

# United Learning

## EYFS Curriculum: Unit Overview

Reception

*Summer 2: Science Detectives*



# 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:

- Articulate their ideas and thoughts in well-formed sentences.
- Learn and use new vocabulary
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

### Literacy:

- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Form lower-case and capital letters correctly.
- Re-read what they have written to check that it makes sense.
- Spell words by identifying the sounds and then writing the sound with letter/s.

## Mathematics

### Count beyond 10

- Count verbally beyond 20 spotting patterns in 2-digit numbers.
- Link the number symbol (numeral) with its cardinal number value.**

- Match sets of objects or actions with the correct numeral.

### Automatically recall number bonds for numbers 0–10.

### Compose and decompose shapes

- Investigate how shapes can be combined to make new shapes.
- Identify shapes within shapes.

### Compare length, weight and capacity.

- Use comparative language accurately.
- Make a reasonable estimate about capacity and length.

### Continue, copy and create repeating patterns.

## Understanding the world

### Development matters

- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### ELG Assessment

- Know some similarities and differences between the natural world around them and contrasting environments.

## PSED

### Development matters

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.

### ELG Assessment

- Set and work towards simple goals.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

## Physical development

### Development matters

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing

### ELG Assessment

- Demonstrate strength, balance and coordination when playing.

## Expressive Arts & Design

### Development matters

- Watch and talk about dance and performance art, expressing their feelings and responses.
- 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.



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
1	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>What is Science? By Rebecca Kai Dotlich</p> <ul style="list-style-type: none"> <li><i>Pre-reading task: I think science is....because....</i></li> <li><i>What do scientists do? Draw on knowledge from the text.</i></li> <li><i>Decide what aspects of science they would like to know more about e.g. space, seasons, my body, forces, changing states of matter etc. Ask questions to find out more. 'I want to find out more about....' 'Why does....'</i></li> </ul>
2	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Learn and use new vocabulary</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Tree by Patricia Hegarty (Seasons)</p> <ul style="list-style-type: none"> <li><i>Identify words that describe each season, sort words and create word banks.</i></li> <li><i>Make their own seasons book.</i></li> </ul>
3	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</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>Whatever Next by Jill Murphy (Space)</p> <ul style="list-style-type: none"> <li><i>Make a list of equipment to take to the moon.</i></li> <li><i>Write a postcard from baby bear to his mum.</i></li> <li><i>Follow instructions to make a sandwich to take on the journey</i></li> </ul>



# Communication & language and literacy

Week	Focus	Core texts and learning tasks
4	<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> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p>Funny Bones by Janet and Allen Ahlberg (Night and Day/Body)</p> <ul style="list-style-type: none"> <li>• <i>Label body parts/bones</i></li> <li>• <i>Create a character profile for each of the skeletons. What are their real names? Describe their personalities. What do they like to do?</i></li> </ul>
5	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>• Learn and use new vocabulary</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>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p>Handa's Surprise by Eileen Browne (Contrasting environments)</p> <ul style="list-style-type: none"> <li>• <i>Retell using a story map</i></li> <li>• <i>Innovate story- set in own location. Label animals and fruit/vegetables</i></li> <li>• <i>Small world retelling</i></li> </ul>
6	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p>Commotion in the Ocean by Giles Andreae</p> <ul style="list-style-type: none"> <li>• <i>Create fact file for different creatures who live in the ocean.</i></li> <li>• <i>Compile fact files to create a class book.</i></li> <li>• <i>Read the sentences written by peers.</i></li> </ul>

# Mathematics

Week	Focus	Core learning tasks
1	<b>Count beyond 10</b> <ul style="list-style-type: none"> <li>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure.</li> <li>Spot patterns in 2-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Count to given numbers beyond 20</li> <li>Look closely at 2-digit numbers on track, in calendars and on hundred squares.</li> </ul>
2	<b>Link the number symbol (numeral) with its cardinal number value.</b> <ul style="list-style-type: none"> <li>Recognise numerals 0-10.</li> <li>Accurately count sets of objects to 10.</li> <li>Match sets of objects or actions with the correct numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</li> </ul>
3	<b>Automatically recall number bonds for numbers 0–10.</b> <ul style="list-style-type: none"> <li>Use visual models such as a 10's/ fingers frame to identify how many more to make numbers 0-10.</li> <li>Recall number bonds to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Play hiding games with a number of objects in a box or bag.</li> <li>Intentionally give children the wrong number of things.</li> <li>Create opportunities for children to apply number bonds in everyday situations.</li> <li>Play 'Smashing 10' with number to 10.</li> </ul>
4	<b>Compose and decompose shapes</b> <ul style="list-style-type: none"> <li>Investigate how shapes can be combined to make new shapes.</li> <li>Identify shapes within shapes.</li> <li>Predict what shapes they will make when paper is folded.</li> </ul>	<ul style="list-style-type: none"> <li>Combined shapes to make new ones, for example, two triangles can be put together to make a square.</li> <li>Find different ways to make shapes using pattern blocks.</li> <li>Explore what new shapes are made when folding paper.</li> </ul>
5	<b>Compare length, weight and capacity.</b> <ul style="list-style-type: none"> <li>Use comparative language accurately.</li> <li>Make a reasonable estimate about capacity.</li> <li>Make a reasonable estimate about length of something. (non-standard units such as footsteps)</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</li> </ul>
6	<b>Continue, copy and create repeating patterns.</b> <ul style="list-style-type: none"> <li>Continue and create 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>Create patterns using loose parts.</li> </ul>



