

UNIT TITLE: Once upon a Rhyme Unit organiser							
Class 1 – EYFS							
Reception				Nursery			
Knowledge and Skills: The bigger picture							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mathematics	Baselines	Fluency: Subitising within 3	Fluency: Counting, cardinality and ordinality Focus on counting skills	Fluency: Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4	Fluency: Subitising Subitise objects and sounds	Fluency: Comparison Comparison of sets - ‘just by looking’. Use the language of comparison: more than and fewer than.	Talk about measure and patterns Compare size, mass, capacity Explore patterns
		Colours Recognise the colour red, blue, yellow	Colours Recognise the colour green, purple Recognise colours	Matching Recognise matching buttons, shoes and towers	Matching Match shapes, size, prints	Sorting Sort by size, colour, shape	Sorting What do you notice? Guess my rule
Phonics		Little Wandle Phonics Graphemes: s a t p	Little Wandle Phonics Graphemes: i n m d	Little Wandle Phonics Graphemes: g o c k Tricky word: is	Little Wandle Phonics Graphemes: ck e u r Tricky word: l	Little Wandle Phonics Graphemes: h b f l Tricky word: the	Little Wandle Phonics Assessment and Review
	Focus rhyme: Baa Baa Black Sheep + Hop Little Bunnies Time to Talk	Focus rhyme: Twinkle, Twinkle, Little Star + Hop Little Bunnies Time to Talk	Focus rhyme: Humpty Dumpty + Round and Round the Garden Time to Talk	Focus rhyme: Rain, Rain, Go Away + Round and Round the Garden Time to Talk	Focus rhyme: Row, Row, Row Your Boat + Wind the Bobbin Up Time to Talk	Focus rhyme: I’m a Little Teapot + Wind the Bobbin Up Time to Talk	Focus rhyme: Incy Wincy Spider + Wind the Bobbin Up Time to Talk
Literacy	To engage in conversations about stories. Daily story times Baseline	To engage in conversations about stories and use new vocabulary.	To articulate ideas in a sentence. To identify the initial sounds in words.	To retell a story. To describe events in detail.	To listen and talk about a non-fiction book. To identify initial sounds.	To articulate ideas in a sentence and learn new vocabulary.	To articulate ideas in a sentence and use a range of vocabulary.
	Make marks to represent their name. Recognise their name.	Draw freely. Recognise their name.	Engage in conversations about stories and learn new vocabulary. Recognise their name.	Give meaning to their drawings and paintings. Recognise their name.	Sing songs and rhymes independently.	Develop play around favourite stories.	Ask questions about the books. Makes comments and shares own ideas.



Talk Through Stories and Drawing Club	Five Minutes' Peace (TTS)	Five Minutes' Peace (TTS)	Ruby's Worri (DC)	Ruby's Worri (DC)	The Gingerbread Man (DC)	The Gingerbread Man (DC)	The Magic Roundabout (DC)
Personal, Social and Emotional Development	Classroom rules and routines Zones of Regulation	Self-regulation: My feelings Identifying my feelings To name different feelings.	Self-regulation: My feelings Feelings jars To talk about how I feel.	Self-regulation: My feelings Coping strategies To talk about what I can do when I have big feelings.	Self-regulation: My feelings Describing feelings To talk about different feelings in my body.	Self-regulation: My feelings Facial expressions To use faces to help me understand how people feel.	Self-regulation: My feelings Creating a calm corner To find ways to help me feel calm.
Understanding the World		Talk about members of their immediate family. Name and describe people who are familiar to them. Sharing family photographs.	Talk about members of their immediate family. Name and describe people who are familiar to them. Creating pictures of themselves and their family.	Talk about members of their immediate family. Name and describe people who are familiar to them. Comparing hand, foot and fingerprints with friends.	Talk about members of their immediate family. Name and describe people who are familiar to them. Comparing themselves to a character from a book.		
Computing		Kapow: Computing All about instructions Following instructions	Kapow: Computing All about instructions Giving simple instructions	Kapow: Computing All about instructions Dressing up instructions	Kapow: Computing All about instructions Debugging instructions (Washing hands)	Kapow: Computing All about instructions Predictions	
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	Drawing: Marvellous marks Mark making with wax crayons	Drawing: Marvellous marks Mark making with felt tips	Drawing: Marvellous marks Mark making with chalk	Drawing: Marvellous marks Observational pencil drawings	Drawing: Marvellous marks Drawing faces	Drawing: Marvellous marks Drawing faces in colour

Music		To investigate the marks and patterns made by different textures.	To explore making marks with felt tips.	To explore making marks with chalk.	To explore mark making with pencils.	To create a simple observational drawing.	To use a variety of colours and materials to create a self-portrait.
		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.	
Physical Development		Movement and Sequences Walking	Movement and Sequences Running	Movement and Sequences Jumping	Movement and Sequences Hopping	Movement and Sequences Skipping	Movement and Sequences Review: Walking, Running, Jumping, Hopping, Skipping.