

# United Learning

## EYFS Curriculum: Unit Overview

### Reception

*Spring 1: Spring in Our Step*



# Overview of EYFS

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



# Unit overview

## Communication & language and literacy

### CL

- Understand and use new vocabulary introduced through non-fiction texts and stories
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Ask questions to find out more and to check they understand what has been said to them.

### Literacy

- Form lower-case and capital letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.

## Mathematics

### Recognise and represent 8, 9 and 10:

- Identify representations of 8, 9 and 10
- Explore the composition of 8.9 and 10

### Compare numbers to 10:

- Make comparisons between groups of 0-10 objects.

### Number Bonds to 10:

- Explore number bonds to 10 using real objects
- Find how many more to make 10

### Shape and Spatial Reasoning:

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

### Continue, copy and create repeating patterns.

- Copy and continue repeating patterns

## Understanding the world

### Development matters

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons.

### ELG Assessment

- Explore the natural world, making observations and drawing pictures.

## PSED

### Development matters

- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.

### ELG Assessment

- Show independence, resilience and perseverance in the face of challenge.
- Understand the importance of healthy food choices.

## Physical development

### Development matters

- Know and talk about the different factors that support their overall health.
- Revise and refine the fundamental movement skills they have already acquired.

### ELG Assessment

- Move energetically, running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts & Design

### Development matters

- Explore, use and refine a variety of artistic effects.
- Return to previous learning, refining ideas

### ELG Assessment

- Safely use and explore a variety of materials, tools and techniques.
- Share their creations, explaining the process used.



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
1	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>• Answer why and how stories about a text</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</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> </ul>	<p>The Extraordinary Gardner by Sam Boughton</p> <ul style="list-style-type: none"> <li>• <i>Answer questions about the text to deeper understanding.</i></li> <li>• <i>Plant a seed. What will you need?</i></li> <li>• <i>Orally give instructions for planting and growing a seed.</i></li> <li>• <i>Label the parts of a plant.</i></li> </ul>
2	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ul>	<p>Jack and The Beanstalk</p> <ul style="list-style-type: none"> <li>• <i>Plan questions to ask Jack, the giant and Jack's mother.</i></li> <li>• <i>Hot seating Jack, the giant and Jack's mother.</i></li> <li>• <i>Read simple character descriptions.</i></li> <li>• <i>Write character descriptions. Jack is.... The giant is...</i></li> </ul>
3	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p>The Enormous Turnip</p> <ul style="list-style-type: none"> <li>• <i>Draw their own story maps to retell the story</i></li> <li>• <i>Choose their favourite part of the story. Draw a picture and write a sentence to explain what happened.</i></li> </ul>



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
4	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Understand and use new vocabulary introduced through non-fiction texts and stories</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> </ul>	<p>The Very Hungry Caterpillar by Eric Carle</p> <ul style="list-style-type: none"> <li><i>Learn new vocabulary related to the life cycle of a butterfly</i></li> <li><i>Sequence the story using pictures</i></li> <li><i>Retell the story with puppets</i></li> <li><i>Describe how butterflies and caterpillars move</i></li> </ul>
5	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Understand and use new vocabulary introduced through non-fiction texts and stories</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p>Life Cycle of a Frog by Grace Jones (or similar non-fiction text) Life Cycle of a Butterfly by Charlotte Guillain (or similar non-fiction text)</p> <ul style="list-style-type: none"> <li><i>Explain the life cycle of a butterfly using vocabulary introduced in Week 4</i></li> <li><i>Learn new vocabulary related to the life cycle of a frog</i></li> <li><i>Choose 1 life cycle. Write a sentence to explain what happens at each point of the cycle.</i></li> </ul>
6	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Understand and use new vocabulary introduced through non-fiction texts and stories</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p>What Can you See in Spring? By Sian Smith</p> <ul style="list-style-type: none"> <li><i>Learn new vocabulary related the changing season</i></li> <li><i>Make their own book about Spring</i></li> </ul>

