

United Learning

EYFS Curriculum: Unit Overview

Reception

Spring 1: Castles, Knights and Dragons



Overview of EYFS

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



Unit overview

Communication & language and literacy

- CL:**
- Connect one idea or action to another using a range of connectives.
 - Make simple predictions about what will happen next.
 - Retell the story, once they have developed a deep familiarity with the text.
 - Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
- Literacy:**
- Create a simple narrative using vocabulary introduced through a text.
 - Spell words by identifying the sounds and writing the sound with letters.
 - Read and write simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Mathematics

- Composition of 4 and 5:**
Explore and notice the different compositions of 4 and 5.
- Compare numbers to 5:**
- Make comparisons between groups of 0-5 objects.
 - Use the number name zero and numeral 0 accurately.
- Recognise 6 and 7 by counting or subitising:**
- Count and subitise how many.
 - Make collections of 6 and 7 objects.
- Compare length, weight, and capacity:**
- Compare mass and capacity using appropriate mathematical vocabulary.

Understanding the world

- Development matters**
- Compare and contrast characters from stories, including figures from the past.
- ELG Assessment**
- Know some similarities and differences between things in the past and now.
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.

PSED

- Development matters**
- Build constructive and respectful relationships.
 - Show resilience and perseverance in the face of challenge.
- ELG Assessment**
- Form positive attachments to adults and friendships with peers;
 - Show sensitivity to their own and to others' needs

Physical development

- Development matters**
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 - Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- ELG Assessment**
- Demonstrate strength, balance and coordination when playing.

Expressive Arts & Design

- Development matters**
- Develop storylines in their pretend play.
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.
 - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- ELG Assessment**
- Sing a range of well-known nursery rhymes and songs.

Communication & language and literacy

Week	Focus	Core texts and learning tasks
1	<p>CL</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Literacy</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. -write CVC/ CCVC/CVCC words using the sounds they have been taught 	<p>Castles by Maggie Freeman (Big Cat)</p> <ul style="list-style-type: none"> Share the text, extracting key new vocabulary. Construct a junk model of a castle. Describe using new acquired vocabulary e.g. castle, tower, turret, stone, bricks, drawbridge, portcullis, moat, hill. Label pictures and models in provision verbally and in writing.
2/3	<p>CL</p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next when reading or listening to a text Answer why and how stories about a text <p>Literacy</p> <ul style="list-style-type: none"> Record and retell stories in simple ways- story maps, role play, retelling Spell words by identifying the sounds and then writing the sound with letter/s. -write CVC/ CCVC/CVCC words using the sounds they have been taught Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<p>The Small Knight and George by Ronda Armitige</p> <ul style="list-style-type: none"> Listen to the story in sections. Make predicts about what will happen next. Use sentence stems 'I think... because...' Answer questions about the text. Learn a simple script to retell the story and images to support. Make wanted posters for a dragon, writing words and phrases. Create a job advert for a knight, writing words and phrases.



Communication & language and literacy

Week	Focus	Core texts and learning tasks
4	<p>CL</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Literacy</p> <ul style="list-style-type: none"> Continue a rhyming string. 	<p>The Grand Old Duke of York, Sing a Song of Sixpence, Humpty Dumpty, Old King Cole , The Queen of Hearts</p> <ul style="list-style-type: none"> <i>Listen care to the rhythm and rhyme</i> <i>Identify and find out about new vocabulary</i> <i>Rote learn and perform nursery rhymes</i>
5/6	<p>CL</p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next when reading or listening to a text Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p>Literacy</p> <ul style="list-style-type: none"> Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> <i>-write CVC/ CCVC/CVCC words using the sounds they have been taught</i> 	<p>George and the Dragon by Christopher Wormell</p> <ul style="list-style-type: none"> <i>Listen to the story in sections. Make predicts about what will happen next. Use sentence stems 'I think.... because...'</i> <i>Retell the story using a story map.</i> <i>Innovate the story using a story map. What is your dragon frightened of?</i> <i>Add word prompts to their story map.</i>



