

# United Learning

## EYFS Curriculum: Unit Overview

### Reception

#### *Autumn 2: A Standing Ovation*



# 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

- Learn new vocabulary.
- Use new vocabulary through the day.
- Learn rhymes, poems and songs.
- Listen to and talk about stories to build familiarity and understanding.

### Literacy

- Blend sounds into words, so that they can read short words.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Sequence and retell the main events in a story.
- Retell the main events in a story.
- Answer who, what and where questions about a book.
- Write their first name without a reference.

## Mathematics

### Recognise 4 and 5 by counting or subitising:

- Count and subitise how many.
- Make collections of 4 and 5 objects.

### Explore 1 more or 1 less than numbers to 5

### Squares and Rectangles:

- Recognise shapes in everyday objects and the environment.
- Describe some properties of squares and rectangles.

### Compare length, weight, and capacity:

- Compare length using appropriate mathematical vocabulary.

### Time and Sequencing:

- Use time related vocabulary to talk about their day.

## Understanding the world

### Development matters

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

### ELG Assessment

- Know some similarities and differences between different religious and cultural communities in this country.

## PSED

### Development matters

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.

### ELG Assessment

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical development

### Development matters

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility.

### ELG Assessment

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

## Expressive Arts & Design

### Development matters

- Listen attentively, move to and talk about music
- Sing in a group or on their own.
- Explore and engage in music making and dance.

### ELG Assessment

- Perform songs, rhymes, poems and stories with others, and try to move in time with music



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
1/2	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Learn rhymes, poems and songs</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Sequence the main events in a story</li> <li>Retell the main events in a story</li> </ul> <p><i>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p>	<p><b>Rama and Sita: The story of Diwali by Malachy Doyle</b></p> <ul style="list-style-type: none"> <li><i>Listen to the story a number of times to become familiar with it.</i></li> <li><i>Build up a bank of new vocabulary related to Diwali.</i></li> <li><i>Identify key events in the story.</i></li> <li><i>Order the key events in the story on a washing line.</i></li> <li><i>Use a simple story map to retell the main events in the story.</i></li> <li><i>Read and write labels for firework pictures.</i></li> <li><i>Learn the Rama and Sita song, 'There was a Princess long Ago.' (There was a princess long ago. Rama was a handsome prince. They went to live in the forest green. A lovely deer came running by. Ravana took Sita away. The monkeys came and rescued he. Everyone is happy now.)</i></li> </ul>
3/4	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Answer who, what and where questions about a book.</li> <li>Write their first name without a reference.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.               <ul style="list-style-type: none"> <li><i>- write the correct initial sounds of words</i></li> <li><i>-write CVC words using the sounds they have been taught</i></li> </ul> </li> </ul>	<p><b>The Jolly Christmas Postman by Allan &amp; Janet Ahlberg</b></p> <ul style="list-style-type: none"> <li><i>Talk about the Characters in the book. What do we know about them? Where do they live? Where have we heard these characters before? Who do you think the card is written too?</i></li> <li><i>Write Christmas Cards.</i></li> <li><i>Write a letter to Santa Claus.</i></li> </ul>



# Mathematics

Week	Focus	Core learning tasks
1	<p><b>Recognise a set of 4 and 5 objects by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 4 and 5</li> <li>Match number names we say to numerals and quantities.</li> <li>Count up to 4 and 5 objects in different arrangements by touching</li> <li>Use their own mark making to represent 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Make collections of 4 and 5 objects and match to numerals.</li> <li>Count claps, actions and sounds.</li> <li>Find representations of 4 and 5 in the environment</li> <li>Match different representations of 4 and 5.</li> <li>Fill 5 frames with different objects</li> <li>Explore number songs related to the number 5.</li> <li>Explore different arrangements of connecting blocks.</li> </ul>
2	<p><b>Explore 1 more or 1 less than numbers to 5:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.to 5</li> <li>To compare groups of identical of objects using accurate mathematical vocabulary</li> <li>To compare groups of objects that are arranged differently and with objects of different sizes</li> </ul>	<ul style="list-style-type: none"> <li>Explore 1 more and 1 less through stories and number songs.</li> <li>Find 1 more and 1 less using a 5 frame.</li> <li>Say what is 1 more or 1 less when items are hidden.</li> <li>Find 1 more or 1 less on a number line.</li> <li>Order numbers on a washing line.</li> </ul>
3	<p><b>Rectangles and Squares:</b></p> <ul style="list-style-type: none"> <li>Recognise shapes in everyday objects and the environment.</li> <li>Describe some properties of rectangles and squares</li> </ul>	<ul style="list-style-type: none"> <li>Look at different orientations of shape.</li> <li>Print with 3D shapes to see 2D shapes within them</li> <li>Shape hunt.</li> <li>Make firework rockets using 2D and 3D shapes.</li> </ul>
4	<p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare length using appropriate mathematical vocabulary</li> </ul> <p><b>Time and Sequencing:</b></p> <ul style="list-style-type: none"> <li>Use time related vocabulary to talk about their day</li> </ul>	<ul style="list-style-type: none"> <li>Make direct comparisons of length, weight and capacity.</li> <li>Sequence events in the school day and at home routines.</li> </ul>



