

# United Learning

## EYFS Curriculum: Unit Overview

### Reception

*Summer 1: Where We Live*



# 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

- Listen to and talk about stories to build familiarity and understanding.
- *Link events in a story to their own experiences.*
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.

### Literacy

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

## Mathematics

### Count beyond 10:

- Count verbally beyond 20.
- Count beyond 10 using number tracks.

### Comparing numbers to 10:

- Divide numbers into equal groups.
- Use 'the same' to describe identical sized groups.

### Continue explore the composition of numbers to 10:

- Partition and recombine sets.

### Automatically recall number bonds:

- Automatically recall number bonds for numbers 0–5.

### Develop spatial reasoning skills:

- Copy complex 2D pictures with 3D resources

## Understanding the world

### Development matters

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.

### EYFS Assessment

- Describe their immediate environment.
- Explain some similarities and differences between life in this country and life in other countries.

## PSED

### Development matters

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### ELG Assessment

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Explain the reasons for rules, know right from wrong.

## Physical development

### Development matters

- Further develop and refine a range of ball skills.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### ELG Assessment

- Demonstrate strength, balance and coordination when playing.

## Expressive Arts & Design

### 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.

### ELG Assessment

- Perform songs with others and 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>Listen to and talk about stories to build familiarity and understanding.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</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> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p>The Jolly Postman or Other People's Letters</p> <ul style="list-style-type: none"> <li><i>Answer questions. Who are the letters from? What clues are there?</i></li> <li><i>Draw a map to represent where the postman has been. Label and add detail.</i></li> <li><i>Write a letter to their favourite character from a story. (Build over a week).</i></li> </ul>
3/4	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <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>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> </ul>	<p>This is London by Miroslav Sasek (Or another city in the book if located in London)</p> <ul style="list-style-type: none"> <li><i>Show interest in knowing more. Plan questions</i></li> <li><i>Look in non-fiction text/ online information to find out more.</i></li> <li><i>Create a class book about their hometown/city.</i></li> </ul>
5/6	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>Describe events in some detail.</li> <li>Listen to and talk about stories to build familiarity and understanding.-<i>Link events in a story to their own experiences.</i></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> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p>All Aboard the BoBo Road by Steven Davies</p> <ul style="list-style-type: none"> <li><i>Use sequencing words to describe the events in the story.</i></li> <li><i>Talk about their own experiences of a journey on a bus.</i></li> <li><i>Go on a local bus journey. Record and describe key events.</i></li> <li><i>Make a class book/ labelled maps about their journey on a bus.</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>Count beyond 10 using number tracks.</li> </ul>	<ul style="list-style-type: none"> <li>Play games such as hide and seek where children are required to count beyond 10.</li> <li>Find dates on calendars by counting along.</li> <li>Play jumping games on number track painted outside.</li> </ul>
2	<b>Comparing numbers to 10:</b> <ul style="list-style-type: none"> <li>Divide numbers into equal groups.</li> <li>Use 'the same' to describe identical sized groups.</li> </ul>	<ul style="list-style-type: none"> <li>Distribute items evenly in practical contexts e.g. dividing fruit at snack time.</li> <li>Explore sharing fairly/ unfairly through stories.</li> </ul>
3	<b>Continue explore the composition of numbers to 10:</b> <ul style="list-style-type: none"> <li>Partition and recombine sets.</li> </ul>	<ul style="list-style-type: none"> <li>Represent the parts within the whole in different situations.</li> <li>Play games which involve partitioning and recombining sets e.g. throwing beanbags in a hoop, balls in a bucket.</li> </ul>
4/5	<b>Automatically recall number bonds:</b> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–5.</li> </ul>	<ul style="list-style-type: none"> <li>Play hiding games with a number of objects in a box or bag.</li> <li>Explore number bonds through number songs to 5.</li> <li>Create opportunities for children to apply number bonds in everyday situations.</li> <li>Find how many are missing on a 5 frame.</li> </ul>
6	<b>Develop spatial reasoning skills:</b> <ul style="list-style-type: none"> <li>Copy complex 2D pictures with 3D resources</li> </ul>	<ul style="list-style-type: none"> <li>Copy complex 2D pictures and patterns with these 3D resources.</li> </ul>



