**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 |  | FarmerFarm to forkDairyMeatCropsAgricultureLife cycleTractorCombine harvesterSupply chainNames of animalsNames 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 clearlyBe able to answer questions and share opinions using relevant vocabularyBe able to talk about the setting, characters and structure of a story with confidenceBe able to independently sequence familiar rhymes and say what happens next in a storyUse the words they know appropriately to organise themselves and their playSpeak in short sentences of four to six wordsConfidently start and continue short conversations with others | Coram Scarf Unit: Growing and ChangingUnderstand how we change as we growGain enough confidence to talk to adults and peersBegin to be assertive towards others where necessaryKnow how to talk politely and develop an understanding of what is appropriateKnow that it is OK to challenge others, but that they must remember to always be kindKnow that people show their emotions in different ways, for example, smiling if they are happy, crying if they are sadFollow 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 independentlyRecognise and self-correct when they form letters incorrectlyMark make using a comfortable grip using pencils and pensIndependently write nameConfidently use scissors and other tools independentlyKnow that snips should be made on the line and the pattern should be followedSuccessfully take part in group games with support from an adultMove confidently and safely in a range of ways, avoiding obstacles – running, hopping, skipping etcUse a fork correctly and begin to understand how to use a knife safely | Oral blendingChildren are able to identify initial sounds and blend familiar CVC wordsMake predictions about a story using relevant vocabulary with independenceMark make for a purposeBe able to talk about the marks they makeIdentify CVC words orallyBe able to segment sounds in CVC wordsKnow that letters make soundsJoin in with repetition within storiesEngage in extended conversation about stories | Sing number rhymes and number songsBe able to say number names forwards and backwards to 10Accurately count groups of objects to 5 and match them to the correct numeralCount out amounts to 5 to match to a numeralMake marks or use symbols to represent numbers to 5Notice and correct errors in repeating patternsUnderstand 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 carefulKnow that wild animals live in forests/ jungles/ safaris/ zoos/ aquariumsBegin to understand the importance of looking after our environment and living thingsMake comparisons between habitats of farm animals and wild animalsMake own habitats using a range of resourcesUse senses to explore the world around them | Sing familiar nursery rhymes alongside playing instruments, following the rhythmListen to music and create movements to different beatsConstruct with bricks and blocks to make an enclosureExplore different materials freely, using them with a purposeKnow that body movements can be changed depending on the rhythm to achieve a desired effectKnow that different construction toys can be used to make new things that can be used in pretend playShow 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 | MusicICTPSHE | Provision enhancements |
| Week 1- 7/6/22 – 4 daysWhich animals live on the farm? What sounds do they make? | Nursery rhyme of the week: Old MacDonaldBook: I Love Animals – Flora McDonnellNon-fiction books about farmsLearning:* 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 patternsLearning:Describing routes – making a map of the farmDraw out maps in groups and map out where animals liveTake the puppet for a walk around the farm – tell me how to get to the pigs/stable/pond/cows etc. | Flashback – Animal names flashcardsWhich 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 gameFine Motor – Find the farm animals in shredded paper | Music: Down on the Farm (Game Songs book and CD)ICT: Phonics game – farm animal sound discriminationPSHE: **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 picturesWater- Sand- Paint- Baa Baa Black Sheep painting with cotton wool ballsSensory- *finger gym*Maths- Farm theme size ordering cardsCreative- Paper plate hensConstruction- Making enclosures for animalsPhonics- Farm animal sound discriminationRole Play- Old MacDonald role play masksPlaydough- Make your favourite farm animalReading- Farm books and animal booksFinger gym- Find the farm animals in shredded paperSmall world- Old MacDonald stick puppets |
| Vocabulary- farm, farmer, tractor, animal names, stable, enclosure, pen, sty, field, fence, gate, paddockFloor book focus- What can you see on the farm?Home learning idea- Outdoor learning focus-  |
