

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Settling in & Baselines		All About Me – My Feelings	All About Me – Likes and Dislikes	All About Me – My Family	All About Me – My Home	All About Me – My Community	All About Me – People who help us
Learning Outcomes	Develop a sense of belonging in the classroom community – Children begin to form positive relationships with adults and peers, learning names and starting to feel part of the group. Begin to follow routines and expectations – Learn and practise daily routines such as lining up, snack, tidy up, and using resources safely. Express and recognise feelings about starting school – Use story prompts (<i>The Colour Monster Goes to School, Owl Babies</i>) to talk about emotions and settle into the classroom environment. Share simple information about themselves – Communicate their name, family members, or favourite things through talk, drawings, or photos from home. Engage in baseline activities – Take part in play-based tasks and short activities so adults can observe early skills in communication, physical development, literacy, and maths.		Identify and name basic emotions – Recognise feelings such as happy, sad, angry, and scared in themselves and others. Begin to talk about their own feelings – Use story prompts and role-play to describe how they feel in different situations. Understand that others may have different feelings – Start to notice and respond to the emotions of their friends. Use creative expression to represent emotions – Explore colour, art, and movement as a way to show feelings.	Talk about their own preferences – Share favourite colours, toys, foods, or activities and begin to explain why they like them. Recognise that others may have different likes and dislikes – Listen to friends’ ideas and begin to show respect for differences. Use descriptive language to express opinions – Begin to use words like “because” to explain their choices. Represent preferences through creative work – Use drawings, lists, or collages to show things they enjoy or dislike.	Talk about their family members – Share information about who is in their family and what makes each family unique. Understand the roles of different family members – Begin to describe what each family member does and how they contribute to the family. Explore similarities and differences between families – Compare their own family to others, using books and real-life examples. Represent their family through creative work – Create family portraits, family trees, or models to express their understanding of family structure.	Talk about where they live – Children begin to explain where they live and describe the different types of homes (e.g., house, flat, apartment). Identify different rooms in a home – Children learn the names of various rooms (e.g., kitchen, bedroom) and understand their purpose (e.g., sleeping, cooking, playing). Compare their home with others – Recognise and talk about similarities and differences between their home and those of friends or family members.	Talk about familiar places in their community – Children name and describe places they know, such as the park, shops, library, or church. Understand that communities are made up of different people – Begin to recognise that everyone plays a role in making a community. Compare their own experiences with others – Notice similarities and differences in how families spend time in their community.	Identify people who help in school and the community – Recognise roles such as teacher, doctor, firefighter, police officer. Understand how people help others – Begin to talk about the jobs people do and why they are important. Show respect and appreciation for helpers – Learn ways to say thank you and value people’s work. Act out roles through play – Use role-play to explore helping others.
Key Vocab Inc. 10 Books Tier 2	School, teacher, friend, family, happy, sad, scared, routine, rules, kind, listen, share. Tier 2 words: <i>routine, kind, share, happy, scared.</i>		The Rainbow Fish Sparkling, Peculiar, Emerged Feelings, happy, sad, angry, scared, worried, excited, calm, safe, share, kind.	I like Bees I don’t like Honey Chasing, zooming, interrupting Like, dislike, favourite, enjoy, don’t like, different, same, choice, prefer.	The Tiger Who Came for Tea Suddenly, Wonder, Supper Family, mum, dad, brother, sister, grandma, grandpa, aunt, uncle, cousin, pet, role, home.	In Every House on Every Street Crooked, comfy, giggle Home, house, bedroom, kitchen, living room, door, window, roof, bed, play, sleep, eat.	The Three Little Pigs Growled, Roared, Crept Community, family, friend, neighbour, shop, park, library, school, church.	Helper, job, doctor, nurse, firefighter, police officer, teacher, postman, builder, shopkeeper.
Key Questions	What is your name? How do you feel about starting school? Who is in your family? What makes a good friend? What do we need to do to be kind in our classroom?		How are you feeling today? What makes you happy/sad? What can we do if we feel worried or scared? How can we be kind to our friends when they feel different to us?	What do you like to play with? What is your favourite colour/food/game? Does everyone like the same things? How can we be kind if someone likes something different from us?	Who is in your family? What do your family members do? How is your family the same or different from your friend’s family? How do we show kindness to our family?	Where do you live? What rooms are in your house? What do we do in each room of the house? How is your home the same or different from your friend’s home?	Where do you go in your community? Who do you see there? Why is your community important? How is your community the same or different to your friend’s?	Who helps us at school? Who helps us in our community? How do they help us? How can we say thank you to them?

