

# United Learning

## EYFS Curriculum: Unit Overview

### Reception

*Autumn 1: Me and My World*



# Overview of EYFS

	N2	N3/4	Reception
Autumn			<b>Me and My World</b> <i>All about me, my school and my family</i>
			<b>My Heroes</b> <i>People who help us and superheroes</i>
			<b>Standing ovation</b> <i>Winter festivals</i>
Spring			<b>Castles, knights and dragons</b> <i>Fantasies and fairy tales</i>
			<b>Spring in our step</b> <i>Growing and life cycles</i>
Summer			<b>Where we live</b> <i>Our local area and significant buildings and individuals, both now and in the past</i>
			<b>Science detectives</b> <i>Seasons, states of matter, my body and holidays</i>

# Unit overview

## Communication & language and literacy

- CL:**
- Engage in story times.
  - Learn new vocabulary.
  - Understand how to listen carefully and why listening is important.
  - Articulate their ideas and thoughts in well-formed sentences.
  - Engage in non-fiction books.
  - Use new vocabulary through the day.
- Literacy:**
- Write their first name without a reference.
  - Answer 'what' questions related to a story
  - Spell words by identifying the sounds and then writing the sound with letter/s.- *write the correct initial sounds of words*
  - Read individual letters by saying the sounds for them.

## Mathematics

- Match and Sort:**
- Find and match objects that are the same.
  - Sort objects according to colour, size or shape.
- Compare Amounts:**
- Use the vocabulary fewer, the same and more to compare groups of objects.
- Compare Size, Mass and Capacity:**
- Compare and order objects according to their size.
  - Use mathematical language to describe size
- Explore Pattern:**
- Copy, continue and create simple repeating patterns.
  - Explore AB patterns in a range of contexts.

## Understanding the world

- Development matters**
- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
- ELG Assessment**
- Talk about the lives of people around them and their roles in society

## PSED

- Development matters**
- See themselves as a valuable individual.
  - Manage own needs.
- ELG Assessment**
- Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.

## Physical development

- Development matters**
- Know and talk about the different factors that support their overall health and wellbeing.
  - Manage the school day successfully.
- ELG Assessment**  
N/A

## Expressive Arts & Design

- Development matters**
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
  - Develop storylines in their pretend play.
- ELG Assessment**
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
1	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Engage in story times</li> <li>Learn new vocabulary</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Write their first name without a reference</li> </ul>	<p><b>What I Like About Me by Allia Zobel-Nola</b></p> <ul style="list-style-type: none"> <li><i>Draw/paint a picture and write their name underneath.</i></li> <li><i>Orally describe themselves using new vocabulary introduced through the story</i></li> </ul>
2	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Write their first name without a reference.</li> <li>Answer 'what' questions related to a story</li> </ul>	<p><b>What Makes Me a Me? By Ben Faulks</b></p> <ul style="list-style-type: none"> <li><i>Answer questions about what the child in the story is doing.</i></li> <li><i>Using sentence stems, orally construct sentences about themselves.</i></li> <li><i>Photograph children doing what makes them special and label.</i></li> </ul>
3	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li><i>- write the correct initial sounds of words</i></li> </ul>	<p><b>Usborne All About Families</b></p> <ul style="list-style-type: none"> <li><i>Using sentence stems, orally construct sentences about their family.</i></li> <li><i>Using a folded house template, draw who lives in their house and label using initial sounds.</i></li> </ul>
4	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Use new vocabulary through the day.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p><b>Me and My Amazing Body by Joan Sweeny</b></p> <ul style="list-style-type: none"> <li><i>Use correct vocabulary to talk about parts of their body</i></li> <li><i>Add labels to body parts by reading and writing initial sounds</i></li> </ul>



