

# 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>Winterfestivals</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	<b>CL</b> <ul style="list-style-type: none"> <li>Engage in story times</li> <li>Learn new vocabulary</li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>Write their first name without a reference</li> </ul>	<b>What I Like About Me by Allia Zobel-Nola</b> <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	<b>CL</b> <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> <b>Literacy</b> <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>	<b>What Makes Me a Me? By Ben Faulks</b> <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	<b>CL</b> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s. - <i>write the correct initial sounds of words</i></li> </ul>	<b>Usbourne All About Families</b> <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	<b>CL</b> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Use new vocabulary through the day.</li> </ul> <b>Literacy</b> <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>	<b>Me and My Amazing Body by Joan Sweeny</b> <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
Activity	<p>Circle/Group Times</p> <ol style="list-style-type: none"><li>1. Share the book 'Marvellous Me: Inside and Out.' by Lisa Bullard.</li><li>2. Share in the group what makes us marvellous.</li></ol>	<ul style="list-style-type: none"><li>• Ask questions about the book.</li><li>• Model sharing what makes them marvelous.</li><li>• Provide sentence stems for the children to copy.</li><li>• Reinforce the message that we are all individual and special.</li></ul>
Activity	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>
Enhanced provision: 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
Activity	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 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>
Activity	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>
Enhanced provision: 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>
Enhanced provision: 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
Activity	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>
Activity	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>
Enhanced provision: 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>
Enhanced provision: Role play	Use photographs of different families to support role play. Role-play using 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
Activity	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>
Enhanced provision: Role play	Use photographs of different families to support role play. Role-play using 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 Aliki Brandenberg
- *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

