**Boarshaw Primary School**



**Nursery Summer Term 1 Theme Unit Pack**



|  |  |
| --- | --- |
| Jack and the Beanstalk unit Y1/2 | Teaching Resources | **What happened to Jack’s Bean?**  Children will explore plants and how plants grow. They will think about what Jack’s beans needed in order to grow well. They will look at different flowers and talk about the features and purpose of flowers. They will grow different plants including bean plants and sunflowers. Children will think about which foods come from plants and try different foods. |
| Festivals/themes | Spring - Children will study changes in the local environment and learn about wider changes such as new births.  Queens’ Platinum Jubilee in half term |
| Significant dates | St George’s Day (23rd April)  Deaf awareness week (2nd May)  Mental health week (13th May)  Eid (May) |

|  |  |
| --- | --- |
| Jack and the Beanstalk unit Y1/2 | Teaching Resources | Are all minibeasts scary? |
| Essential Knowledge |
| **By the end of this unit our pupils will know…** |
| * The names of some common plants including trees, flowers, fruits and vegetables * The names and purposes of different parts of plants * The life cycle of some plants, such as beans and sunflowers * What plants need to help them grow * Which kinds of food come from plants * Different ways to prepare food * How to describe and talk about food they have tried |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Launch |  | Explore |  | Celebrate |  | Vocabulary |
| Children will find some magic beans in the classroom… what will they have grown into by the next morning? |  | Children will visit the local allotment. |  | Children will create healthy snacks to share with their friends. |  | Flower  Tree  Fruit  Vegetable  Stem  Leaf  Root  Petal  Bud  Seed  Grow  Life cycle  Trowel  Rake  Hoe  Watering can |

EYFS Curriculum Objectives

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Development Matters /Curriculum Objectives | To learn and sing a nursery rhyme  To listen to traditional stories and retain key vocabulary  To be able to answer questions and share opinions using the relevant vocabulary  To be able to talk about the setting, characters and structure of a story  To be able to use connectives e.g. Once upon a time, and then  To know that stories have a beginning, middle and end  To be able to answer questions related to the story  To be able to use vocabulary learned to have a conversation with others  To express a point of view using words and actions | Coram Scarf unit: Being My Best  To talk about my abilities and recognise the strengths of others  To be able to initiate play with peers and keep play going by giving ideas  To become more outgoing with unfamiliar people  To show more confidence in new social situations  To begin to find solutions to conflicts  To show an awareness of how others may be feeling  To know that to play nicely it’s important to share and take turns  To know that if I am upset, I can use phrases such as, “Stop it, I don’t like it,” to convey my discomfort  To know that it is OK to engage with others, even if in a different environment  To know that people show their emotions in different ways, for example, smiling if they are happy, crying if they are sad, etc. | To hold a pencil grip confidently, using a tripod grip and forming some letter shapes  To be able to use scissors confidently and make straight snips using one hand  To run skilfully and be able to negotiate space  To mark make using a comfortable grip when using pencils and pens  To know the correct way of forming some letters, especially letters from their name  To know how to feed paper/materials through hand when cutting around objects  To be aware of obstacles when running, riding a scooter/bike etc, and display some spatial awareness  To use a fork to stab and coordinate fork to mouth | To identify the pictures linked to initial sounds  To begin to identify some sounds during oral blending games  To begin to make predictions about a story, sometimes supported by an adult with vocabulary  To know that blending sounds makes words  To join in with repetition within stories  To be able to talk about different parts of the story | To sing number rhymes and number songs  To be able to say number names forwards and backwards to 10  To subitise numbers to 3  To match numerals and amounts to 5  To use marks and symbols to represent numbers to 5  To compare weight and capacity  To use positional language – on top of, next to, inside  To make pictures and structures using 2D and 3D shapes and use language to describe the properties of these shapes | To