

United Learning

EYFS Curriculum: Unit Overview

Reception

Autumn 1/2: My Heroes



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:**
- Ask questions to find out more and to check they understand what has been said to them.
 - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
 - Listen to and talk about stories to build familiarity and understanding.

- Literacy:**
- Orally plan a sentence for an adult to describe
 - Spell words by identifying the sounds and then writing the sound with letter/s.- *write the correct initial sounds of words*
-write CVC words using the sounds they have been taught

Mathematics

Recognising 123 by counting or subitising:

- Count and subitise how many.
- Make collections of 1,2 and 3 objects

Understanding 123:

- Make comparisons between groups of 1,2 and objects.
- Explore and notice the different compositions of 2 and 3.

Compose and decompose shapes:

- Find 2D shapes within 3D shapes.

Understanding the world

Development matters

- Compare and contrast characters from stories, including figures from the past.

ELG Assessment

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

PSED

Development matters

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings.

ELG Assessment

- Show an understanding of their own feelings and those of others.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.

Physical development

Development matters

- Revise and refine the fundamental movement skills they have already acquired:- Combine different movements with ease and fluency.
- Develop their small motor skills.

ELG Assessment

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

Expressive Arts & Design

Development matters

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

ELG Assessment

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories.



Communication & language and literacy

Week	Focus	Core texts and learning tasks
1/2	<p>CL</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • 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"> • Orally plan a sentence for an adult to scribe 	<p>People Who Help Us Series by Rebecca Hunter: Vet, Dentist, Postman, Farmer, Life Boat Crew, Police Officer, Doctor, Nurse.</p> <ul style="list-style-type: none"> • <i>Recall key information from the texts read.</i> • <i>Prepare questions for an invited guests (2 from the texts above).</i> • <i>Draw a picture of one person who helps in their community and orally plan a sentence about them for an adult scribe.</i>
3	<p>CL</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. <p>Literacy</p> <ul style="list-style-type: none"> • Orally plan a sentence for an adult to scribe • <i>write the correct initial sounds of words / write CVC words using the sounds they have been taught</i> 	<p>Supertato by Sue Hendra and Paul Linnet</p> <ul style="list-style-type: none"> • <i>Sequence and talk about key events in the story</i> • <i>Create own superhero vegetable, planning a sentence about it for an adult to scribe.</i> • <i>Add names and labels to their super hero vegetable.</i>
4	<p>CL</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. <p>Literacy</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. - <i>write the correct initial sounds of words</i> - <i>write CVC words using the sounds they have been taught</i> 	<p>Juniper Jupiter by Lizzie Stewart</p> <ul style="list-style-type: none"> • <i>Write list about desired qualities of sidekick</i> • <i>Make posters to display</i>

Mathematics

Week	Focus	Core learning tasks
1	Recognising 123 by counting or subitising: <ul style="list-style-type: none"> Identify representations of 1,2 and 3 Match number names we say to numerals and quantities Count up to 3 objects in different arrangements by touching Use their own mark making to represent 1, 2 and 3 	<ul style="list-style-type: none"> Make dots plates 1-3, recognise, count and match to numerals. Make collections of 3 objects. Count the correct number of object in to labelled pots. Count claps, actions and sounds. Find representations of 1,2 and 3 in the environment. Match representations of 1,2 and 3.
2	Compare 123: <ul style="list-style-type: none"> Understand that as we count, each number is one more than the one before. Understand that as we count back, each number is one less than the one before. Make comparisons between groups of 1,2 and objects. 	<ul style="list-style-type: none"> Count on and back using visual representations to support. Observe 1 more and 1 less patterns. Play number track games. Play card games, comparing representation of 1,2 and 3. Who has more/less? Compare sets of everyday objects.
3	Composition of 1,2 and 3: <ul style="list-style-type: none"> Explore and notice the different compositions of 2 and 3. 	<ul style="list-style-type: none"> Explore compositions of 2 and 3 using numicon, dominoes and everyday objects. Number blocks programmes for 1,2 and 3
4	Compose and decompose shapes: <ul style="list-style-type: none"> Find 2D shapes within 3D shapes. 	<ul style="list-style-type: none"> Print using 3D shapes, talk about the 2D shapes printed. Investigate 3D shapes through shadow play.



