

**UNIT TITLE: Come Fly with Me!**  
Unit organiser

**Class 1 – EYFS**

**Reception          Nursery**

**Knowledge and Skills: The bigger picture**

	<b>Week 1 5.1.26</b>	<b>Week 2 12.1.26</b>	<b>Week 3 19.1.26</b>	<b>Week 4 26.1.26</b>	<b>Week 5 2.2.26</b>	<b>Week 6 9.2.26</b>
<b>Mathematics</b>	Mastering Number Week 11: Subitising	Mastering Number Week 12: Counting, ordinality and cardinality	Mastering Number Week 13: Composition	Mastering Number Week 14: Composition	Mastering Number Week 15: Comparison	Compare size Compare mass Compare capacity
	Counting to 5 Numeral 5 Pentagon Song - 5 fingers	Sammy Snail Number 5's House Spots and dots Song - Alice the Camel	Consolidation Counting, Numerals, Subitising	Counting 6 Counting 6 6 on a ten frame Nursery rhyme	Height and Length Tall and short Long and short Tall/long and short	Consolidation
<b>Phonics</b>	Little Wandle Phonics Graphemes: sh, th, ng, nk  Tricky words: she, he, of, go	Little Wandle Phonics Graphemes: ai, ee, igh, oa  Tricky words: the, I, pull, full	Little Wandle Phonics Graphemes: oo, oo, ar, or  Tricky words: push, was, they, you	Little Wandle Phonics Graphemes: ur, ow, oi, ear  Tricky words: was, you, they, into, my, by, all	Little Wandle Phonics Graphemes: air, er Double letters  Tricky words: my, by, all, no, go are sure pure	Little Wandle Phonics Longer words  Tricky words: are, sure, pure, into, she, he, we, me, be, of
	Focus rhyme: Wind the Bobbin Up  Love of Reading: All through the night  Foundations for Phonics: d	Focus rhyme: Wind the Bobbin Up  Love of Reading: All through the night  Foundations for Phonics: g	Focus rhyme: Wind the Bobbin Up  Love of Reading: All through the night  Foundations for Phonics: o	Focus rhyme: Round and Round the Garden  Love of Reading: Where's Lenny?  Foundations for Phonics: c	Focus rhyme: Round and Round the Garden  Love of Reading: Where's Lenny?  Foundations for Phonics: k	Focus rhyme: Round and Round the Garden  Love of Reading: Where's Lenny?  Foundations for Phonics: e
<b>Literacy</b>	Drawing Club Storybook  Handwriting Practising patterns: Horizontal lines, vertical lines, wavy lines, circles.	Drawing Club Storytelling  Handwriting Practising patterns: Up curves, down curves, mixed-height curves	Drawing Club Animation  Handwriting Practising patterns: Spirals, crosses, turrets, diagonals.	Drawing Club Storybook  Handwriting Practising patterns: Zig-zags, sideways V, letter x, triangles.	Drawing Club Storytelling  Handwriting Curly Letters c, a, d	Drawing Club Animation  Handwriting Curly Letters g, o, q