Mathematics

Week	Focus	Core learning tasks
1	Composition of 4 and 5: Explore and notice the different compositions of 4 and 5.	<ul style="list-style-type: none"> Explore compositions of 4 and 4 using numicon, dominoes and everyday objects. Number blocks programmes for 4 and 5.
2	Compare numbers to 5: <ul style="list-style-type: none"> Make comparisons between groups of 0-5 objects. Use the number name zero and numeral 0 accurately. To compare groups identical of objects and of objects that are arranged differently and with objects of different sizes. 	<ul style="list-style-type: none"> Play card games, comparing representations of numbers to 5. Who has more/less? Compare sets of everyday objects.
3	Recognise 6 and 7 by counting or subitising: <ul style="list-style-type: none"> Identify representations of 6 and 7 Count up to 6 and 7 objects in different arrangements by touching Match number names we say to numerals and quantities. Use their own mark making to represent 6 and 7 	<ul style="list-style-type: none"> Make collections of objects and match to numerals. Explore number in response to texts e.g. <i>Six Dinner Sid</i> by Inga Moore and <i>Kipper's Toybox</i> by Mick Inkpen Count 6 or 7 objects from a larger group.
4	Recognise 6 and 7 by counting or subitising: <ul style="list-style-type: none"> Explore the composition of 6 and 7 	<ul style="list-style-type: none"> Arrange 6 or 7 items into small groups to conceptually subitise and see how the numbers are made up of smaller numbers. Count loose parts objects on to a 10's frame.
5	Compare length, weight, and capacity: <ul style="list-style-type: none"> Compare mass using appropriate mathematical vocabulary. 	<ul style="list-style-type: none"> Use language <i>heavy, heavier than, heaviest, light, lighter than, lightest</i> to compare items. Compare wrapped parcels. Explore balance scales with dough, loose parts and other collections.
6	Compare length, weight, and capacity: <ul style="list-style-type: none"> Compare the capacity of different containers. Pattern <ul style="list-style-type: none"> Talk about patterns in the environment. 	<ul style="list-style-type: none"> Make direct comparison between different containers. Explore capacity with water, rice, sand and beads. <i>The Queen's Knickers</i> by Nicholas Allan- describe and create patterned knickers.



Personal, Social and Emotional Development

Pupils should be able to:

Development matters

- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.

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
Activity	Listen to stories that include brave and not so brave knights. Talk about what it means to be brave. Identify times they or people they know have been brave.	<ul style="list-style-type: none"> • Question the children about their own experiences. Can they remember a time when they were brave? • Model an example answer from own experience. • Make links to perseverance and tackling new challenges. • Reinforce that brave people still ask for help.
Activity	Listen to <i>The Dragon and the Nibblesome Knight</i> by Ella Woolard and Benji Davis. Circle time- talk about their special friend. What do they like to do together? What does it mean to be a friend?	<ul style="list-style-type: none"> • Talk about the unlikely friendship between the dragon and the knight. They are very different but still friends. • Model and provide sentence stems.
Enhanced provision: Outdoor Roleplay	Work with a friend to plan how to carry out a challenge e.g. catch, trap or hunt for a dragon.	<ul style="list-style-type: none"> • Set challenges for the children to tackle with a friend. • Model planning how to tackle the challenge. • Encourage the children to work as a team.
Enhanced provision: Construction Area	Encourage the children to work with a friend to build castles in the construction area.	<ul style="list-style-type: none"> • Give positive reinforcement to children working co-operatively. • Model taking turns to add bricks and sharing ideas.



Physical Development

Pupils should be able to:

Development matters

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

ELG Assessment

- Demonstrate strength, balance and coordination when playing.
- Use a range of small tools, including scissors, paint brushes and cutlery

	What the children will do	What the practitioners should do
Activity	Use large outdoor construction equipment to build their own castle. Use the apparatus in different ways, including to travel over, under and around it.	<ul style="list-style-type: none"> • Model moving and handling large construction materials. • Talk to the children about how to use the equipment safely. • Extend play by modelling adding bridges over the moat and obstacle courses for the knights to train on.
Enhanced provision: Malleable materials	<ol style="list-style-type: none"> 1. Make playdough or salt dough dragons. 2. Make dragons teeth. 	<ul style="list-style-type: none"> • Provide additional resources e.g. <i>googly eyes, paper shapes, pipe cleaners, sequins and images of dragons.</i> • Model making own dragon.
Enhanced provision: Funky Fingers	<ol style="list-style-type: none"> 1. Moving dragon's eggs from a nest using tweezers. 2. Tear and shape tin foil to create an armour for small world toys. 3. Make jewelry for a princess by threading beads or coloured pasta. 	<ul style="list-style-type: none"> • Model using tweezers, tearing and shaping foil and threading beads. • Challenge children to move the eggs against the clock.
Enhanced provision: Creative Area	Decorate crowns to be used in their role play. Stick jewels cut from shiny paper, scrunch up tissue and draw patterns on the paper strips provided.	<ul style="list-style-type: none"> • Provide strips of paper and materials to decorate them with. • Model scrunching tissue paper, cutting jewel shapes and using glue sticks.