# Personal, Social and Emotional Development

## Pupils should be able to:

### Development matters

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.

### ELG Assessment

- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

	What the children will do	What the practitioners should do
<b>Activity</b>	Listen to the story <i>Eight Candles to Light (A Chanukah story)</i> – Jonny Zucker Play the dreidel game referred to in the story, taking turns to play.	<ul style="list-style-type: none"> <li>• Explain the symbols on the dreidel and model what they mean.</li> <li>• Model playing the game with a partner, reinforcing turn taking.</li> </ul>
<b>Activity</b>	Take part in a circle time about celebrations. Talk about celebrations they have experienced. Listen attentively and respectfully to their peers, building on their contributions. Discuss how it makes them feel to give and receive gifts. Choose one friend in the class. If you were to give them a gift what would it be and why? How do you know it would make them happy?	<ul style="list-style-type: none"> <li>• Refer to a range of celebrations the children have experience of, from their community and what has been taught in class.</li> <li>• Ask questions about what they celebrate. What are the key features of their celebrations?</li> <li>• Provide sentence stems to support the children to contribute.</li> <li>• Model respectful listening.</li> </ul>
<b>Enhanced provision:</b> Maths Area	Play games for 2, 3 and 4 people on number tracks 0-5.	<ul style="list-style-type: none"> <li>• Model and praise turn taking.</li> <li>• Talk about how it feels to win and lose.</li> </ul>



# Physical Development

## Pupils should be able to:

### Development matters

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

### 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>	Make Diwa lamps using salt dough or air drying clay. Pinch, roll, pat and press to shape the lamp and use tools to make patterns in the clay/dough. Paint the Diwa lamp when dry.	<ul style="list-style-type: none"> <li>• Model shaping the clay. Use the words <i>pinch, roll, pat</i> and <i>press</i> to describe how the clay is being shaped.</li> <li>• Model holding tools correctly.</li> <li>• Model making simple pattern in the clay and painting when dry.</li> <li>• Provide images of the actions, vocabulary and model Diwa lamps.</li> </ul>
<b>Activity</b>	Watch video clips of Diwali fireworks. Move as if they were different fireworks e.g. <i>Catherine wheel, rockets</i> . Link movements together to create a display.	<ul style="list-style-type: none"> <li>• Model vocabulary to describe the children's movements e.g. <i>stretch, leap, explode, balance</i>.</li> <li>• Model a range of movements and linking them together.</li> <li>• Introduce firework music (see EAD).</li> </ul>
<b>Enhanced provision:</b> Creative Area	<ol style="list-style-type: none"> <li>1. Make Hannukah, Diwali, Eid (dependent on year) and Christmas cards.</li> <li>2. Make decorations for the classroom and home corner.</li> </ol>	<ul style="list-style-type: none"> <li>• Model techniques for printing, cutting and sticking, folding and painting.</li> <li>• Provide ideas for cards and decorations.</li> </ul>



