**Boarshaw Primary School**



**Nursery Summer Term 2 Theme Unit Pack**



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| Image result for Farm Drawing | **What would you find on the farm?**  Children think about which animals Old McDonald had and learn the names and sounds of each animal. Children learn about the reasons why farmers keep different animals. Children learn about the life cycles of some animals and the names of animal babies. Children will also learn about vehicles on the farm including tractors. |
| Festivals/themes |  |
| Significant dates | Fathers Day – 19th June |

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| Image result for Farm Drawing | What would you find on the farm? |
| Essential Knowledge |
| **By the end of this unit our pupils will know…** |
| * How farms work and which animals live on the farm * The sounds animals make and how we can identify different animals * The names of animal babies * The role of a farmer and the importance of the crops they grow * The importance of farm animals and why farmers keep them * The life cycles of some animals, such as chickens |

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| Launch |  | Explore |  | Celebrate |  | Vocabulary |
| Children will take a trip to the farm and gain experience of how a working farm works. Children will feed and touch animals. |  | Children will explore how farms work and learn about the animals that live on the farm. They will explore how the work of farmers is integral to our daily lives. They will explore ‘farm to fork’ and learn about food that comes from farms. |  | Children will create a farm as a class by making their own animal enclosures |  | Farmer  Farm to fork  Dairy  Meat  Crops  Agriculture  Life cycle  Tractor  Combine harvester  Supply chain  Names of animals  Names of animal babies |

EYFS Curriculum Objectives

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|  | Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Development Matters /Curriculum Objectives | Listen to nursery rhymes and be able to join in, singing words confidently and clearly  Be able to answer questions and share opinions using relevant vocabulary  Be able to talk about the setting, characters and structure of a story with confidence  Be able to independently sequence familiar rhymes and say what happens next in a story  Use the words they know appropriately to organise themselves and their play  Speak in short sentences of four to six words  Confidently start and continue short conversations with others | Coram Scarf Unit: Growing and Changing  Understand how we change as we grow  Gain enough confidence to talk to adults and peers  Begin to be assertive towards others where necessary  Know how to talk politely and develop an understanding of what is appropriate  Know that it is OK to challenge others, but that they must remember to always be kind  Know that people show their emotions in different ways, for example, smiling if they are happy, crying if they are sad  Follow the nursery rules without prompts and encourage others to follow the rules | Be secure in holding a pencil, using a tripod grip and forming letters and numbers mostly independently  Recognise and self-correct when they form letters incorrectly  Mark make using a comfortable grip using pencils and pens  Independently write name  Confidently use scissors and other tools independently  Know that snips should be made on the line and the pattern should be followed  Successfully take part in group games with support from an adult  Move confidently and safely in a range of ways, avoiding obstacles – running, hopping, skipping etc  Use a fork correctly and begin to understand how to use a knife safely | Oral blending  Children are able to identify initial sounds and blend familiar CVC words  Make predictions about a story using relevant vocabulary with independence  Mark make for a purpose  Be able to talk about the marks they make  Identify CVC words orally  Be able to segment sounds in CVC words  Know that letters make sounds  Join in with repetition within stories  Engage in extended conversation about stories | Sing number rhymes and number songs  Be able to say number names forwards and backwards to 10  Accurately count groups of objects to 5 and match them to the correct numeral  Count out amounts to 5 to match to a numeral  Make marks or use symbols to represent numbers to 5  Notice and correct errors in repeating patterns  Understand routines and talk about sequential events | Know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people but wild animals can be dangerous so we have to be careful  Know that wild animals live in forests/ jungles/ safaris/ zoos/ aquariums  Begin to understand the importance of looking after our environment and living things  Make comparisons between habitats of farm animals and wild animals  Make own habitats using a range of resources  Use senses to explore the world around them | Sing familiar nursery rhymes alongside playing instruments, following the rhythm  Listen to music and create movements to different beats  Construct with bricks and blocks to make an enclosure  Explore different materials freely, using them with a purpose  Know that body movements can be changed depending on the rhythm to achieve a desired effect  Know that different construction toys can be used to make new things that can be used in pretend play  Show confidence in choice of media when creating a picture or model |