# Mathematics

Week	Focus	Core learning tasks
1	<b>Recognise and represent 8 and 9:</b> <ul style="list-style-type: none"> <li>Identify representations of 8 and 9</li> <li>Match number names we say to numerals and quantities.</li> <li>Explore the composition of 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Arrange items into small groups to conceptually subitise and see how the numbers are made up of smaller numbers.</li> <li>Count loose parts objects on to a 10's frame.</li> <li>Watch Numberblocks series 2, 8 and 9</li> <li>Listen to stories including <i>Nine Naughty Kittens –Linda Jenny</i></li> </ul>
2	<b>Recognise and represent 10:</b> <ul style="list-style-type: none"> <li>Identify representations of 10</li> <li>Match number names we say to numerals and quantities.</li> <li>Begin to explore the composition of 10</li> </ul>	<ul style="list-style-type: none"> <li>Explore 10 through stories and songs</li> <li>Organise 10 into different arrangements</li> </ul>
3	<b>Compare numbers to 10:</b> <ul style="list-style-type: none"> <li>Make comparisons between groups of 0-10 objects by counting and comparing where they fall in the counting order</li> <li>Make comparisons between groups of objects by lining them up next to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers in real life contexts</li> <li>Compare 2 groups and then 3 groups of objects.</li> <li>Build and order towers (or beanstalks)</li> </ul>
4	<b>Number Bonds to 10:</b> <ul style="list-style-type: none"> <li>Explore number bonds to 10 using real objects</li> <li>Find how many more to make 10</li> </ul>	<ul style="list-style-type: none"> <li>Explore building bonds in different ways e.g. <i>cars in 2 car parks</i></li> <li>Find how many more to make 10 on 10's frames</li> </ul>
5	<b>Shape and Spatial Reasoning:</b> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Solve jigsaw with increasing challenge</li> <li>Explore and complete challenges using pattern blocks, tangrams, building blocks and magnetic construction tiles.</li> </ul>
6	<b>Continue, copy and create repeating patterns.</b> <ul style="list-style-type: none"> <li>Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC)</li> </ul>	<ul style="list-style-type: none"> <li>Make patterns with natural objects found outside</li> <li>Explore patterns on wrapping paper and create their own</li> </ul>



# Personal, Social and Emotional Development

## Pupils should be able to:

### Development matters

- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.

### ELG Assessment

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Listen to the story, <i>The Empty Pot by Demi</i>. Talk about how Ping felt when his seed didn't grow. Ping's father said he had done his best. What does it look like to do your best? Share when they have tried their best? Do you always succeed?</p>	<ul style="list-style-type: none"> <li>• Ask questions that encourage the children to think about how Ping felt.</li> <li>• Introduce vocabulary that describes how Ping might have felt.</li> <li>• Model sharing an experience.</li> <li>• Praise children who show resilience and perseverance.</li> </ul>
<b>Enhanced provision:</b> Snack Table	<p>Talk about their experiences at home. What do they like and dislike? Taste new fruit and vegetables.</p>	<ul style="list-style-type: none"> <li>• Talk to the children about why it is important to eat a range of fruit and vegetables.</li> <li>• Encourage children to try new things.</li> <li>• Check any food allergies.</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 and healthy eating
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Revise and refine the fundamental movement skills they have already acquired.

### ELG Assessment

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Listen to the story <i>Oliver's Vegetables</i> by Vivian French &amp; Alison Bartlett.</p> <p>Talk about the vegetables they eat at home.</p> <p>Talk about Oliver's likes and dislikes in the story. Share which are their favourite vegetables.</p> <p>Taste a selection of raw and cooked vegetables.</p>	<ul style="list-style-type: none"> <li>• Enable children to share their experience, likes and dislikes.</li> <li>• Talk to the children about why it is important to eat a range of fruit and vegetables.</li> <li>• Encourage children to try new things.</li> <li>• Check any food allergies and ensure hygiene procedures are in place.</li> </ul>
<b>Activity</b>	<p>Refer back to <i>The Very Hungry Caterpillar</i> by Eric Carle. <i>The caterpillar eats a range of fruit.</i> Talk about the fruit they eat at home.</p> <p>Make and try fruit salad, fruit kebabs or fruit smoothies.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of healthy eating</li> <li>• Encourage children to try new things.</li> <li>• Check any food allergies and ensure hygiene procedures are in place.</li> <li>• Model the safe use of knives in the preparation of fruit.</li> </ul>
<b>Enhanced provision:</b> Funky Fingers	<p>Sort beans and seeds with tweezers.</p> <p>Hole punch leaves and join with pipe cleaners to make a beanstalk.</p>	<ul style="list-style-type: none"> <li>• Model using the techniques including use of the hole punch.</li> <li>• Alter the size of tweezers if children are ready.</li> </ul>
<b>Enhanced provision:</b> Outdoor Movement	<p>Play <i>Beans Game</i>. Move in different ways: Jumping Bean, Baked Bean (lie on floor), Broad bean (star jump) etc.</p>	<ul style="list-style-type: none"> <li>• Model the actions and provide image cards for children to continue independently.</li> <li>• Encourage children to take turns giving instructions.</li> </ul>



# Understanding the World

## Pupils should be able to:

### Development matters

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

### ELG Assessment

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons.