| Week 2- 13/6/22Do all animals live on the farm? (Comparing animal habitats)Father’s Day - 19th June | Nursery rhyme of the week: Little Bo PeepBook:Farmer DuckLearning:Mon – Book talk, predict what the story is about and listen to storyTues – Reread, children predict what will happen on the next pageThurs – Talk about characters – think of an action for each character and reread using actionsFri - Guided draw | Number song of the week: As I Was Walking to Buttercup FarmStarter:Talk about sequential events – ordering routines e.g. brushing teethLearning:Mon – Recap 2D shapeTues, Weds -Numberblocks – Eight*Counting 1 to 8 and matching to numerals**Subitising*Thurs, Fri - Numberblocks – Just Add OneFA: Adding and taking away one (HA)Making 8 (LA) | Flashback – Animal soundsLook at animals that live in the Arctic. How are they suited to their habitat? | Painting – Jackson PollockSplatter painting – ducks splashing in the pondWhat 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 soundsLook at animals that live in the jungle. How are they suited to their habitat? | Flashback – Animal soundsCompare some different animal habitats and the animals that live in them. E.g. Underwater and forest. | Gross Motor – Making animal habitatsFine 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 – butterflyWhat changes have they undergone? Do people change as they grow older too? | Topic- Animal habitat sortingWater- Water animalsSand- Desert animalsPaint- Baa Baa Black Sheep painting with cotton wool ballsSensory- Shredded wheat hay balesMaths- Make your own OctoblockCreative- Paper plate hens Construction- Making a farm – animal enclosures – add paper and pencils for labellingPhonics- Sounds and picture matchingRole Play- Old Macdonald masksPlaydough- Make farm animalsReading- Farm booksFinger gym- (sensory)Small world- Old MacDonald stick puppetsInvestigation- animal skin patterns matching game |
| Vocabulary- habitat, adapt, cold, hot, camouflage, patternFloor book focus- Do all animals live on the farm? Home learning idea- Outdoor learning focus- Jackson Pollock splatter painting – pond and mud |
| Week 3- 20/6/22What are animal babies called?How do animal life cycles work? | Nursery rhyme of the week: Mary Had a Little LambBook: Farmer DuckLearning:Mon – Echo read Tues – Recap – ask children for description of characters, setting and main events (who, what, where)Weds – Reading the picturesThurs – 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 teethLearning:Numberblocks – Nine*Counting 1 to 9 and representing numbers**Partitioning and combining*Mon – Watch Episode – NineTues – Twinkl ppt – explore squaresThurs 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 habitatsFine 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 rhymesICT: 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 cardsWater- Arctic animals and iceSand- Desert animalsPaint- Observational farm animal paintingsSensory- Spaghetti, farm animals, tweezersMaths- Numberblocks peg matching activity + 3x3 frames with double Creative- farm animal colouring sheetsConstruction- making animal habitatsPhonics- Role Play- Old MacDonald masksPlaydough- making farm animalsReading- farm booksFinger gym- (sensory)Small world- Old MacDonald stick puppets |
| Vocabulary- offspring, baby, adult, life cycle, growth, changeFloor book focus- What are animal babies called?Home learning idea- Outdoor learning focus-  |
| Week 4- 27/6/22What do farmers use to do their work? (Vehicles etc.)  | Nursery rhyme of the week: The Farmer’s in His DenBook:The Little Red HenLearning:Mon – Book talk (find the title/author/illustration), predict what the story is about and listen to storyTues – Reread, children predict what will happen on the next pageThurs – Talk about characters – think of an action for each character and reread using actionsFri - Guided draw | Number song of the week: Five Little DucksStarter:Recap 3D shapesLearning:Count and match groups of objects to a numeralCount out numbers of objects to match a given numeral | Flashback – Animal babiesWhat 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 HuntContinuous Provision – provide small world animals and animal photos and pictures for children to create observational farm paintings (table under shelter) | Flashback - Animal babiesExplore tools farmers might use. Can children guess what they are for? | Flashback - Animal babiesExplore farm vehicles e.g. tractors, combine harvesters etc | Gross motor – Playing group gamesFine 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 aroundICT: [Purple Mash by 2Simple](https://www.purplemash.com/#app/pap/animals/Chick_free) Create a chickPSHE: **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 vehiclesFloor book focus- What do farmers use to do their work?Home learning idea- Outdoor learning focus-  |
| Week 5- 4/7/22Farm to fork – Why do farmers keep different animals? | Nursery rhyme of the week: This Little Pig Went to MarketBook:The Little Red HenLearning: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 FrogsStarter:Recap 3D shapesLearning: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 musicCall 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 ballFine 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 quietICT: Explore MiniMashPSHE: **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, supplyFloor book focus- Why do farmers keep different animals?Home learning idea- Outdoor learning focus-  |
| Week 6 – 11/7/22Farm to fork - what is the importance of the crops farmers grow? | Nursery rhyme of the week: Little Boy BlueBook:Exploring farm non-fiction booksLearning: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 weekSolving practical number problems | Flashback – Which animals do different things come from – e.g. wool from sheep, eggs from chickens, milk from cowsRecap 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 cowsWhich 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 cowsWhich 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 etcFine Motor – Create farm animal home | Music: Exploring instruments to create farmyard sounds (in groups)ICT: Explore MiniMashPSHE: **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, transportFloor book focus- Home learning idea- Outdoor learning focus- |
| Week 718/7/22Transition |  |

Termly Baking Experience – Biscuits