# Personal, Social and Emotional Development

## Pupils should be able to:

### Development matters

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.

### ELG Assessment

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

	What the children will do	What the practitioners should do
<b>Activity</b>	Set a simple goal about what they would like to get better at in Y1. On a sheet with three columns Past/Present/Future, draw themselves before they started Reception, themselves now, and achieving their target in Y1	<ul style="list-style-type: none"> <li>• Model setting a goal for Y1.</li> <li>• Encourage children to reflect on what they have achieved in their Reception year. What can they do now that they couldn't then?</li> <li>• Model completing the 3 columns.</li> </ul>
<b>Activity</b>	Decide on what they need to be able to do to be ready for Year 1. Make a shared class list that they can work towards. Identify what they already do and what they need to work on over the half-term. Record their progress.	<ul style="list-style-type: none"> <li>• Encourage the children to focus on independence, behaviours, social and communication skills.</li> <li>• Make each child a booklet so that they can mark off their progress and work towards simple targets.</li> <li>• Model positive behaviours.</li> <li>• Give specific praise related to the list generated.</li> </ul>
<b>Activity</b>	Draw/paint a picture of themselves. Write around all the things they are good at and what their interests are for their new teacher.	<ul style="list-style-type: none"> <li>• Model writing what they are good at.</li> <li>• Ask questions to prompt children to think. What do you want your new teacher to know about you?</li> </ul>



# Personal, Social and Emotional Development

## Pupils should be able to:

### Development matters

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.

### ELG Assessment

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p><i>Ruby's Worry</i> by Tom Percival.</p> <p>Reflect on Ruby's story. How did Ruby get rid of her worry in the end? What do you think she learnt about being worried?</p> <p>Make links to their own experience.</p> <p>What did it make them think about? How did it make them feel? Has there been a time they have felt worried? Are they worried about anything now?</p>	<ul style="list-style-type: none"> <li>• Ask questions as they read the text e.g. <i>Do they think Ruby is doing the right thing? What do they think Ruby should do about her worry? How could we make Ruby happy again?</i></li> <li>• Model sharing a worry.</li> <li>• Make links to possible worries about transition to Y1.</li> <li>• Listen to children's worries respectfully and address them as appropriate.</li> <li>• Reinforce that everyone's worries are different.</li> </ul>
<b>Activity</b>	<p>What would they like to know about their new class, classroom and teacher? Make a list of questions.</p>	<ul style="list-style-type: none"> <li>• Scribe the children's questions.</li> <li>• Share with the new class teacher who can respond.</li> <li>• Hare the new teacher's responses with the children.</li> </ul>
<b>Enhanced provision:</b> Mark Making	<p>Draw or write any worries they have and post in the worry box.</p>	<ul style="list-style-type: none"> <li>• Provide children with a worry box. Model writing a worry and putting it the box/bag.</li> <li>• Check the box daily.</li> <li>• Sensitively respond to any worries raised.</li> </ul>





# Physical Development

## Pupils should be able to:

### Development matters

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing

### ELG Assessment

- Demonstrate strength, balance and coordination when playing.

	What the children will do	What the practitioners should do
<b>Activity</b>	Look at images of skeletons. Learn about how we keep our bones healthy: <ul style="list-style-type: none"> <li>• Calcium and vitamin D in their diet</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Share skeleton facts e.g. it has more than 200 bones, it supports the body, it protects organs, and helps the body move, along with muscles.</li> <li>• Introduce foods that contain calcium and vitamin D.</li> </ul>
<b>Activity</b>	Talk about we look after ourselves in the sun. Pack a bag for a day at the beach.	<ul style="list-style-type: none"> <li>• Explain why it is important to wear sun hats, sunscreen and sunglasses. Model doing this when going outside.</li> </ul>
<b>Activity</b>	Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats. Become increasing competent and accurate through practice and feedback, adding challenge. Incorporate activities into Sports Day.	<ul style="list-style-type: none"> <li>• Model skills and vocabulary.</li> <li>• Provide children with feedback on how to improve their techniques.</li> <li>• Set challenges for children as they develop their skills e.g. change distance, size of target.</li> </ul>
<b>Enhanced provision:</b> Outdoor Physical Development	Practice throwing and catching balls, aiming at targets, and using bats. Make up their own games with simple rules.	<ul style="list-style-type: none"> <li>• Provide children with feedback on how to improve.</li> <li>• Set challenges for children as they develop their skills e.g. change distance, size of target.</li> </ul>