	What the children will do	What the practitioners should do
<b>Activity</b>	Plant a bean. Keep a bean diary, drawing the bean at different stages of development. Closely observe changes. Talk about what the bean needs to grow.	<ul style="list-style-type: none"> <li>• Give the children a range of beans to chose from. Encourage them to look closely at the differences using a magnifying class.</li> <li>• Model each stage of the planting, caring and recording process.</li> </ul>
<b>Activity</b>	Go on a Spring discovery walk. Describe what can they see/hear and feel? Look at pictures of winter and spring. What changes can you see?	<ul style="list-style-type: none"> <li>• Provide checklist or recording sheets.</li> <li>• Introduce and model key vocabulary.</li> <li>• Ask questions that encourage children to look more closely.</li> </ul>
<b>Enhanced provision:</b> Outdoor Area	Go on nature hunts looking for flowers, plants and bugs. Talk about what they find. Record what they find using checklist or carefully drawing what they observe.	<ul style="list-style-type: none"> <li>• Provide checklists or recording sheets.</li> <li>• Introduce and model key vocabulary.</li> <li>• Ask questions that encourage children to look more closely.</li> </ul>
<b>Enhanced provision:</b> Garden/Investigation Area	Plants seeds and beans in pots and in available raised beds/ garden areas. Talk about what plants need to grow	<ul style="list-style-type: none"> <li>• Ask questions e.g. <i>How you can look after plants in your garden? What do plants need to grow?</i></li> <li>• Provide instructions with words and images as a model.</li> <li>• Model using the gardening tools safely.</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.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

### ELG Assessment

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Look at the illustrations in <i>The Extraordinary Gardner</i> by Sam Boughton.</p> <p>Recreate their own pictures:</p> <ul style="list-style-type: none"> <li>• Create the 'grey' background of houses with charcoal or pencil.</li> <li>• Paint/print flowers and plants or</li> <li>• Crayon and wax resist</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the children's attention to the contrast between the grey background and the colour the boy adds with his trees and plants.</li> <li>• Model printing and painting techniques the children could use for their own plants, trees and flowers.</li> <li>• Provide opportunities for children to return to their pictures to add detail or try a new technique.</li> <li>• Model wax resist pictures.</li> </ul>
<b>Activity</b>	<p>Explore mixing colours to paint their own butterfly.</p> <p>Talk about the colours they are going to mix and what they expect to happen.</p>	<ul style="list-style-type: none"> <li>• Provide children with colour wheels.</li> <li>• Model colour mixing and painting butterflies.</li> </ul>
<b>Enhanced provision:</b> Creative Area	<p>Continue to painting butterflies.</p> <p>Explore folding the butterfly to make a symmetrical pattern.</p>	<ul style="list-style-type: none"> <li>• Introduce the word symmetry and explain what it means. Model folding the butterfly to create a symmetrical pattern.</li> </ul>
<b>Enhanced provision:</b> Creative Area	<p>Observational painting and drawing of natural things including daffodils and tulips.</p>	<ul style="list-style-type: none"> <li>• Provide models and colour wheels.</li> <li>• Encourage careful observation.</li> </ul>



# Resources

## Topic Book Box

### Fiction

The Extraordinary Gardner by Sam Boughton  
Jack and The Beanstalk  
The Enormous Turnip  
Oliver's Vegetables by Vivian French & Alison Bartlett  
The Very Hungry Caterpillar by Eric Carle  
Titch by Pat Hutchins  
The Teeny Weeny Tadpole by Sheridan Cain  
What the Ladybird Heard  
Aaaarrgghh Spider  
Growing Frogs by Vivian French  
The Empty Pot by Demi

### Non-fiction

What Can you See in Spring? By Sian Smith  
Egg to Chicken Life Cycles by Holly Duhig  
Lamb to Sheep Life Cycles by Holly Duhig  
Life Cycle of a Frog by Grace Jones  
Life Cycle of a Butterfly by Charlotte Guillain

### Poetry, Rhymes and Songs

There's a Tiny Caterpillar on a Leaf

## Provision areas

### Small world

- Life cycle tuft tray

### Maths Area

- Pattern blocks, tangrams, building blocks and magnetic construction tiles.
- Range of jigsaws

### Outdoor Investigation Area

- Checklists
- Clip boards
- Recording sheets
- Mark making equipment
- Magnifying glasses
- Pots
- Soil
- Gardening tools
- Beans and seeds
- Watering can

### Mark Making

- Life cycle pictures

### Creative Area

- Wax crayon
- Colour Wheels
- Materials for printing
- Daffodils and tulips
- Charcoal

### Book Corner

- Puppets and story maps for retelling Jack and the Beanstalk, The enormous Turnip and The Very hungry Caterpillar

### Snack Table

- Selection of vegetables and fruit

### Outdoor Movement

- Beans game  
instruction cards

### Funky Fingers

- Pipe cleaners
- Leaves
- Hole punch
- Beans
- tweezers