listen to traditional stories such as Jack and the Beanstalk and talk about plants  Plant their own seeds and check how tall the plants grow  To use their senses to explore the world around them  To understand that we can eat some plants  To group foods into fruits and vegetables  To know that every living being has a life cycle and that they change in shape and size as they grow  To know that living beings follow a similar growth pattern and make comparisons  To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from  To learn about seasonal changes during summer  To continue to use the computer to gain confidence in using the mouse | To use puppets and props to act out different traditional stories  To make masks for role play  To sing familiar songs in the correct tone and change melody if appropriate  To use available resources to create props to support role play  To use available props to develop stories and make imaginative play more purposeful  To show different emotions in pictures clearly  To draw with increasing control, representing features and details clearly  To know that they can change their voices while singing or acting out stories to create a dramatic effect  To be able to construct safely and with a purpose |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week/Topic Question | Communication Language and Literacy | Maths | Theme session 1 | Theme session 2  (EAD focus) | Theme session 3 | Theme session 4 | Physical Development | Music  PSHE/C  ICT | Provision enhancements |
| Week 1-  25/04/22  What kinds of plants are there?  What are the different parts of a plant? | Nursery rhyme of the week: I’m a Little Bean  Book: Jack and the Beanstalk (Traditional tale)  *Join in with repetition within a story*  *Talk about characters, setting and structure of a story* | Number song of the week:  Starter:  Count forwards and backwards to 10  Learning:  Monday & Tuesday: Numberblocks 6  Watch episode  Writing number six  Understanding 6  Wednesday, Thursday, Friday: Beanstalk numberline activity -  Weds: Chn help draw beanstalk – language of length and comparison  Thurs: Add numbers 1-10 by drawing leaves on beanstalk  Fri: Add correct number of beans to each number on the beanstalk  *CP: Eggbox ten frames, beans and number cards for one-to-one correspondence and matching numerals*  *FA:* *Use marks and numerals to represent numbers to 5 on beanstalk number line* | Look at different plants. What do they have in common? Are they all exactly the same?  Draw children’s attention to the different parts of the plants. | Giuseppe Arcimbolo  Introduce artist and his work  Create pictures as groups using plant parts  Encourage children to create portraits during CP (adult led?) in playdough area – natural playdough and flowers, leaves etc | In groups  Put together plant parts in the wrong order. Does it look right?  Ask children to help place the parts correctly to create a plant and talk about the different parts – where they belong, what they might be for | In groups  Label a plant. Record children’s speech – what jobs do the different parts of a plant do? | Fine motor: Cutting  Gross motor: Obstacle course activity – moving in different ways | PSHE/C:  **I can Keep trying**  Read ‘Giraffes can’t dance.’ Discuss ideas relating to him keeping trying. How did he feel? What did he do?  Music: Oats and Beans and Barley grow - song  ICT: IWB activity – Purple Mash 2Paint decorate jacket potato | **Investigation Area:**  (After introducing as adult led activity)  Beans with satpinmd written v small, magnifying glasses and plant pots with phonics pictures on for children to sort  **Finger gym**:  Eggbox ten frames, beans, number cards – one to one correspondence activity  **Sensory tray**:  Finger gym  **Shelter tuff tray:**  Different sizes of plant pots, scoops, spades and trowels, dry and wet soil  **Water tray:**  Catching beans with nets  **Creative Area:**  Cutting activity – Jack and the Beanstalk stick puppets  **Creative table – shelter:**  Image result for jack and the beanstalk craft Image result for jack and the beanstalk craft  **Playdough**:  Green playdough with bay leaves – focus on **rolling** to make long beanstalks  **Small world:**  Jack and the Beanstalk small world characters  **Home corner:**  Start setting up the giant’s castle  **Junk modelling:**  Twisting and joining paper (newspaper?) to create tall beanstalks  Add green paper for children to make leaves to attach to their beanstalks  **Reading:**  Traditional tales  **Outside activity:**  Obstacle course – challenge children to follow a track, shouting out different types of movement – use movement action cards |