# Personal, Social and Emotional Development

## Pupils should be able to:

### Development matters

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### ELG Assessment

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Listen to <i>Ravi's Roar</i> by Tom Percival.</p> <p>Talk about what upsets and frustrates Ravi. How did he manage his frustration? How could he do things differently?</p> <p>Talk about situations that make them want to roar. Discuss the emotions they feel and how to manage those emotions.</p>	<ul style="list-style-type: none"> <li>• Explain how Ravi feels and he could overcome his emotions.</li> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> <li>• Model talking about emotions.</li> <li>• Explain vocabulary related to emotions and link to the children's experiences.</li> <li>• In CP, recognize and name children's emotions.</li> <li>• Share strategies for staying calm.</li> </ul>
<b>Activity</b>	<p>Listen to <i>The Selfish Crocodile</i> by Faustin Charles. Talk about what changes the crocodiles behaviour.</p> <p>The other animals make rules about how he needs to behave. Discuss why we have rules and why they are important.</p>	<ul style="list-style-type: none"> <li>• Explain how the different characters feel and how they overcome their emotions.</li> <li>• Draw the children's attention to the rules we have in the classroom/ setting/ school. Why do we have them? Why is it important to follow them?</li> <li>• Model talking about emotions.</li> <li>• Explain vocabulary related to emotions and link to the children's experiences.</li> </ul>



# Physical Development

## Pupils should be able to:

### Development matters

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- 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

	What the children will do	What the practitioners should do
<b>Activity</b>	<p>Play group games that involve rolling, pushing and kicking balls.</p> <p>Look where they are aiming before pushing the ball.</p> <p>Join in games that involve turn taking.</p> <p>Become increasing accurate at rolling, pushing and kicking balls to each other or at a target.</p> <p>Describe what they are doing.</p>	<ul style="list-style-type: none"> <li>• Provide a range of different sized 'balls' made out of familiar materials, tennis balls, ping pong balls, beach balls and balloons.</li> <li>• Model how to roll, push and kick balls.</li> <li>• Model vocabulary.</li> <li>• Model how to use resources used to bat, pat and hit a ball.</li> </ul>
<b>Enhanced provision:</b> Funky Fingers	<p>Play fine motor football using a ping-pong ball, pompom, or a ball made of play dough craft sticks, or match sticks as the footballers.</p>	<ul style="list-style-type: none"> <li>• Encourage the children to use a pincer grip to hold the craft stick.</li> <li>• Add challenges e.g. dribble the ball around cones, penalty shoot out.</li> </ul>
<b>Enhanced provision:</b> Outdoor Physical Development	<p>Explore rolling, pushing and kicking balls with their hands and other equipment.</p> <p>Look where they are aiming before pushing the ball.</p> <p>Device simple ball activities in pairs.</p> <p>Describe what they are doing.</p> <p>Aim ball at a target.</p>	<ul style="list-style-type: none"> <li>• Provide a range of different sized 'balls' made out of familiar materials, tennis balls, ping pong balls, beach balls and balloons.</li> <li>• Provide challenge cards and activity ideas.</li> <li>• Model how to roll, push and kick balls.</li> <li>• Model vocabulary.</li> <li>• Model how to use resources used to bat, pat and hit a ball.</li> </ul>



# Understanding the World (1)

## Pupils should be able to:

### Development matters

- Draw information from a simple map.
- Understand that some places are special to members of their community.

### EYFS Assessment

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	What the children will do	What the practitioners should do
<b>Activity</b>	Walk around the immediate local area. Take photographs of key landmarks and places of importance to themselves.	<ul style="list-style-type: none"> <li>• Complete a risk assessment/ school visit forms.</li> <li>• Ask questions What can you see/ did you see? What was your favourite place? Which places do you visit regularly?</li> <li>• Model how to find places on a map.</li> </ul>
<b>Activity</b>	Look at a simple map of their locality. Learn what basic map symbols represent. Find places on the map and draw out the route they walked.	<ul style="list-style-type: none"> <li>• Share a simple map of the locality with a key to landmarks.</li> <li>• Model how to find places on a map.</li> </ul>
<b>Activity</b>	Look for their house, school and other significant landmarks using Google maps/ other mapping tools. Look at them on street view and images from above. Look for in a different part of the world and discuss how it is similar or different to their own. Use language <i>beach, hill, forest, river, sea, mountain.</i>	<ul style="list-style-type: none"> <li>• Help children if they can they find key places in their community.</li> <li>• Talk about the difference between street view and on maps.</li> <li>• Show the children what the map symbols mean.</li> <li>• Prompt children to suggest places they have been on holiday.</li> <li>• Model words that describe physical features.</li> </ul>
<b>Enhanced provision:</b> Construction/Small World	Make 3D and 2D representations of maps/ plans of their locality. Use in their play with small world toys. Use some map symbols where appropriate.	<ul style="list-style-type: none"> <li>• Provide large sheets of paper/rolls and mark making tools, examples of maps and a key to symbols.</li> <li>• Model positional and directional language.</li> </ul>
<b>Enhanced provision:</b> Outdoor Provision	Play games using laminated maps of their outdoor area, locality and imaginative towns and cities.	<ul style="list-style-type: none"> <li>• Model exploring pretend locations using the maps.</li> <li>• Model positional and directional language.</li> </ul>





# Understanding the World (2)

## Pupils should be able to:

### Development matters

- Comment on images of familiar situations in the past.
- Recognise some similarities and differences between life in this country and life in other countries.

