



Boarshaw Primary School

Reception Spring Term 2 Theme Unit Pack



What happened long ago?

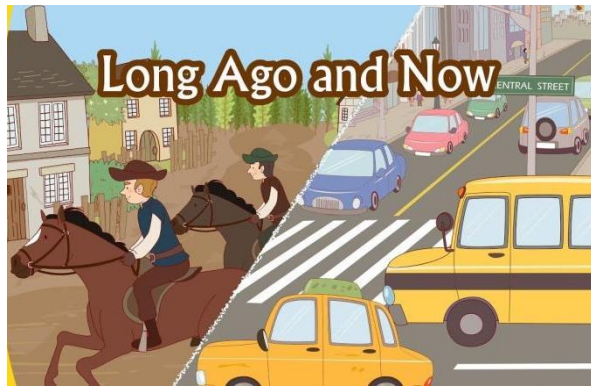
Children will learn about their place in history. They will look at some significant events in local and national history. They will learn about events that happened a long time ago such as dinosaurs and will learn about significant events such as the space race. They will learn about how life was different in the past through exploration of artefacts. They will learn about how home and school life was different to now.

Festivals/themes

Spring- Children will study changes in the local environment and learn about wider changes such as new births.
Easter- children will learn about how Easter is celebrated.

Signiant dates

Shrove Tuesday (1st Mar)
St David's Day (1st Mar)
ST Partricks Day (16th Mar)
Day of happiness (20th Mar)
Mother's Day (27th Mar)



What do different people celebrate?

Essential Knowledge

By the end of this unit our pupils will know...

- their place in history and know the oldest people in their family.
- how life in the past was different.
- That artefacts can tell us about the past.
- how transport has changed over time.
- that no humans were alive when dinosaurs walked the Earth.
- that dinosaurs are now extinct and we know about them through fossils.
- that space travel is changing
- the first man to land on the moon.

Launch

Boarshaw Bear will share his family tree and children will bring in their to share

Explore

Children will explore historical events from the past. Putting them in order of time.

Celebrate

Children will share their historical knowledge with parents creating their own class museum.


Vocabulary

Past
Present
Future
History
Ancestors
Spinning top
Typewriter
Dinosaur names
Fossil
Archaeologist
Carnivore
Herbivore
Omnivore
Rocket
Moon
Orbit

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	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p> <p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>To ask questions to check their understanding.</p> <p>To retell a familiar story.</p> <p>To listen to others ideas and respond appropriately.</p> <p>To participate in group discussions.</p>	<p>Coram Scarf Unit: Rights and responsibilities</p> <p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To talk about the effect my behaviour has on others.</p> <p>To build strong relationships with this peers and talk about common interests.</p> <p>To solve problems showing perseverance and resilience.</p> <p>To develop strategies to deal with emotions.</p>	<p>To hold a pencil correctly and form most letters correctly.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively to cut around objects.</p> <p>To know how to keep safe when crossing the road.</p> <p>To throw and catch a small ball with some accuracy.</p> <p>To develop balance on equipment and learn how to walk using outdoor stilts.</p> <p>To understand what we need to do to keep our bodies healthy.</p> <p>To use a knife and fork to eat meals.</p>	<p>To develop fluency of grapheme phoneme correspondence.</p> <p>To use phonological knowledge to write CVC and CCVC words.</p> <p>To begin to write short captions using their phonic knowledge.</p> <p>To write the tricky words taught.</p> <p>To read CVC and CCVC words.</p> <p>To read short captions using their phonological knowledge.</p> <p>To read HFW and tricky word taught.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>To use objects to solve addition.</p> <p>To combine two groups and find the total.</p> <p>To read addition calculations.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To use language associated with time (days, months, and seasons).</p> <p>To know how long activities might take.</p> <p>To explore the composition of numbers to 10 and compare numbers.</p> <p>To explore number bonds to 10.</p> <p>To name 3D shapes and talk about their properties (faces, edge and vertices).</p> <p>To create, describe and extend patterns.</p> <p>To share objects between people during play scenarios.</p>	<p>To know and talk about their place in history.</p> <p>To sequence events in time order.</p> <p>To know that the dinosaurs lived a long time ago.</p> <p>To talk about significant historical events.</p> <p>To use their senses to explore artefacts.</p> <p>To talk about significant figures from the past.</p> <p>To comment on images of familiar situations.</p> <p>To know that some animals are herbivores, carnivores and omnivores.</p> <p>Rochdale RE Scheme of Work Unit F3: What places are special and why?</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To use a range of different painting media and explore the effects of each.</p> <p>To sing and perform known songs.</p> <p>To develop storylines into their pretend play.</p> <p>To listen to contrasting pieces of music and express their opinions.</p> <p>Music- Charanga Our World</p> <p>Art focus- using different media clay and mod roc</p>