| Vocabulary- stem, flower, petal, leaf, pod, seed, bean, root  Floor book focus- What are the different parts of plants? | | | |
| Week 2-  3/5/22  4 day week  What do plants need to grow? | Nursery rhyme of the week: Mary, Mary, Quite Contrary  Book: Jack and the Beanstalk  *Describing characters, settings and main events*  *Comprehension*  *Reading the pictures*  *Acting out the story*  *FA: Story comprehension* | Number song of the week: Five Little Apples  Starter:  Recap names of 2D shapes  Learning:  Generating repeating patterns  *CP: Subitising beans – 5 beans in a jar, children throw some beans down and see if they can subitise the number* | Read story – One Bean  Talk about how to plant a bean plant | David Hockney – Woldgate Woods art appreciation and discussion    Put in painting area for children to create their own forest paintings | In groups – plant beans in jam jars  What do we think will happen? What will we see? | Create floor book page about caring for our plants. What will we need to do to make sure our beans grow? Where should we put them? | Fine motor: Threading leaves to make beanstalks  Gross motor: Activity Beans game | PSHE/C:  **I can do it!**  Re cap on the story. Do you like to share things that you can now do? How does it make you feel?  Music: Charanga lesson – pulse and tempo  ICT: Purple Mash – What did Jack see at the top of the beanstalk? [Purple Mash by 2Simple](https://www.purplemash.com/#app/pap/serialmash/annaandthech2pp) | **Investigation Area:**  Beans with satpinmd written v small, magnifying glasses and plant pots with phonics pictures on for children to sort  **Light box:**  Sticks and leaves  **Finger gym**:  Threading bay leaves onto green wool to make beanstalks  **Sensory tray**:  Finger gym  **Shelter tuff tray:**  Different sizes of plant pots, scoops, spades and trowels, dry and wet soil  **Water tray:**  Catching beans with nets  **Creative Area:**  Cutting activity – Jack and the Beanstalk stick puppets  **Painting:**  David Hockney – Woldgate Woods  **Maths**:  Subitising with beans (numbers 0-5) – introduce as adult led activity  **Playdough**:  Green playdough with bay leaves – focus on **rolling** to make long beanstalks  **Small world:**  Jack and the Beanstalk small world characters  **Home corner:**  Start setting up the giant’s castle  **Construction:**  Building the giant’s castle  **Junk modelling:**  Twisting and joining paper (newspaper?) to create tall beanstalks  Add green paper for children to make leaves to attach to their beanstalks  **Reading:**  Traditional tales  **Outside activity:**  Activity Beans game |
| Vocabulary- bean, shoot, root, stem seed, growth, sun, rain, watering can, leaf, pod, tall, soil, compost, trowel  Floor book focus- What do plants need to grow? Gather children’s speech about how to care for plants.  Home learning idea- Make a flower crown  Focused activity- Planting individual beans with compost in plant pots | | | |
| Week 3-  09/05/22  SATs week (Y6)  How do plants grow? (Life cycle including pollination from bees) | Nursery rhyme of the week: I had a little nut tree  Book: Titch  *Make predictions about a story*  *Reading the pictures*  *Reading direction* | Number song of the week:  Starter:  Comparing lengths/heights  Learning:  Match numerals and amounts to 5  Numbers to 5 – exploring making, representing and writing numbers to 5  *CP: How many cubes tall is the plant? Which is the tallest/shortest?*  *FA: Create representations using resources and match to correct numerals* | Look at different seeds and explore the types of plants they grow into, including flowers, trees, plants we eat | Andy Goldsworthy – creating land art representations of ourselves, family, friends | Explore bean plant life cycle and talk about what is happening to our beans | Learn about bees and why they are so important | Fine motor: Cutting skills – adult focus  Gross motor: Raking and digging in Nature Area | PSHE/C:  Teeth, eating and oral hygiene  Music: Flight of the Bumblebees – movement and music appreciation  ICT: Purple Mash – plant pots paint activity / Counting games | **Jack and the Beanstalk display**  ‘We are learning to name parts of plants and to understand what plants need to grow’   * Jam jars with beans * Bean life cycle pieces * Different types of beans – baked bean tin, jars of beans * Pictures of beanstalks at different stages of growth * Parts of plants * Photos of food made from plants/beans?   **Investigation Area:**  Bean life cycle blocks and pictures  **Light box:**  Sticks and leaves to create plants  **Finger gym**:  Weaving  **Shelter tuff tray:**  Different sizes of plant pots, scoops, spades and trowels, dry and wet soil  **Creative Area:**  Design your own garden – garden template, cut outs of plants, collage materials  **Creative table – shelter:** See the source image  **Painting:**  What can you see through your window? – Window frame cut out for children to use in outdoor area, encourage them to paint / chalk what they see  **Maths**: Number 7 – rainbows activity  **Playdough**:  Making playdough bees and bugs  **Small world:**  Jack and the Beanstalk small world characters  **Home corner:**  Start setting up the giant’s castle  **Construction:**  Jack and the Beanstalk building challenge cards  **Junk modelling:**  *Need to collect materials*  **Reading:**  Traditional tales  **Outside activity:**  Activity Beans game / raking and digging in the Nature Area |
| Vocabulary- bean, seed, life cycle, growth, shoot, roots, stem, leaves, pollination  Floor book focus- How do plants grow?  Home learning idea- Plant a seed from a fruit or vegetable you have eaten – e.g. an apple seed, an orange pip, pepper seeds | | | |
| Week 4-  16/05/22  20/5- Rockstar day  Which plants do I eat? | Nursery rhyme of the week: The Garden Song  Book: Jasper’s Beanstalk  *Sequencing – talk about the beginning, middle and end of a story – days of the week* | Number song of the week: Five Little Men in a Flying Saucer, 5 Currant Buns  Starter:  Notice mistakes in a repeating pattern  Learning:  Weight and capacity, measuring and comparing – beanstalks  How many pots of soil will fit in a small/large plant pot?  Estimating how much soil will fit in a container  Estimating number of potatoes / sprouts / turnips that will fit in a container  Comparing weight of different veg using balance scales  *CP: Multilink beanstalks in plant pots – measuring and comparing* | Talk about healthy eating choices. What kinds of food are good for us? Talk about 5 a day – fruit and vegetables. Do we know where they come from? Vote on our favourite fruit to make a fruit salad later in the week (2Count pictogram) | Andy Warhol – Soup can  Create our own food themed artwork | Make and taste a delicious fruit salad. | Evaluate our fruit salad – what would we change if we made it again?  Find out about where our food comes from – farming and allotment. | Fine motor: pasta and minibeasts  Gross motor: Tag | PSHE/C:  **What does my body need?**  Look at things that help our bodies and discuss who they help us. How do we feel without these things?  Music: Charanga  ICT: Purple Mash – fruit bowl paint activity / jigsaw games | **Painting**: pointillism – Andy Warhol soup can painting  Painting a tall beanstalk  **Investigation:** Compost and tools from Jasper’s Beanstalk story    **Water:** Plant pots and watering cans  **Sand:** Measuring containers (cylinders, jugs etc)  **Finger gym:** Coloured pasta and minibeasts – bug hunt  **Playdough**: Herbs  **Creative:** Making moving cat puppets (split pins) – adult focus  **Maths**: multilink beanstalks in small plant pots – measuring and comparing |
| Vocabulary- healthy, unhealthy, fruit, vegetables, farm, allotment, tractor, sun, rain, food names  Floor book focus- Which plants do I eat?  Home learning idea- Make a healthy salad | | | |
| Week 5-  23/05/22  **4 day week**  How can we make food using plants?  How can I talk about the food I eat? | Nursery rhyme of the week: The Garden Song  Book: Eddie’s Garden  *Talk about different parts of the story*  *Express a point of view about a story e.g. my favourite part, something I didn’t like etc.* | Number song of the week: Ten Green Bottles  Starter:  Comparisons - longer/shorter/bigger/ smaller/wider/narrower etc  Learning:  2D and 3D shape – creating pictures and structures, describing shapes using mathematical language  **Build a giant’s castle**  *CP: Can you build a tower taller than...? Shorter than…?* | Planning a healthy day – what should we include? What should we not include? Explain our choices | No lesson | Making healthy food –  Fruit and yoghurt ice lollies | Eating and evaluating our ice lollies | Fine motor: Podding beans,  Gross motor: Musical statues | PSHE/C:  **What does my body need?**  Give children a teddy bear and have items in the circle. How can we look after him? Explore sleep and keeping clean.  Music: Charanga  ICT: Creating our own pictograms – data collection |  |
| Vocabulary- healthy, unhealthy, meal, plate, squash, mix, taste, texture, ice, cold, freeze, dairy, berries  Floor book focus- How can we make food using plants?  Home learning idea- Make a healthy dessert | | | |

Termly Baking Experience – biscuits