# Mathematics

Week	Focus	Core learning tasks
1	<b>Match and Sort</b> <ul style="list-style-type: none"> <li>Find and match objects that are the same.</li> <li>Sort objects according to colour, size or shape.</li> </ul>	<ul style="list-style-type: none"> <li>Sort and match objects in provision according to size, colour and shape.</li> <li>Find socks that match.</li> <li>Play snap and other matching games.</li> <li>Sort and match objects according to their own criteria using loose parts and collections of objects.</li> <li>Suggest the rule for how a groups of objects are sorted.</li> </ul>
2	<b>Compare Amounts</b> <ul style="list-style-type: none"> <li>Use the vocabulary fewer, the same and more to compare groups of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Compare sets of objects by lining them up or using a 5 frame.</li> <li>Compare sets made up of objects of different sizes.</li> <li>Make comparisons between sets in provision.</li> </ul>
3	<b>Compare Size, Mass and Capacity</b> <ul style="list-style-type: none"> <li>Compare and order objects according to their size.</li> <li>Use mathematical language to describe size</li> </ul>	<ul style="list-style-type: none"> <li>Read stories that support discussion about size: <i>Where's my Teddy</i> by Jez Alborough, <i>Dear Zoo</i> by Rod Campbell.</li> <li><i>Goldilocks and the 3 Bears</i>: Read the story, prepare for a picnic, learn the song.</li> <li>Sort and order items in provision according to size.</li> </ul>
4	<b>Explore Pattern</b> <ul style="list-style-type: none"> <li>Copy, continue and create simple repeating patterns.</li> <li>Explore AB patterns in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Join in AB action patterns.</li> <li>Repeat pattern language from stories such as <i>Going on a Bear Hunt</i> by Michael Rosen.</li> <li>Join in and create AB sound patterns using instruments.</li> <li>Create own repeating patterns using natural materials, numicon building blocks and shapes.</li> </ul>



# Personal, Social and Emotional Development

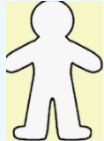
## Pupils should be able to:

### Development matters

- See themselves as a valuable individual.
- Manage own needs.

### ELG Assessment

- Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.

	What the children will do	What the practitioners should do
<b>Activity</b>	Circle/Group Times 1. Share the book 'Marvellous Me: Inside and Out.' by Lisa Bullard. 2. Share in the group what makes us marvellous.	<ul style="list-style-type: none"> <li>• Ask questions about the book.</li> <li>• Model sharing what makes them marvellous.</li> <li>• Provide sentence stems for the children to copy.</li> <li>• Reinforce the message that we are all individual and special.</li> </ul>
<b>Activity</b>	Look in the mirror and describe themselves in positive terms.	<ul style="list-style-type: none"> <li>• Model using the mirror and describing what they see.</li> <li>• Provide sentence stems for the children to copy.</li> <li>• Reinforce the message that we are all individual and special</li> </ul>
<b>Enhanced provision:</b> Mark Making	Create a 'Role on the Wall' of themselves. 	<ul style="list-style-type: none"> <li>• Model making their own 'Role on the Wall'.</li> <li>• Provide a completed 'Role on the Wall' as a model.</li> <li>• Model using alphabet charts/ sound mats to support the writing of labels.</li> </ul>

# Physical Development

## Pupils should be able to:

### Development matters

- Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes-

### ELG Assessment

N/A

	What the children will do	What the practitioners should do
<b>Activity</b>	Engage in the sharing of books and discussion about healthy lifestyles. <i>Me and My Amazing Body by Joan Sweeney, The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell, I Will Never Not Ever Eat a Tomato by Lauren Child</i>	<ul style="list-style-type: none"> <li>• Read the books, explaining new vocabulary.</li> <li>• Talk with children about exercise, healthy eating and the importance of sleep.</li> </ul>
<b>Activity</b>	Join in group times where expectations are shared and agreed. Follow instructions as new routines are introduced.	<ul style="list-style-type: none"> <li>• Model and explain the expectations in the classroom and around school.</li> <li>• Provide visual reminders.</li> <li>• Celebrate, praise and reward children who adhere to the expectations.</li> <li>• Help individual children to develop good personal hygiene.</li> </ul>
<b>Enhanced provision:</b> Snack Table	Express their preferences. Try a range of healthy snacks. Talk about the food they are eating.	<ul style="list-style-type: none"> <li>• Provide a range of healthy snacks.</li> <li>• Model healthy choices.</li> <li>• Display images of fruit and vegetables with vocabulary.</li> </ul>
<b>Enhanced provision:</b> Outdoor Physical Development	Using images from the book <i>The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</i> , move and stretch in different ways.	<ul style="list-style-type: none"> <li>• Model the actions and vocabulary together.</li> <li>• Provide visual prompts.</li> <li>• Support and encourage children to copy the actions.</li> </ul>



