

UNIT TITLE: Marvellous Me!
Unit organiser

Class 1 – EYFS

Reception Nursery

Knowledge and Skills: The bigger picture

	Week 1 and 2 3.9.25 and 8.9.25	Week 3 15.9.25	Week 4 22.9.25	Week 5 29.9.25	Week 6 6.10.25	Week 7 13.10.25	Week 8 20.10.25
Mathematics	<p>Maths about Me!</p> <p>Baselines</p>	<p>Fluency: Subitising within 3</p>	<p>Fluency: Counting, cardinality and ordinality</p> <p>Focus on counting skills</p>	<p>Fluency: Composition</p> <p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p>	<p>Fluency: Subitising</p> <p>Subitise objects and sounds</p>	<p>Fluency: Comparison</p> <p>Comparison of sets - 'just by looking'.</p> <p>Use the language of comparison: more than and fewer than.</p>	
	<p>Colours</p> <p>Recognise the colour red, blue, yellow</p>	<p>Colours</p> <p>Recognise the colour green, purple</p> <p>Recognise colours</p>	<p>Matching</p> <p>Recognise matching buttons, shoes and towers</p>	<p>Matching</p> <p>Match shapes, size, prints</p>	<p>Sorting</p> <p>Sort by size, colour, shape</p>	<p>Sorting</p> <p>What do you notice?</p> <p>Guess my rule</p>	<p>Number 1</p> <p>Subitising, counting and numeral matching</p>
Phonics	<p>Little Wandle Phonics</p> <p>Graphemes: s a t p</p>	<p>Little Wandle Phonics</p> <p>Graphemes: i n m d</p>	<p>Little Wandle Phonics</p> <p>Graphemes: g o c k</p> <p>Tricky word: is</p>	<p>Little Wandle Phonics</p> <p>Graphemes: ck e u r</p> <p>Tricky word: l</p>	<p>Little Wandle Phonics</p> <p>Graphemes: h b f l</p> <p>Tricky word: the</p>	<p>Little Wandle Phonics</p> <p>Assessment and Review</p>	<p>Little Wandle</p> <p>Assessment and Review</p>
	<p>Focus rhyme: Miss Molly Had a Dolly</p> <p>Love of Reading: Hello, friend! By Rebecca Cobb</p>	<p>Focus rhyme: Miss Molly Had a Dolly</p> <p>Love of Reading: Hello, friend! By Rebecca Cobb</p>	<p>Focus rhyme: Miss Molly Had a Dolly</p> <p>Love of Reading: Hello, friend! By Rebecca Cobb</p>	<p>Focus rhyme: Miss Molly Had a Dolly</p> <p>Love of Reading: Kindness makes us strong By Sophie Beer</p>	<p>Focus rhyme: Humpty Dumpty</p> <p>Love of Reading: Kindness makes us strong By Sophie Beer</p>	<p>Focus rhyme: Humpty Dumpty</p> <p>Love of Reading: Kindness makes us strong By Sophie Beer</p>	<p>Focus rhyme: Humpty Dumpty</p> <p>Love of Reading: Kindness makes us strong By Sophie Beer</p>
Literacy	<p>To engage in conversations about stories.</p> <p>Daily story times</p> <p>Baseline</p>	<p>To engage in conversations about stories and use new vocabulary.</p>	<p>To articulate ideas in a sentence.</p> <p>To identify the initial sounds in words.</p>	<p>To retell a story.</p> <p>To describe events in detail.</p>	<p>To listen and talk about a non-fiction book.</p> <p>To identify initial sounds.</p>	<p>To articulate ideas in a sentence and learn a new vocabulary.</p>	<p>To articulate ideas in a sentence and use a range of vocabulary.</p>
	<p>Make marks to represent their name.</p> <p>Recognise their name.</p>	<p>Draw freely.</p> <p>Recognise their name.</p>	<p>Engage in conversations about stories and learn new vocabulary.</p> <p>Recognise their name.</p>	<p>Give meaning to their drawings and paintings.</p> <p>Recognise their name.</p>	<p>Sing songs and rhymes independently.</p>	<p>Develop play around favourite stories.</p>	<p>Ask questions about the books. Makes comments and shares own ideas.</p>

Personal, Social and Emotional Development	Classroom rules and routines Self-regulation: My feelings Identifying my feelings To identify their feelings.	Self-regulation: My feelings Feelings jars To identify and express my feelings.	Self-regulation: My feelings Coping strategies To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions.	Self-regulation: My feelings Describing feelings To explore the different adjectives that can be used to describe feelings.	Self-regulation: My feelings Facial expressions To explore different facial expressions and what they mean.	Self-regulation: My feelings Creating a calm corner To identify different feelings and how to moderate behaviour socially and emotionally.	
Understanding the World	Name and describe people who are familiar to them. Mirror - self portrait	Talk about members of their immediate family and community. Family photos - collage	Name and describe people who are familiar to them. Magic mirror	Name and describe people who are familiar to them. Compare hand/footprints with friends	Describe what they see, hear and feel whilst outside. Looking for shadows created by the sun. Draw around shadows and compare shape and size.	Describe what they see, hear and feel whilst outside. Making shadows indoors using torches. Transparent and Opaque objects and materials.	Describe what they see, hear and feel whilst outside. Making shadow puppets.
Computing	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision	Kapow: Computing through continuous provision
Religion and World Views	What does 'special' mean to me?	What special places do I visit?	What happens in a church?	What does the inside of a church look like?	Where is a special place for other faiths? Mandir	Where is a special place for other faiths? Mosque	Where is a special place for other faiths? Synagogue Gurdwara
Expressive Arts & Design	Use drawing to represent ideas. Baseline Draw a person Structures: Junk Modelling Exploring Junk Modelling To explore and investigate the tools and materials in the junk modelling area.	Structures: Junk Modelling Cutting and Scissor Skills To investigate cutting different materials.	Structures: Junk Modelling Choosing Resources To learn how to plan and select the correct resources to make a model.	Structures: Junk Modelling Making Models To verbally plan and create a junk model.	Structures: Junk Modelling Evaluation and Presentation To share a finished model and talk about the processes in its creation.	Structures: Junk Modelling Temporary Joins To explore different ways to temporarily join materials together.	Art: Autumn Wreath To create an autumnal wreath using natural found objects. To experiment with different ways to join materials.
Music		Exploring Sound Vocal sounds To explore using voices to make a variety of sounds, with relevant symbols.	Exploring Sound Body sounds To explore using body parts to make a variety of sounds.	Exploring Sound Instrumental sounds To explore using instruments to make a variety of sounds.	Exploring Sound Environmental sounds To explore sounds within the environment.	Exploring Sound Nature sounds To listen to sounds in nature and recreate them.	

<p>Physical Development</p>	<p>Fundamentals To develop balancing whilst stationary and on the move.</p> <p>Ball Skills To develop rolling a ball to a target.</p>	<p>Fundamentals To develop running and stopping.</p> <p>Ball Skills To develop stopping a rolling ball.</p>	<p>Fundamentals To change direction.</p> <p>Ball Skills To develop accuracy when throwing to a target.</p>	<p>Fundamentals To develop jumping and landing.</p> <p>Ball Skills To develop bouncing and catching a ball.</p>	<p>Fundamentals To develop hopping and landing.</p> <p>Ball Skills To develop dribbling a ball with your feet.</p>	<p>Fundamentals To explore different ways to travel.</p> <p>Ball Skills To develop kicking a ball.</p>	<p>Fundamentals To develop balancing.</p>
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