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| Week/Topic Question | Communication Language and Literacy | Maths | Theme session 1 | | EAD session | Theme session 2 | | Theme session 3 | | Physical Development | Music  ICT  PSHE | Provision enhancements |
| Week 1-  7/6/22 – 4 days  Which animals live on the farm? What sounds do they make? | Nursery rhyme of the week: Old MacDonald  Book: I Love Animals – Flora McDonnell  Non-fiction books about farms  Learning:   * Which animals live on the farm? What noises do they make? * How do the animals move? Can we move like farm animals? * Can we describe animals? | Number song of the week: Baa Baa Maths Sheep (Tom Thumb Maths)  Starter:  Notice and correct errors in repeating patterns  Learning:  Describing routes – making a map of the farm  Draw out maps in groups and map out where animals live  Take the puppet for a walk around the farm – tell me how to get to the pigs/stable/pond/cows etc. | Flashback – Animal names flashcards  Which animals can we expect to see at the farm?  What might we expect to hear at the farm? (animal sounds, vehicles etc) | | Acting and drama – bag of farm animals for children to choose from. Children act out farm animals for their friends to guess | Thursday – Farm trip | | Friday morning – Recount our farm trip – use template to draw what we saw at the farm, adults to scribe children’s voice | | Gross Motor – Move like farm animals game  Fine Motor – Find the farm animals in shredded paper | Music: Down on the Farm (Game Songs book and CD)  ICT: Phonics game – farm animal sound discrimination  PSHE: **Growing and Changing in Nature**  Look outside the classroom and prompt children to notice and describe the grass, trees, leaves, sky. How does the temperature feel?  Has it always been like that? Was there a time when it looked and felt different? Why? (Talk about seasons and show pictures of different seasons – ask children to compare) | Topic- Explore and name farm animal pictures  Water-  Sand-  Paint- Baa Baa Black Sheep painting with cotton wool balls  Sensory- *finger gym*  Maths- Farm theme size ordering cards  Creative- Paper plate hens  Construction- Making enclosures for animals  Phonics- Farm animal sound discrimination  Role Play- Old MacDonald role play masks  Playdough- Make your favourite farm animal  Reading- Farm books and animal books  Finger gym- Find the farm animals in shredded paper  Small world- Old MacDonald stick puppets |
| Vocabulary- farm, farmer, tractor, animal names, stable, enclosure, pen, sty, field, fence, gate, paddock  Floor book focus- What can you see on the farm?  Home learning idea-  Outdoor learning focus- | | | | | | |
| Week 2-  13/6/22  Do all animals live on the farm? (Comparing animal habitats)  Father’s Day - 19th June | Nursery rhyme of the week: Little Bo Peep  Book:  Farmer Duck  Learning:  Mon – Book talk, predict what the story is about and listen to story  Tues – Reread, children predict what will happen on the next page  Thurs – Talk about characters – think of an action for each character and reread using actions  Fri - Guided draw | Number song of the week: As I Was Walking to Buttercup Farm  Starter:  Talk about sequential events – ordering routines e.g. brushing teeth  Learning:  Mon – Recap 2D shape  Tues, Weds -Numberblocks – Eight  *Counting 1 to 8 and matching to numerals*  *Subitising*  Thurs, Fri - Numberblocks – Just Add One  FA: Adding and taking away one (HA)  Making 8 (LA) | Flashback – Animal sounds  Look at animals that live in the Arctic. How are they suited to their habitat? | | Painting – Jackson Pollock  Splatter painting – ducks splashing in the pond  What colours would we use for a pond/water? (Blues and greens, white)  What other animals might make a splatter? Pigs in mud etc.  Put paper and paint outside with paintbrushes. | Flashback – Animal sounds  Look at animals that live in the jungle. How are they suited to their habitat? | | Flashback – Animal sounds  Compare some different animal habitats and the animals that live in them. E.g. Underwater and forest. | | Gross Motor – Making animal habitats  Fine motor – Feeding the animals – animal faces with mouths cut out, use small scoops and spoons to feed cereal | Music: Down on the Farm (Game Songs book and CD)  ICT: Add farm animals to the farm picture [Purple Mash by 2Simple](https://www.purplemash.com/#app/pap/animals/farm_new)  PSHE: **Growing and Changing in Nature**  Look at some life cycles of animals – e.g. egg – chick – hen / frogspawn – tadpole – frog / caterpillar – cocoon – butterfly  What changes have they undergone? Do people change as they grow older too? | Topic- Animal habitat sorting  Water- Water animals  Sand- Desert animals  Paint- Baa Baa Black Sheep painting with cotton wool balls  Sensory- Shredded wheat hay bales  Maths- Make your own Octoblock  Creative- Paper plate hens  Construction- Making a farm – animal enclosures – add paper and pencils for labelling  Phonics- Sounds and picture matching  Role Play- Old Macdonald masks  Playdough- Make farm animals  Reading- Farm books  Finger gym- (sensory)  Small world- Old MacDonald stick puppets  Investigation- animal skin patterns matching game |