# Understanding the World

## Pupils should be able to:

- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

## **ELG Assessment**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

	What the children will do	What the practitioners should do
<b>Activity</b>	<i>What is Science? By Rebecca Kai Dotlich</i> (see <i>Communication &amp; Language and Literacy</i> ) Create working walls as they explore different scientific themes.	<ul style="list-style-type: none"> <li>• Follow the children’s interests.</li> <li>• Model curiosity and asking questions. ‘I wonder...’</li> <li>• Find books, resources and activities linked to each weekly theme picked by the children.</li> </ul>
<b>Activity</b>	<i>Handa’s Surprise by Eileen Browne</i> Compare and contrast Handa’s journey to the children’s local. Talk about the differences in climate and the animals you would see.	<ul style="list-style-type: none"> <li>• Draw the children’s attention to the weather, animals, fruit.</li> <li>• Share non-fiction texts about Kenya. Look for Kenya on maps or a globe.</li> </ul>
<b>Enhanced provision:</b> Small World	African animals small world (Handa’s Surprise): <ul style="list-style-type: none"> <li>• Talk about the animals that live in Africa.</li> <li>• Create small worlds with the animals.</li> <li>• Create their own maps replicating Handa and Akeyo’s village.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide non-fiction texts so that children can find out more about the animals.</li> <li>• Make comparisons between Africa and the UK.</li> <li>• Model small world play including retelling the story.</li> </ul>
<b>Enhanced provision:</b> Investigation Area	Look closely at the different fruits using magnifying glasses. Describe and ask questions about what they can see.	<ul style="list-style-type: none"> <li>• Cut the fruit in half so that children can see what they are like inside.</li> <li>• Model vocabulary e.g. <i>seed, skin, flesh, fruit names</i>.</li> </ul>



# Understanding the World

## Pupils should be able to:

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

## ELG Assessment

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	What the children will do	What the practitioners should do
<b>Activity</b>	<i>Tree by Patricia Hegarty.</i> What is the weather like in summer? What happens to ice lollies in the sun? Observe ice melting. How do we turn water into ice?	<ul style="list-style-type: none"> <li>• Share pictures of summer scenes.</li> <li>• Model vocabulary e.g <i>water, ice, ice cube, cold, warm, hot, melt, melting, melted, change.</i></li> <li>• <i>What do you think will happen to the ice cubes? Can you tell me what is happening? What does it feel like?</i></li> </ul>
<b>Enhanced provision:</b> Outdoor Area	Look at books (non-fiction and fiction) about weather. Observe changes in weather, describe what the feel, see and hear when it rains/is windy or is sunny. Observe puddles/shadows/rainbows and find out about them.	<ul style="list-style-type: none"> <li>• Provide weather exploration boxes (see resources list).</li> <li>• Model vocabulary to describe weather.</li> <li>• Talk about how we use our senses to make observations.</li> <li>• Refer to <i>Tree by Patricia Hegarty.</i></li> </ul>
<b>Enhanced provision:</b> Outdoor Sand	At the seaside role-play. Make sandcastles, splash in the water, eat picnics, buy ice cream and ice lollies.	<ul style="list-style-type: none"> <li>• Create a beach area. Add water to make sandcastles.</li> <li>• Model narratives.</li> </ul>
<b>Enhanced provision:</b> Water	Explore coloured ice in the water tray using their sense. Use modeled vocabulary. <i>water, ice, ice cube, cold, warm, hot, melt, melting, melted, change.</i>	<ul style="list-style-type: none"> <li>• Be creative e.g. make dinosaur ice eggs to provide context for exploration.</li> <li>• Model key vocabulary and ask questions about the children's observations.</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.
- 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.
- Make use of props and materials when role playing characters in narratives and stories.