### EYFS Assessment

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

	What the children will do	What the practitioners should do
<b>Activity</b>	Listen to and discuss the book, <i>My World, Your World</i> by <i>Melanie Walsh</i> . Comment on some similarities/differences between life in this country and life in other countries.	<ul style="list-style-type: none"> <li>• Talk about similarities and difference, reinforcing the commonalities.</li> <li>• Explain vocabulary that might be new to the children e.g. sari.</li> </ul>
<b>Activity</b>	Listen to and discuss the book, <i>In Every House on Every Street</i> by <i>Jess Hitchman</i> and <i>Lili La Belein</i> . Talk about their home and street. Share non-fiction text about homes around the world e.g. <i>Homes Around the World</i> by <i>Max Moore</i> , <i>Home (Around the World)</i> by <i>Kate Perry</i> or <i>Houses and Homes</i> by <i>Ann Morris</i> . Talk about their observations.	<ul style="list-style-type: none"> <li>• Use a globe or world map to help children understand where places are located in relation to the UK.</li> <li>• Talk about the similarities and differences in construction.</li> <li>• Model sentence structures that support children to comparisons between life in this country and life in other countries.</li> </ul>
<b>Activity</b>	Look at historic pictures of their locality e.g. important buildings, high street, the school. Talk about what they notice. What has changed? Invite parents/ grandparents to talk about what they remember.	<ul style="list-style-type: none"> <li>• Draw the children’s attention to clothes, transport, road layouts, new buildings.</li> <li>• Model making observations.</li> <li>• Display so that the children can revisit.</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.

### 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 to different kinds of music from around the world, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it.	<ul style="list-style-type: none"> <li>• Encourage children to listen attentively to music.</li> <li>• Talk about the children’s experiences of music.</li> <li>• Make links to the work they have been doing in on homes around the world. Find where music originates on maps or globes.</li> <li>• Discuss changes and patterns as a piece of music develops.</li> </ul>
<b>Activity</b>	Learn simple songs from different countries e.g. <i>Tenho Uma Boneca (I Have A Doll, Mozambique)</i> <i>Shake The Papaya Down (Jamaica)</i> <i>Frere Jacques (France)</i> <i>Pusi Nofo (Hey Cat, Samoa)</i> <i>Mango Walk (Trinidad)</i> <i>La Cucharacha (Mexico)</i> Find out what each song is about.	<ul style="list-style-type: none"> <li>• Use songs with and without words – children may pitch match more easily with sounds like ‘ba’.</li> <li>• Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>• Introduce new songs gradually and repeat them regularly.</li> <li>• Sing slowly, so that children can listen to the words and the melody of the song.</li> </ul>
<b>Enhanced provision:</b> Music/ Performance Area	Perform song and dance to music from different cultures. Play along to music with percussion instruments.	<ul style="list-style-type: none"> <li>• Provide music from a range of cultures.</li> <li>• Encourage children to put on performances and shows.</li> </ul>



# Resources

## Topic Book Box

### Fiction

The Jolly Postman or Other People's Letters  
This is London by Miroslav Sasek  
All Aboard the BoBo Road by Steven Davies  
Ravi's Roar by Tom Percival  
Listen to The Selfish Crocodile by Faustin Charles  
In Every House on Every Street by Jess Hitchman and Lili La Belein  
My World, Your World by Melanie Walsh.

### Non-fiction

Homes Around the World by Max Moore  
Home (Around the World) by Kate Perry or Houses  
Homes by Ann Morris.

### Poetry, Rhymes and Songs

Simple songs from different countries e.g.  
*Tenho Uma Boneca (I Have A Doll, Mozambique)*  
*Shake The Papaya Down (Jamaica)*  
*Frere Jacques (France)*  
*Pusi Nofo (Hey Cat, Samoa)*  
*Mango Walk (Trinidad)*  
*La Cucharacha (Mexico)*

## Provision areas

### Small world/ Construction

- Globes
- Maps
- Pictures of places in the locality
- Books about homes
- Large sheets or rolls of paper
- Junk modelling boxes for buildings
- Transport small world toys

### Maths Area

### Music Area

- A selection of music from different cultures
- Percussion instruments

### Funky Fingers

- Ping-pong ball, pompom, or a ball made of play dough craft sticks or match sticks
- Cones
- Goal made from lollipop sticks and blu tack

### Mark Making

- Fact file templates
- Books/leaflets about local area

### Other

- Online maps
- Map key chart
- Pictures of locality in the past
- Camera
- Risk assessment/visit form

### Maths Area

- Complex 2D patterns and pictures
- 3D shapes

### Outdoor Balls

- Balls made out of familiar materials
- Tennis balls
- Ping pong balls
- Beach balls
- Balloons
- Bats and sticks