Personal, Social and Emotional Development

Pupils should be able to:

Development matters

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.

ELG Assessment

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

	What the children will do	What the practitioners should do
Activity	Explore emotions through the book, <i>The Colour Monster by Anna Llenas</i> . Identify times when they have felt emotions. Draw pictures of their experiences to add to the feeling jars.	<ul style="list-style-type: none"> • Make feeling jars with the children with images and words that describe each feeling on the outside. • Model key vocabulary to describe feelings. • Provide children with examples of when they have felt different emotions.
Activity	<i>Tough Guys Having Feeling too by Keith Negley</i> . Identify possible feelings that our superheroes in our stories may have felt. When do they feel sad, scared, happy, excited?	<ul style="list-style-type: none"> • Model key vocabulary. • Reinforce positive messages about sharing feelings and emotions. • Label emotions for children struggling to express themselves.
Enhanced provision: Workshop/Creative Area	Look at images of people who are feeling different emotions. Pick one to make their own representation of that feeling.	<ul style="list-style-type: none"> • Ask questions to prompt children to look closely at the images. What might this person be feeling? What do you think could have made them feel this way? What happens to you when you are angry/ excited etc. • Model making their own feelings picture.



Physical Development

Pupils should be able to:

Development matters

- Revise and refine the fundamental movement skills they have already acquired:- rolling, crawling, walking, jumping, running, hopping. Combine different movements with ease and fluency.
- Develop their small motor skills so that they can use a range of tools competently

ELG Assessment

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

	What the children will do	What the practitioners should do
Activity	Explore moving like a superhero: <i>Leaping and jumping, balancing on each leg, flying actions, squat jumps, moving quickly and slowly at different levels, stretching and spinning.</i>	<ul style="list-style-type: none"> • Introduce and model each action. • Provide visual images of each action • Model joining different actions together to create and sequence.
Activity	Chop vegetables to make a vegetable soup.	<ul style="list-style-type: none"> • Model safe handling of knives. • Model chopping vegetables. • Supervise all cutting and cooking.
Enhanced provision: Outdoor Physical Development	Independently explore moving like a superhero: <i>Leaping and jumping, balancing on each leg, flying actions, squat jumps, moving quickly and slowly at different levels, stretching and spinning.</i>	<ul style="list-style-type: none"> • Encourage the children to move in different ways as they play superhero role play-games. • Model each action. • Provide visual images of each action
Enhanced provision: Funky Fingers	Hammer nails into vegetables: <ul style="list-style-type: none"> • Potato • Pumpkin • Butternut squash 	<ul style="list-style-type: none"> • Model using the hammer and nails safely. • Ensure appropriate supervision. • Provide feedback for children to refine their skills.



Understanding the World

Pupils should be able to:

Development matters

- Compare and contrast characters from stories, including figures from the past.

ELG (Past and present)