Understanding the World

Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG Assessment

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	What the children will do	What the practitioners should do
Activity	Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria). What is similar/ different between the present queen and queens in the past? Find out more about an historical figure who lived in a castle, the people who worked in castles through books and online learning.	<ul style="list-style-type: none"> • What kind of person lives in a castle? How do you know? When were castles built? How long ago? • Share picture of Queen Elizabeth II and Queen Elizabeth I. What do you notice about their clothes? • Model close observation and ask questions to encourage children to look closely and make comparisons. • Model key vocabulary e.g. <i>monarch, servant, ruler</i>.
Activity	Listen to <i>Lanterns and Firecrackers: A Chinese New Year Story</i> by Jonny Zucker Look at Chinese dragons and how they are used in a processions.	<ul style="list-style-type: none"> • Ask questions about the text. How do people in China celebrate their New Year? • Explain that Chinese dragons are believed to bring people luck and are a symbol of wisdom, power and wealth.
Enhanced provision: Home Corner Role Play	Use Chinese-style bowls spoons, woks, chop sticks and ladles in their play. Role-play preparations for Chinese New Year.	<ul style="list-style-type: none"> • Model how to use the new resources. • Model decorating the home, making cards and sending money and messages in red envelopes. • Provide images from inside a Chinese home.
Enhanced provision: Creative Area	Make a paper chain dragons and Chines lanterns (Link to PSED and Physical Development).	<ul style="list-style-type: none"> • Ask the children to recall why the Chinese dragon is important at New Year. • Model joining techniques and working together.

Expressive Arts and Design

Pupils should be able to:

Development matters

- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings

ELG Assessment

- Sing a range of well-known nursery rhymes and songs.

	What the children will do	What the practitioners should do
Activity	In small groups, make dragon pictures, creating texture using different techniques including wax rubbing over textured surfaces and making textured paint. Use some accurate vocabulary to describe the textures created.	<ul style="list-style-type: none"> • Model wax crayon rubbing over bubble wrap, bark and corrugated card. • Model mixing textured materials into paint to create rough and scaly skin. • Provide images of dragons and models of own creations. • Model vocabulary to describe texture.
Enhanced provision: Role play/ Small world	Create castle using large equipment outside or with building blocks in the construction area. Role-play or use small world toys to retell stories they have heard or create their own knight and dragon stories.	<ul style="list-style-type: none"> • Model telling own narratives and retelling known stories using role-play props or small world characters. • Provide story maps created in literacy to support retelling. • Add resources in response to children's ideas.
Enhanced provision: Mud Kitchen	Dragon's Kitchen themed role play. Make meals for a dragon. Consider what they would like to eat and how it should be prepared.	<ul style="list-style-type: none"> • Provide recipes, clip boards and mark making tools. • Ask questions and share ideas that encourage the children to be imaginative.
Enhanced provision: Music/ Performance	Sing and perform taught nursery rhymes.	<ul style="list-style-type: none"> • Provide rhyme cards, performance opportunities, instruments and a CD player with nursery rhymes.



Resources

Topic Book Box

Fiction

Zog by Julia Donaldson
Sleeping Beauty
Cinderella
The Queen's Knickers by Nicholas Allan
The Kiss That Missed by David Melling
Wake up, Charlie Dragon! by Brenda Smith
The Princess and the Giant by Caryl Hart
George and the Dragon by Christopher Wormell
Not Your Typical Dragon by Dan Bar-el
Don't Let the Dragon's Bite by Ben Wilkins
The Dragon and the Nibblesome Knight
The Queen's Hat by Steve Antony
Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker

Non-fiction

The Usborne Book of Castles by L Sims
In the Castle by Anna Millbourne

Poetry, Rhymes and Songs

The Grand Old Duke of York
Sing a Song of Sixpence
There Was a Princess Long Ago
Humpty Dumpty
Pussy cat pussy cat where have you been
Old King Cole
The Queen of Hearts

Provision areas

Small world

- Knights and dragons small world toys (bought or made)
- Story maps
- Wooden building blocks

Maths Area

- Six Dinner Sid by Inga Moore
- Kipper's Toybox by Mick Inkpen

Music Area

- Nursery rhyme CD
- Nursery rhyme books or laminated rhymes
- Area to perform

Funky Fingers

- Tweezers
- Tin foil
- Pasta tubes
- Thread

Role play

- Chinese bowls, spoons, ladles and chopsticks.
- Wok
- Pictures of a Chinese home
- Red envelopes

Mark Making

- Wanted poster template
- Job advert template

Other

- Pictures of castles and queens
- Books and online resources about chosen monarch
- Clips of Chinese dragons

Mud Kitchen

- Recipes for dragon food
- Clip board and mark making tools

Creative Area

- Junk modelling
- Wax crayons
- Bubble wrap
- Bark
- Corrugated card
- Textured materials to add to paint.
- Images of dragons
- Coloured paper strips
- Glue
- Dragon head template

Malleable Materials

- Googly eyes
- Paper shapes
- Pipe cleaner
- Sequins
- Images of dragons

