fluency. Start using set 2 sounds. Writing independently - introduce capital letters and full stops.				Begin writing labels and simple captions RWI Begin formal Set 1 teaching according to RWI assessment/grouping Fred Talk Oral blending Letter formation Name writing			Something they like Something they're good at Their favourite thing about school
Maths	Number and Numerical Pattern	BASELINE - In provision - counting children	BASELINE - In provision - Counting body parts	BASELINE - Maths through play	Mastering Number Week 1 - <i>Subitising - Perceptual subitising to 3</i>	Mastering Number Week 2 - Counting. <i>Counting sequence; 1:1</i>	Mastering Number Week 3 <i>Composition of 3 and 4;</i>	Mastering Number Week 4 - <i>Subitising to 4; perceptual and</i>

		Number songs Sorting objects Comparing big/small Exploring shape through construction	Comparing height Sorting objects by colour/size Exploring patterns	Counting family members Matching pairs Sorting Simple repeating patterns	Dotty cards - use dot/spot cards showing 1, 2 and 3. Children say how many they can see without counting. Small-world collections - provide groups of 1-3 animals, buttons or objects for children to recognise quantities quickly. "Show me 3!" game - children quickly show 1, 2 or 3 fingers, dots or objects when given a number or visual prompt.	<i>correspondence, cardinality</i> Counting collections - provide small collections of 1-5 objects for children to count carefully, touching/moving each object once. Counting teddies/animals - children count out objects for a teddy and answer "How many are there altogether?", reinforcing cardinality. Number hunt - children find numbers around the provision and collect the matching number of objects, e.g.	<i>all numbers can be made of ones</i> Build 3 and 4 - use cubes, counters or loose parts to make groups of 3 and 4, encouraging children to see that they are made from individual ones. "Ways to make 3 or 4" - use two hoops/plates and counters to explore different ways of making 3	<i>conceptual; making 4</i> Dotty dice – roll a dice and quickly say how many dots are shown without counting. Quick-look cards – show dot patterns of 1–4 briefly and ask "How many did you see?" Small-world quantities – place 1–4 animals/object s in a group and encourage children to
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						"Find 4 and collect 4 blocks."	and 4, e.g. 2 + 1 or 3 + 1. Build a tower - children make towers of 3 or 4 cubes, counting each cube as one and talking about how many ones make the whole tower.	recognise the quantity at a glance.
Underst anding the World	Past and Present	S				Five senses investigation	Hair/eye colour surveys	Then and now
	People and Communities					Mystery bags Sound walks Smell pots	Family similarities Baby → child → adult	Baby photographs
	The Natural World					Texture investigation	Looking at photographs of ourselves	How we've changed Our families

						Colour investigation		Our school community
Expressive Arts - Music DT -		BASELINE - How to use resources Music area in provision	BASELINE - How to use resources Music area in provision	BASELINE - How to use resources Music area in provision	Music - circle time - how we can use our bodies to make sounds!	Listening to different types of music as we get home things.	Elmer collage Self-portraits "What makes me special?" artwork	Self-portrait gallery Handprint artwork "Marvellous Me" crowns
Provision -		Self-portraits - mirrors, pencils, crayons and paint Name making - magnetic letters, name cards and tracing Role play - set up a mini classroom/home corner Friendship building - partner	Make an "All About Me" self-portrait Body tracing Face collages Mirror painting/drawing "I like..." pictures Dough faces	Family role-play - home corner with dolls, babies and family props Family portraits - draw or paint people who are important to them Feelings faces - mirrors, emotion cards and drawing different expressions	Doctor's surgery role-play - doctors, nurses, patients and medical equipment Body tracing - work together to draw around bodies and label body parts Healthy café - role-play making	Senses investigation table - explore objects using sight, touch, smell and hearing Mystery bags - feel and describe hidden objects Sound station - explore instruments and	Self-portrait studio - mirrors, paint and varied materials "I am good at..." - draw or make something showing a skill or interest Elmer collage - create colourful individual Elmer pictures	Marvellous Me self-portraits - create a final portrait for display Class book - contribute a page to <i>Our Marvellous Me!</i> Achievement gallery - children choose something they are proud of Reception role-play - recreate

	games, turn-taking and simple board games Explore our environment - treasure hunts around the classroom and outdoor area	Measuring ourselves Body movement games	Colour Monster sensory play - sort colours linked to different feelings Calm corner - explore breathing, sensory bottles, soft toys and calming activities	and serving healthy foods Dough body parts - make faces, hands, feet and other body parts using playdough Move like me! - movement cards encouraging children to jump, stretch, balance, crawl and move in different ways	identify loud/quiet sounds Smell pots - identify and describe different familiar smells Texture kitchen - explore and sort foods/objects by texture and describe how they feel	Same and different sorting - sort objects/photographs by features and characteristics Friendship café - role-play sharing, kindness and caring for others	favourite parts of their school experience Marvellous Me museum - display children's artwork, photos and special creations
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