	<p>Joins in with songs and rhymes.</p> <p>Recognise their name.</p>	<p>Adds some marks to drawings that they give meaning to.</p> <p>Recognise their name.</p>	<p>Adds some marks to drawings that they give meaning to.</p> <p>Recognise their name.</p>	<p>Engage in conversations about stories and learn new vocabulary.</p> <p>Begin to make letter shapes.</p>	<p>Sing songs and rhymes independently.</p> <p>Begin to make letter shapes.</p>	<p>Develop play around favourite stories.</p> <p>Write their name.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Managing Self: Taking on Challenges</p> <p>Why do we have rules?</p> <p>To understand why we have rules.</p>	<p>Managing Self: Taking on Challenges</p> <p>Building towers</p> <p>To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems.</p>	<p>Managing Self: Taking on Challenges</p> <p>Team den building</p> <p>To work together as a group to overcome challenges and communicate effectively with others.</p>	<p>Managing Self: Taking on Challenges</p> <p>Grounding</p> <p>To learn and practise 'grounding' coping strategies.</p>	<p>Managing Self: Taking on Challenges</p> <p>Team races</p> <p>To understand the importance of perseverance in the face of challenge.</p>	<p>Managing Self: Taking on Challenges</p> <p>Circus skills</p> <p>To learn new skills, showing resilience and perseverance in the face of challenge.</p>
<p><b>Understanding the World</b></p>		<p>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.</p> <p>Hello China! Map, images, Chinese dragon, alphabet.</p>	<p>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.</p> <p>Chinese Culture Chinese New Year, music, food, traditional dress The Great Race story</p>	<p>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Hello India! Map, images, spices, Bollywood music, temples Indian animals</p>	<p>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Indian Culture Diwali, customs and traditions, dance, greetings, Oman festival.</p>	<p>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Fly by Egypt Pyramids, camels, River Nile, Cairo, desert. Compare to Rawcliffe Bridge.</p>
<p><b>Computing</b></p>		<p>Kapow: Programming 1 Following instructions</p>	<p>Kapow: Programming 1 Giving simple instructions</p>	<p>Kapow: Programming 1 Dressing up instructions</p>	<p>Kapow: Programming 1 Debugging instructions (Washing hands)</p>	<p>Kapow: Programming 1 Predictions</p>
<p><b>Science</b></p>		<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>What is weather?</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Rain and Water</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Wind and Stormy Weather</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Seasons and Change</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>How Weather affects us</p>

<b>Religion and World Views</b>		Who is a special person to you?	Who is important to us in the community?	What special clothes do they wear? (Comparing a vicar and a doctor)	Who is special in the Christian community?	Who is special in the Sikh community?
<b>Expressive Arts &amp; Design</b>	<p>Textiles: Bookmarks</p> <p>Exploring threading and weaving</p> <p>To develop threading and weaving skills.</p>	<p>Textiles: Bookmarks</p> <p>Paper weaving</p> <p>To practise and apply weaving skills to a specific material e.g. paper.</p>	<p>Textiles: Bookmarks</p> <p>Sewing with hessian</p> <p>To practise and apply threading skills with specific materials e.g. hessian and wool.</p>	<p>Textiles: Bookmarks</p> <p>Designing bookmarks</p> <p>To use threading or sewing to design a product (bookmark).</p>	<p>Textiles: Bookmarks</p> <p>Creating bookmarks</p> <p>To create a textiles product (bookmark) following their own design.</p>	<p>Textiles: Bookmarks</p> <p>Evaluating bookmarks</p> <p>To reflect with children on how they have achieved their aims.</p>
	<b>Music</b>	<p>Kapow: Music and movement</p> <p>Action songs</p> <p>To understand why songs have actions; to learn some simple Makaton signs to accompany a song.</p>	<p>Kapow: Music and movement</p> <p>Finding the beat</p> <p>To explore beat through body movement; to express feelings and emotions through movement to music.</p>	<p>Kapow: Music and movement</p> <p>Exploring tempo</p> <p>To explore beat through body movement; to express feelings and emotions through movement to music.</p>	<p>Kapow: Music and movement</p> <p>Exploring tempo and pitch through dance</p> <p>To explore pitch and tempo through scarf dancing and body movement; to express feelings and emotions through movement to music.</p>	<p>Kapow: Music and movement</p> <p>Music and movement performance</p> <p>To perform action songs to a small audience.</p>
<b>Physical Development</b>	<p>Unit 2 Fundamentals To develop balancing.</p> <p>Unit 2 Dance To copy, repeat and explore actions in response to a theme.</p>	<p>Fundamentals To develop running and stopping.</p> <p>Dance To explore and remember actions considering level, shape and direction.</p>	<p>Fundamentals To develop changing direction.</p> <p>Dance To explore movement using a prop with control and co-ordination.</p>	<p>Fundamentals To develop jumping.</p> <p>Dance To move with control and co-ordination, expressing ideas through movement.</p>	<p>Fundamentals To develop hopping</p> <p>Dance To remember and repeat actions moving in time with the music.</p>	<p>Fundamentals To explore different ways to travel using equipment.</p> <p>Dance To explore actions in response to a theme and begin to use counts.</p>