# Understanding the World

## Pupils should be able to:

### Development matters

- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

### ELG Assessment

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Watch <i>Jessica and her family prepare for Diwali</i> from <a href="http://bbc.co.uk">bbc.co.uk</a>.</p> <p>Read <i>Diwali Lights</i> by Rina Singh</p> <p>What do Jessica and her family do to prepare for Diwali? Are there any words we haven't come across before? What do they mean?</p> <p>What festivals do you celebrate? How? What is similar/different to Diwali celebrations?</p>	<ul style="list-style-type: none"> <li>• Make links to other celebrations the children will have experienced e.g Christmas, Eid or Hannukah.</li> <li>• Draw children's attention to similarities and differences in how they celebrate festivals that are important to them.</li> <li>• Share images of temples explaining that they are special places for Hindus and Sikhs.</li> </ul>
<b>Activity</b>	<p>How does your family celebrate Christmas/ Eid/ Diwali/Hannukah? Share pictures from home.</p> <p>Look at pictures of celebrations in the past to explore what has changed.</p>	<ul style="list-style-type: none"> <li>• Ask questions to prompt children to look closely at the photographs shared. How was it different for your parents/grandparents?</li> <li>• Invite parents and grandparents into the setting to share their experiences.</li> </ul>
<b>Enhanced provision: Role-Play</b>	<p>Engage in role-play around Diwali, Hannukah and then Christmas in the home corner. This could include making cards and special meals, dressing up in special clothes, getting ready to go to the temple, decorating the house. (Link to PSED)</p>	<ul style="list-style-type: none"> <li>• Provide resources that enhance the opportunities available in the role-play area.</li> <li>• Display photographs of celebrations in the home.</li> <li>• Model expected play.</li> </ul>



# Expressive Arts and Design

## Pupils should be able to:

### Development matters

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

### ELG Assessment

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	What the children will do	What the practitioners should do
<b>Activity</b>	Listen attentively to classical music representing fireworks. Match firework movements (See Physical Development) to music.	<ul style="list-style-type: none"> <li>• Select appropriate music e.g. <i>Handel's Music for the Royal Fireworks</i>, <i>Knussen's Flourish with Fireworks</i>.</li> <li>• Talk about the features of the music drawing children's attention to pitch, volume, rhythm and pace.</li> <li>• Model matching movement to music.</li> </ul>
<b>Activity</b>	Sing the Rama and Sita song (To the tune of There was a Princess Long Ago) Add actions. <i>There was a princess long ago. Rama was a handsome prince. They went to live in the forest green. A lovely deer came running by. Ravana took Sita away. The monkeys came and rescued he. Everyone is happy now.</i>	<ul style="list-style-type: none"> <li>• Model words and actions.</li> <li>• Provide scaffolding (images or prompts) as the children learn the song and actions.</li> <li>• Encourage all children to join in.</li> </ul>
<b>Activity</b>	Christmas Performance: Take on roles, sing, dance and make music. This could be a published play or developed within the setting.	<ul style="list-style-type: none"> <li>• Ensure all children have a role that provides them with desirable difficulty.</li> <li>• Praise and build confidence.</li> <li>• Celebrate achievements.</li> </ul>
<b>Enhanced provision:</b> Themed role play (Indoor or outdoor)	Engage in Christmas Post Office role play linked to <i>The Jolly Christmas Postman</i> .	<ul style="list-style-type: none"> <li>• Model the roles of customer and post office worker.</li> <li>• Model key vocabulary e.g. stamp, post, deliver, price, weight, large, small, heavy, light.</li> </ul>



# Resources

## Topic Book Box

### Fiction

Lighting a lamp (A Diwali Story) – Jonny Zucker  
Eight Candles to Light (A Chanukah story) – Jonny Zucker  
A Christmas Story – Ian Beck  
Dream Snow by Eric Carle  
Farther Christmas by Raymond Briggs  
Rama and Sita: The story of Diwali by Malachy Doyle  
The Jolly Christmas Postman by Allan & Janet Ahlberg

### Non-fiction

Let's Celebrate! Special Days Around the World by Kate DePalma  
Diwali Lights by Rina Singh

### Poetry, Rhymes and Songs

Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy  
The Rama and Sita song

## Provision areas

### Mark Making/ Post Office Role play

- Cards
- Gift cards
- Envelopes
- Scales
- Parcels
- Wrapping paper
- Brown paper
- Stamps
- Pens and paper
- Till
- Money
- Dressing up clothes e.g. hat, post bag
- Post box

### Other

- Dreidel
- Diwa lamp
- Pictures of Rangoli patterns

### Role play (Home Corner)

- Pictures of celebrations in the home
- Pictures of places of worship
- Special clothes
- Food from different cultures
- Cards, calendars and decorations.

### Creative Area

Christmas/ Diwali additional resources:

- Sequins
- Goggle eyes
- Cotton wool
- Shiny paper and card
- Christmas stencils
- Glitter pens and glue

### Malleable Materials

- Air drying clay or slat dough
- Christmas cutters
- Paint mixed with glue
- Clay tools

### Music Area

- Hadel's Music for the Royal Fireworks or Knussen's Flourish with Fireworks

### Maths Area

- Dice
- 5 frames
- Number track games
- 2D and 3D shapes
- Card cut into 2D shapes and glue
- Model of 2D rocket picture
- Collections of objects