					How does a house help us?		
Activities	Circle time introductions – share names and favourite things. Create a class “All About Me” display – photos/drawings of each child with their name. Explore classroom areas with adult-led guided tours. Role-play “starting school” using dressing-up clothes, lunch boxes, registers. Read and discuss <i>The Colour Monster Goes to School</i> Singing welcome songs and name songs. Baseline observation games: counting objects, mark making, drawing themselves, recognising sounds in their name.	Read <i>The Colour Monster</i> – sort colours and match them to feelings. Feelings register – children choose a colour or emoji to show how they feel each morning. Role-play “How would you feel if...?” scenarios using puppets or dolls. Create a “Feelings Collage” – children choose colours and textures to represent an emotion. Play mirror games – copy happy/sad/angry faces to learn about expressions. Class discussion: “What makes us feel better when we are sad?”	Re-cap <i>The Rainbow Fish</i> – talk about sharing, liking, and friendship. “Favourite Things” show and tell – children bring/draw/talk about something they love. Create a “Favourite Things” class chart (e.g. favourite fruit, favourite colour). Sorting activity: “Like/Don’t Like” – children place pictures into categories. Favourite colours collage – each child contributes to a rainbow display. Outdoor activity: “Would you rather?” movement game (jump to your favourite choice).	Read <i>The Family Book</i> – discuss different types of families and who is in them. Family tree activity – children draw or build a simple family tree using pictures or photos. “My Family” Show and Tell – children share something about their family or bring in a photo. Create family portraits using a variety of materials (paint, crayons, collage). Role-play family scenarios – acting out different family activities (e.g., dinner time, playing together). Play “Who’s in my family?” matching game with photos or pictures of family members.	Read <i>In Every House on Every Street</i> – discuss the different families, routines, and rooms shown in the story. Draw their own home and label rooms – children explain what happens in each space. Build a “street of homes” as a class using construction blocks or junk modelling. Play “What happens where?” – sorting activities for daily routines (eat, sleep, wash, play). Walk around the school’s local area (if possible) to look at different homes nearby.	Read <i>The Big Book of Families</i> – discuss the different ways families live, work, and spend time in their communities. Create a class “Community Map” – children add pictures or drawings of places they visit. Build community buildings (shops, library, church, school) using construction or junk modelling. Role-play shops or cafes in the role-play area. Circle time: “What do you like to do in your community?”	Read <i>The Smartest Giant in Town</i> – discuss how George helps others and why kindness matters. Visitors/role-play: Invite a local helper (nurse, firefighter, police officer) or set up role-play in class. Create “Thank You” cards for helpers in the school or community. Make a class book: “People Who Help Us” – each child draws and labels someone. Small world play: community helpers with vehicles and buildings. Circle time: “How can we help others?”
Enhancements	Minimal enhancements to allow children to explore continuous provision and become familiar with different classroom areas.	Reading Area: <i>The Colour Monster</i>, <i>Owl Babies</i>, and other stories about feelings. Creative Area: Paints and pastels in emotion-linked colours for free painting. Role-Play Area: Puppets, masks, or mirrors to explore facial expressions and role-play emotions. Small World: Dolls/figures with simple scenarios for “How do they feel?” play.	Reading Area: <i>The Rainbow Fish</i>, <i>The Family Book</i> (preferences and differences). Creative Area: Favourite colour painting/collage. Maths Area: Simple tally chart activity for favourite choices. Writing Area: Templates for “I like...” sentences with drawing space. Role-Play/Home Corner: Include a “tea party” theme where children choose favourite foods/dishes.	Reading Area: Books about families (<i>The Family Book</i>, <i>Owl Babies</i>, <i>Maisy</i>, <i>Charley</i>, and <i>the Wobbly Tooth</i>). Creative Area: Family portraits with a range of materials (crayons, paints, fabric). Small World: Family figurines or dolls for role-play in home or community settings. Maths Area: Create a simple family groupings game (sorting family members or building a “family pyramid”).	Reading Area: <i>In Every House on Every Street</i> and other books about homes/families. Creative Area: Pre-cut shapes (doors, windows, roofs) for children to assemble into house collages. Construction Area: Build simple homes with blocks or Lego, adding features like roofs and windows. Small World: Dolls’ house or small world families for role-play.	Reading Area: <i>The Big Book of Families</i> and non-fiction books about places in the community. Creative Area: Map-making with paper, pens, and stickers for roads/parks. Construction Area: Blocks/Lego to build community buildings. Small World: Figures and small-world houses/buildings to make a “mini town.”	Reading Area: Non-fiction books about people who help us + <i>The Smartest Giant in Town</i>. Creative Area: Card-making and drawing uniforms/tools of helpers. Role-Play Area: Doctor’s surgery, police station, or fire station props. Construction Area: Build vehicles (fire engine, ambulance, police car). Writing Area: “A person who helps me is...” prompts.