# Understanding the World

## Pupils should be able to:

### Development matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

### ELG (Past and present)

- Talk about the lives of people around them and their roles in society

	What the children will do	What the practitioners should do
<b>Activity</b>	Share photographs or their family, name and talk about them.	<ul style="list-style-type: none"> <li>• Model sharing a photograph of family.</li> <li>• Explain new vocabulary.</li> <li>• Provide sentence stems.</li> <li>• Ask questions to encourage children to elaborate.</li> </ul>
<b>Activity</b>	Using a folded house template, draw who lives in their house and label using initial sounds.	<ul style="list-style-type: none"> <li>• Model drawing and labelling their family.</li> <li>• Provide alphabet charts/ sound mats.</li> <li>• ‘Tell me about...’</li> </ul>
<b>Enhanced provision:</b> Small world	Use a dolls house to reenact familiar experiences at home and with family.	<ul style="list-style-type: none"> <li>• Model introducing story lines.</li> <li>• Model vocabulary linked to homes and families.</li> <li>• Provide dolls that reflect the diversity of the setting.</li> </ul>
<b>Enhanced provision:</b> Role play	Use photographs of different families to support role play. Role-play visting different family members.	<ul style="list-style-type: none"> <li>• Model role-play scenarios.</li> <li>• Provide images of different types of family from around the world.</li> </ul>





# Expressive Arts and Design

## Pupils should be able to:

### Development matters

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Develop storylines in their pretend play.

### ELG Assessment

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

	What the children will do	What the practitioners should do
<b>Activity</b>	Using a choice of paint, pencils or crayons, create a self-portrait. Use a mirror to observe their features.	<ul style="list-style-type: none"> <li>• Talk about the effects created using different mark making tools.</li> <li>• Model how to hold and control mark making tools.</li> <li>• Model creating a self-portrait narrating their actions.</li> <li>• Talk about hair, skin and eye colour.</li> <li>• Prompt children to observe closely through questioning.</li> </ul>
<b>Enhanced provision:</b> Role play	Use photographs of different families to support role play. Role-play vising different family members.	<ul style="list-style-type: none"> <li>• Model role-play scenarios.</li> <li>• Provide images of different types of family from around the world.</li> </ul>



# Resources

## Topic Book Box

### Fiction

- A Family is a Family, is a Family by Sarah O'Leary
- From Head to Toe by Eric Carle
- Owl Babies by Martin Waddell
- Amazing Grace by Mary Hoffman
- Hip and Hop: You Can Do Anything by Akala
- Hair Love by Matthew Cherry and Vashti Harrison
- Marvellous Me: Inside and Out by Lisa Bullard
- I Will Never Not Ever Eat a Tomato by Lauren Child
- *What I Like About Me* by Allia Zobel-Nola
- *What Makes Me a Me?* By Ben Faulks

### Non-fiction

- All Kinds of People by Emma Damon
- My Five Senses by Aliko Brandenburg
- *Me and My Amazing Body* by Joan Sweeney
- *All About families* by Usbourne Books
- The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell

### Songs, Rhymes and Poetry

- Head, Shoulder, Knees and Toes

## Provision areas

### Small world

- Dolls house
- Doll figures that reflect diversity

### Maths Area

- Where's my Teddy by Jez Alborough
- Dear Zoo by Rod Campbell
- Going on a Bear Hunt by Michael Rosen.
- Patterned socks
- Snap and other matching games
- Instruments

### Role play

- Pictures of different families

### Mark Making

- Role on the wall template
- House template

### Creative Area

- Mirrors
- Portrait examples

### Snack Table

- Variety of healthy snacks
- Pictures of healthy snack with vocabulary

### Outdoor Movement

- Images from the *Busy Body Book* by Lizzie Rockwell