	What the children will do	What the practitioners should do
<b>Activity</b>	Look carefully at images or model of a skeleton. Choose from a variety of resources, what resources to use to create their own skeleton. Talk about the parts of the body and how they are connected.	<ul style="list-style-type: none"> <li>• Model cutting straws, white string and white paper into pieces of several sizes to represent the skeleton's bones.</li> <li>• Model drawing parts of a skeleton with white chalk.</li> <li>• Name the different parts of the body and specific bones.</li> </ul>
<b>Activity</b>	<i>Tree by Patricia Hegarty</i> Seasons fingerprint paintings.	<ul style="list-style-type: none"> <li>• Teach and model techniques to build up the pictures including blowing paint to create trees, finger printing blossom and snow.</li> </ul>
<b>Enhanced provision:</b> Role play	Engage in themed Role play linked to the texts <i>Funny Bones</i> -Hospital role-play- xrays, bandaging broken bones. <i>Whatever Next by Jill Murphy</i> - Retell using props from the story.	<ul style="list-style-type: none"> <li>• Model telling own narratives and retelling known stories using role-play props.</li> <li>• Model co-operative play and negotiating roles.</li> <li>• Provide story maps created in literacy to support retelling.</li> </ul>
<b>Enhanced provision:</b> Small World	Play with small world toys, making up stories based on the moon. Create their own or make resources to add to a teacher made moonscape.	<ul style="list-style-type: none"> <li>• Model creating stories around the moonscape.</li> <li>• Share non-fiction books about space.</li> <li>• Talk about what you might see and feel on the moon.</li> </ul>



# Expressive Arts and Design

## Pupils should be able to:

### Development matters

- Watch and talk about dance and performance art, expressing their feelings and responses.
- 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>	<p>1) Listen to different examples of African music; traditional drumming, highlife and reggae.</p> <p>2) Watch performances of African dance. This could be online or a live performance.  <a href="https://www.allaroundthisworld.com/lessons/learn-african-dances/#.YAQzCej7TIU">https://www.allaroundthisworld.com/lessons/learn-african-dances/#.YAQzCej7TIU</a></p> <p>Talk about what they have watched. What did they like? Describe the music and movement observed. What sounds do the instruments make?</p>	<ul style="list-style-type: none"> <li>• Draw the children’s attention to rhythm.</li> <li>• Model talking about the features of the music.</li> <li>• Model and explain key vocabulary: <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i></li> <li>• Encourage children to listen carefully to music, identifying instruments that are being played.</li> <li>• Encourage children to watch dance carefully, describe movement in response to the music.</li> </ul>
<b>Enhanced provision:</b> Music Area	<p>Explore playing the instruments they observed. Listen to and move to African music. Create their own sequences of movement. Use the correct vocabulary to talk music. <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i></p>	<ul style="list-style-type: none"> <li>• Model how to play each instrument.</li> <li>• Model and explain key vocabulary: <i>Loud, quiet, soft, fast, slow, rhythm, beat, play, tap, scrape, bang, pitch, volume.</i></li> <li>• Model dancing in response to the music.</li> <li>• Model tapping out rhythms.</li> </ul>



## Resources

### Topic Book Box

#### Fiction

Ada Twist, Scientist by Andrea Beaty  
Eric and the Red Planet: A Space Adventure with Numbers by Caroline Glicksman  
Tree by Patricia Hegarty  
Whatever Next by Jill Murphy  
Funny Bones by Janet and Allen Ahlberg  
Handa's Surprise by Eileen Browne

#### Non-Fiction

What is Science? By Rebecca Kai Dotlich  
Move It! Motion, Forces and You by Adrienne Mason  
10 Things I can do to Help my World by Melanie Walsh  
Tree by Patricia Hegarty  
Look Out! How We Use Our Five Senses! By Leon Read and Sean Sims  
Little Explorers: My Amazing Body

#### Poetry, Songs and Rhyme

Commotion in the Ocean by Giles Andreae

### Provision areas

#### Small world

- Tough tray
- Moonscape small world toys (cover cars in tin foil etc.)
- Foil, bubble wrap for the surface
- Books about space

#### Maths Area

- Number tracks
- Calendars
- 100 square
- 2D shapes
- Pattern blocks
- Jugs and beakers of different sizes
- Loose parts
- Natural objects e.g. fir cones, shells

#### Other

- Skeleton images
- Worry box

#### Outdoor Role play

- Sand
- Water
- Beach towel
- Bucket and spade
- Picnic bag

#### Creative Area

- Straws
- Skeleton models or pictures
- Tree pictures for each season
- Paint

#### Outdoor Balls

- Tennis balls
- Footballs
- Ping pong balls
- Bats and sticks
- Targets/goals

#### Music Area

- African music
- Video clips of African dancing
- Percussion instruments

#### Outdoor Investigation-Weather Boxes e.g.

- Windy day items e.g., wind chimes
- Foggy day items e.g., bike lights
- Rainy day item e.g., sponges

#### Water Tray

- Ice
- Ice cube trays
- Food colouring

#### Mark Making

- Past/Present/Future frame