		Writing Area: Emotion word cards with simple mark-making prompts (e.g. “I feel ____ when ____”).		Writing Area: Write simple labels or captions for family portraits or tree.	Writing Area: “My House” templates for children to label with simple words or marks.	Writing Area: “In my community I see...” sentence starters.	
ELG Links	PSED: Show resilience and perseverance in the face of a challenge. CL: Understand how to listen carefully and why listening is important. UW: Talk about members of immediate family and community. EAD: Safely explore and use a variety of materials, tools, and techniques. PD: Fine Motor Control: Begin to develop a pencil grip, holding it with a whole hand or using a tripod grip to make marks on paper.	PSED: Identify and moderate their own feelings socially and emotionally. CL: Use new vocabulary to describe and explain emotions. UW: Make sense of their own life experiences. EAD: Explore colour and texture to represent feelings creatively. PD: Fine Motor Control: Begin to control a pencil or crayon to make simple marks, lines, or shapes, practising correct grip and movement.	PSED: See themselves as a valuable individual with their own preferences. CL: Use talk to explain choices and give simple reasons. UW: Recognise similarities and differences between themselves and others. EAD: Use creative media to represent personal favourites. PD: Fine Motor Control: Hold a pencil with more control and use it to make simple shapes, lines, and marks during drawing or colouring activities.	PSED: Show understanding of their own needs and those of others in social settings. CL: Use new vocabulary to talk about their family and relationships. UW: Talk about the roles and responsibilities of different family members. EAD: Use art and design to represent their family in creative ways. PD: Fine Motor Control: Hold a pencil with a correct grip and make marks or simple drawings, such as family portraits, with increasing control.	PSED: Talk about their own home and listen to others describe theirs. CL: Use full sentences to describe rooms and routines in their home. UW: Recognise similarities and differences between their home and others. EAD: Represent their home through drawing, collage, or building. PD: Fine Motor Control: Practise pencil grip and control while drawing their house or cutting/placing shapes to create a home collage.	PSED: Develop a sense of belonging in their community. CL: Use talk to describe places they know. UW: Make sense of their community and the wider world. EAD: Represent community places using creative resources. PD: Fine Motor Control: Use fine motor control to draw or write about places in their community.	PSED: Understand the importance of helping others. CL: Use new vocabulary related to jobs and roles. UW: Explore the roles of people in the community and why they are important. EAD: Use art, role-play, and model-making to explore helpers’ roles. PD: Fine Motor Control: Strengthen pencil grip and scissor skills when making cards or drawing helpers.
Small Steps	Begin to separate from parents/carers with support. Learn and begin to follow key routines independently. Use simple sentences to talk about themselves and their families. Explore and engage with continuous provision areas with confidence. Show early attempts at mark making, counting, and drawing during baseline activities.	Begin to name common feelings with adult prompts. Talk about how they feel in simple terms (“I am happy”). Recognise and respond when a friend feels differently to them. Choose colours or materials to represent an emotion in creative play.	Begin to state “I like...” or “I don’t like...” in familiar contexts. Recognise that friends may make different choices. Use simple sentences to explain a preference (“I like apples because they’re sweet”). Record their choice using drawings, lists, or charts.	Begin to name key family members (e.g., mum, dad, brother, sister). Describe a family member’s role or something they do. Represent their family using pictures or simple words. Explore and compare their family to others through discussion and play.	Begin to name and describe different rooms in their home. Use simple sentences to explain what happens in different parts of their house. Recognise that homes can be different but still important to families. Start to use new vocabulary such as <i>street</i> and <i>neighbour</i> when talking about where they live.	Begin to name familiar places in their community. Use simple sentences to describe what they see and do there. Represent their community in play and creative tasks. Recognise that other people’s communities may be different.	Begin to name and describe people who help them. Use role-play to explore the jobs helpers do. Show appreciation for helpers through talk, role-play, and creative activities. Start to understand their own role in helping others (classroom jobs, being a kind friend).

Other Curriculum Areas:

Maths	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	See EYFS Maths Yearly Overview						

Forest School	Understand the effect of changing seasons on the natural world around them. Explore the natural world. Observe changes. Name and describe plants and animals. Describe and observe what they can see – draw pictures of the natural world.
PE	Get Set 4 P.E. Introduction to P.E: Unit (see separate planning for knowledge and vocabulary) Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling
PSED	-Blue Chameleon -Red Rockets and Rainbow Jelly -Todd Parr The Family Book -Class rules and routines -See themselves as a valuable individual, sharing information about ourselves and our families -Sharing interests with others -Supporting children to build relationships