| Vocabulary- habitat, adapt, cold, hot, camouflage, pattern  Floor book focus- Do all animals live on the farm?  Home learning idea-  Outdoor learning focus- Jackson Pollock splatter painting – pond and mud | | | | | | |
| Week 3-  20/6/22  What are animal babies called?  How do animal life cycles work? | Nursery rhyme of the week: Mary Had a Little Lamb  Book:  Farmer Duck  Learning:  Mon – Echo read  Tues – Recap – ask children for description of characters, setting and main events (who, what, where)  Weds – Reading the pictures  Thurs – Which way do we read? Use pointer to read sentences from the text. Look for known GPCs.  Fri – Guided draw | Number song of the week: Ten Little Pigs (Tom Thumb Maths)  Starter:  Talk about sequential events – ordering routines e.g. brushing teeth  Learning:  Numberblocks – Nine  *Counting 1 to 9 and representing numbers*  *Partitioning and combining*  Mon – Watch Episode – Nine  Tues – Twinkl ppt – explore squares  Thurs and Fri - NCETM Powerpoint + activities | Flashback – Where do different animals live?  Explore the life cycle of a chicken. Make links to butterflies and frogs.  Book – From Egg to Chicken | | Observational drawings/paintings of farm animals – look at the work of Edgar Hunt | Flashback – Where do different animals live?  Matching animals and their babies. Focus on animal baby names. Cat/kitten – how can we tell they are related? | | Flashback – Where do different animals live?  Floor book activity – matching animals and their babies | | Gross Motor – Making animal habitats  Fine Motor – Feeding the animals – animal faces with mouths cut out, use small scoops and spoons to feed cereal | Music: Playing instruments alongside familiar songs and nursery rhymes  ICT: Add farm animals to the farm picture [Purple Mash by 2Simple](https://www.purplemash.com/#app/pap/animals/farm_new)  PSHE: **When I was a baby**  Display some photos of babies and children aged 0-4 years.  What do we notice about them? How are they different? Do they have teeth/hair? Are they sitting/crawling/ walking? Do they make different sounds? Can they do the same things – e.g. feeding themselves, using their hands? | Topic- Life cycle cards  Water- Arctic animals and ice  Sand- Desert animals  Paint- Observational farm animal paintings  Sensory- Spaghetti, farm animals, tweezers  Maths- Numberblocks peg matching activity + 3x3 frames with double  Creative- farm animal colouring sheets  Construction- making animal habitats  Phonics-  Role Play- Old MacDonald masks  Playdough- making farm animals  Reading- farm books  Finger gym- (sensory)  Small world- Old MacDonald stick puppets |
| Vocabulary- offspring, baby, adult, life cycle, growth, change  Floor book focus- What are animal babies called?  Home learning idea-  Outdoor learning focus- | | | | | | |
| Week 4-  27/6/22  What do farmers use to do their work? (Vehicles etc.) | Nursery rhyme of the week: The Farmer’s in His Den  Book:  The Little Red Hen  Learning:  Mon – Book talk (find the title/author/illustration), predict what the story is about and listen to story  Tues – Reread, children predict what will happen on the next page  Thurs – Talk about characters – think of an action for each character and reread using actions  Fri - Guided draw | Number song of the week: Five Little Ducks  Starter:  Recap 3D shapes  Learning:  Count and match groups of objects to a numeral  Count out numbers of objects to match a given numeral | Flashback – Animal babies  What are the jobs a farmer might do? E.g. planting and harvesting crops, milking cows, raising chickens for eggs, etc. | | Observational drawings/paintings of farm animals – look at the work of Edgar Hunt  Continuous Provision – provide small world animals and animal photos and pictures for children to create observational farm paintings (table under shelter) | Flashback - Animal babies  Explore tools farmers might use. Can children guess what they are for? | | Flashback - Animal babies  Explore farm vehicles e.g. tractors, combine harvesters etc | | Gross motor – Playing group games  Fine motor – Drawing patterns | Music:  Creating movements to different beats – some children play instruments alongside familiar songs and nursery rhymes while others move rhythmically and swap around  ICT: [Purple Mash by 2Simple](https://www.purplemash.com/#app/pap/animals/Chick_free) Create a chick  PSHE: **When I grow up**  Talk about what children would like to do when they grow up. What jobs are there? Which job would they like and why? Draw pictures of ourselves when we are grown up. | Topic-  Water-  Sand-  Paint-  Sensory-  Maths-  Creative-  Construction-  Phonics-  Role Play-  Playdough-  Reading-  Finger gym-  Small world- |