- Talk about the lives of the people around them and their roles in society.
- 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 the hero characters Supertato and Juniper Jupiter. What characteristics do they share? In what ways are they different to each other? What makes them a hero?	<ul style="list-style-type: none"> • Model key vocabulary e.g. <i>brave, kind, strong, agile, clever</i>. • Use role on the wall, simple table or Venn diagram to record the children's comments.
Activity	Compare either Supertato or Juniper Jupiter with a historical hero. What characteristics do they share? How are real life superheroes different to those we read about in fiction books?	<ul style="list-style-type: none"> • Choose a heroic figure from recent history e.g. <i>Rosa Parks, Nelson Mandela, Marie Curie, Martin Luther King, Emily Pankhurst, WW2 veterans</i>. This could be someone important in the history of your local community. • Tell the story of the chosen historical hero using books and materials online.
Activity	Show an interest in the lives of everyday heroes. Comment and ask questions based on what they see and hear.	<ul style="list-style-type: none"> • Play clips about everyday superheroes. Ask questions and support children to make links with their own experiences e.g. <i>Emergency Hero Squad rescues across UK from bbc.co.uk</i>
Enhanced provision: Book Corner	Share non-fiction books with their friends. Talk about what they know about real life superheroes. <i>People Who Help Us Series by Rebecca Hunter</i>	<ul style="list-style-type: none"> • Support children to make links between what they see in non-fiction books with the knowledge they gathered from invited guests



Expressive Arts and Design

Pupils should be able to:

Development matters

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

ELG Assessment

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher

	What the children will do	What the practitioners should do
Activity	Create their own superhero vegetable using printing and collage materials. Name and describe the features of their superhero vegetable.	<ul style="list-style-type: none"> • Model observing and talking about the features of superheroes we have read about. • Model using printing and collage materials to make a vegetable superhero.
Enhanced provision: Outdoor Role-play/ Den Building	Create superhero dens. Role-play superhero narratives that they create.	<ul style="list-style-type: none"> • Model the skills and techniques required to build dens. • Offer physical support with joining materials. • Model simple superhero narratives.
Enhanced provision: Role-Play (Indoor or outdoor)	Engage in role-play based on real life superheroes. (Select theme based on those covered in literacy) Introduce simple narratives with their peers.	Provide props and resources that support the themed role-play e.g. uniforms, helmets, equipment, telephone, incident reports, prescription pads. <ul style="list-style-type: none"> • Play clips- A day in the life of a Police Officer etc. • Model introducing simple narrative e.g. going to the doctors.
Enhanced provision: Small World/ Construction	Retell and create stories using emergency vehicles and dolls. Create own emergency vehicles using construction equipment.	<ul style="list-style-type: none"> • Model introducing simple narrative e.g. putting out a fire. • Model constructing own emergency vehicles using connecting construction.



Resources

Topic Book Box

Fiction

- Max by Bob Graham
- Eliot Midnight Superhero by Anne Cottringer and Alex T Smith
- Superkid by Claire Freedman
- Super Daisy (And the peril of Planet Pea) by Kes Gray
- Superworm by Julia Donaldson
- *Supertato* by Sue Hendra and Paul Linnet
- *Juniper Jupiter* by Lizzie Stewart
- *The Colour Monster* by Anna Llenas
- *Tough Guys Having Feeling too* by Keith Negley

Non-fiction

People Who Help Us Series by Rebecca Hunter:

- Vet
- Dentist
- Postman
- Farmer
- Life Boat Crew
- Police Officer
- Doctor

Books/online information about historical hero e.g. *Rosa Parks, Nelson Mandela, Marie Curie, Martin Luther King, Emily Pankhurst, WW2 veterans.*

Provision areas

Construction

- Selection of construction materials
- Images of emergency vehicles
- Examples of vehicles constructed with the available materials

Maths Area

- Numicon
- Dominoes
- Numberblocks programme 1,2 and 3
- 3D shapes
- Torches
- Collections of objects
- Dot plates
- Representations of 1,2 and 3
- Number line to 5.

Role play

- Uniforms
- Helmets
- Incident log
- Equipment linked to the theme chosen

Mark Making

- Role on the wall templates/Venn diagram

Creative Area

- 3D shapes
- Paint

PSED/Quiet Area/Display

- Feelings jars
- Feelings images

Outdoor Movement

- Images of superhero actions

Funky Fingers

- Vegetables
- Nails
- Hammers
- Knives
- Vegetables for chopping

Small world

- Emergency vehicles
- Themed small world set (optional)