| Vocabulary- sow, harvest, nurture, crops, agriculture, dairy, produce, names of tools, names of vehicles  Floor book focus- What do farmers use to do their work?  Home learning idea-  Outdoor learning focus- | | | | | | |
| Week 5-  4/7/22  Farm to fork – Why do farmers keep different animals? | Nursery rhyme of the week: This Little Pig Went to Market  Book:  The Little Red Hen  Learning:  Mon – Echo read  Tues – Recap – ask children for description of characters, setting and main events (who, what, where)  Weds – Reading the pictures – where is there a…? Where can you see a…? How many …. can you see? Etc.  Thurs – Which way do we read? Use pointer to read sentences from the text. Look for known GPCs.  Fri – Independent draw (modelled) | Number song of the week: Five Little Speckled Frogs  Starter:  Recap 3D shapes  Learning:  Numberblocks – Ten  [Numberblocks – Series 2 | NCETM](https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-2/)  *Counting to 10*  *10 ones are equivalent to 1 ten* | Flashback – How do farms work?  Discuss that farmers keep animals for different purposes.  Why do farmers keep chickens?  Why do farmers keep sheep?  Why do farmers keep horses? | | Working on the farm – movement to music  Call out jobs for the children to act out. “Old MacDonald had a farm… and on that farm he had to *dig / plant / milk etc.”* | Flashback - How do farms work?  Where does milk come from? Learn about how milk gets to our fridges. Talk about different animals that produce milk. | | Flashback - How do farms work?  Why is milk so important? Talk about the different foods that are made from milk e.g. butter, cheese, yoghurt, ice cream. Make butter by shaking double cream in a jam jar. | | Gross Motor – throwing and catching the ball  Fine motor – threading beads | Music: Moving quickly and slowly to music / using different body movements e.g. big movements when the music is loud, small movements when the music is quiet  ICT: Explore MiniMash  PSHE: **Girls, boys and families**  Circle time – ask if boys and girls are different. Do they sound different? Do they eat different things? Do they wear different clothes?  Do they look different? Do they play differently?  Gently encourage thinking towards how girls and boys can be similar – can they play with the same toys together e.g. the dolls? | Topic-  Water-  Sand-  Paint-  Sensory-  Maths-  Creative-  Construction-  Phonics-  Role Play-  Playdough-  Reading-  Finger gym-  Small world- |
| Vocabulary- livestock, farm to fork, supermarkets, supply  Floor book focus- Why do farmers keep different animals?  Home learning idea-  Outdoor learning focus- | | | | | | |
| Week 6 –  11/7/22  Farm to fork - what is the importance of the crops farmers grow? | Nursery rhyme of the week: Little Boy Blue  Book:  Exploring farm non-fiction books  Learning:  Retrieving information – answering questions | Number song of the week: [Here is the beehive, where are the bees? - BBC Teach](https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-here-is-the-beehive-where-are-the-bees/zntdrj6)  Starter:  Showing different finger numbers to 10 (showing numbers in different ways)  Learning:  Number rhymes and counting week  Solving practical number problems | Flashback – Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows  Recap on food that we can grow – fruit and vegetables | Make a farm – introduce activity to children –  Create an enclosure for an animal (in a box for example). What would your animal need? Use junk modelling materials to represent e.g. fences, troughs, coops.  Put out resources and pictures for children to have a go during CP. | | | Flashback - Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows  Which crops do farmers in the UK grow? Some foods don’t grow well here – talk about how we get these from other countries. | | Flashback - Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cows  Which foods do we eat that are grown by farmers? Explore less obvious foods e.g. bread is made from flour that is made from wheat grown on the farm. | Gross Motor – Moving bodies in different ways – crawling, hopping, slithering, running, jumping etc  Fine Motor – Create farm animal home | Music: Exploring instruments to create farmyard sounds (in groups)  ICT: Explore MiniMash  PSHE: **Girls, boys and families**  Read ‘The Family Book’ by Todd Parr and talk about the different types of families. What are our families like? Who lives in our homes? What do they do? | Topic-  Water-  Sand-  Paint-  Sensory-  Maths-  Creative-  Construction-  Phonics-  Role Play-  Playdough-  Reading-  Finger gym-  Small world- |
| Vocabulary- crops, supply chain, climate, transport  Floor book focus-  Home learning idea-  Outdoor learning focus- | | | | | | |
| Week 7  18/7/22  Transition |  | | | | | | | | | | | |

Termly Baking Experience – Biscuits