Week/Topic Question	Communication Language and Literacy	Maths	Theme session 1	Theme session 2	Theme session 3	Theme session 4	Physical Development	Music/PSHE/RE	Provision enhancements
Week 1- 28/02/22 How has home life changed? 1/3 Shrove Tuesday 1/3 St David's day 3/3 world book day	Goldilocks and the Three Bears Broken chair for the children to investigate what has happened. Children to write things and find clues about what has happened during continuous provision. Listen to the story and sequence the events. Learn new vocabulary through Grandma Fantastic. FT - acting out the story. Thursday world book day- using one of the books from World Book Day to explore. Rocket Phonics Week 20 - th/ng Handwriting - n, h	NCETM Mastering Number Week 17 Comparison Children will order number blocks 5-10 and compare the different sizes looking at differences between the numbers. Children to use the language of more than, fewer than and equal to. Children will also make collections of objects that are more than or fewer than. FA- Using pizza shapes and toppings. Children add the correct number of toppings. Look at the composition of the toppings on halves of the pizza, Can we make the composition different? SSM lesson- Time Days of the week- yesterday, today and tomorrow	How old is Boarshaw Bear? (UTW) (CL) Picture of Boarshaw Bear dressed up in the past. How do we know he is in the past? How is he different? Explain that Boarshaw Bear has been finding out about his family history. Share his family tree and introduce the vocabulary ancestor. Children share their family tree.	What is Shrove Tuesday and why do we celebrate it? (UTW) (PSED) (CL) Share a frying pan and come pancake mix with the children. What are they? Share the religious story behind shrove Tuesday with the children. Talk about how Christians celebrate shrove Tuesday. Try pancakes and toppings. Children to talk about likes and dislikes. Also focus on safety when baking.	How have things in our homes changed over time? (UTW) (CL) Share some pictures and artefacts from the past. What do children think they are? Discuss children's ideas. Look at how objects have changed and the reasons why they have changed.	How have our homes and lives changed since the past? (UTW) (CL) (L) Read the story, 'Daisy Saves the Day' by Shirley Hughes and look at the pictures discussing how life is different now and then. How is Daisy's life different from ours? How has the world around us changed over time comparing the Victorian street to our own.	PE sessions taught by PE coach. Gross motor- Carrying larger items and talking about safety when outdoors. Fine motor- to form curling letters correctly.	SCARF PSHE Rights and Responsibilities lesson 1 – Look after my special people. RE – F5 - Where do we belong? What is special about us? Read the story The lion and Mouse. Talk about how the perception of the character changes and this is what makes them special. Everyone is special in different ways. Share some of the stars from home about why children are special. Introduce Grace and explain that she believes that God knows us all and we are all special to him. Explore wheres Wally.	Small World - Goldilocks Writing - Writing speech bubbles for characters. Finger Gym - Tweeze the raisins out of the porridge Playdough - pancakes- lemon scented dough Home Corner - Goldilocks and the three bears- 3 of everything. Phonics - Reading simple sentence and captions and matching to the correct picture. Sand - different sizes of bowls Sensory - flour and frying pans Painting -create an old photo with black and white paint Creative - creating a chair for Goldilocks. Construction - Building a bed Maths - count out the correct number of bears to match a number and order objects by size Investigation - Artefacts and pictures from the past Topic- sorting items from the past and now Outside Creating the Three Bears house - masks. Role play the story. Porridge oats mixed with water. Three bears trail.
			Vocabulary- past, history, family, ancestors, parents, grandparents, great-grandparents, lent, Jesus, shrove Tuesday, old, ancient, archaic, Victorians, maid Floor book focus- What are these objects from the past? Home learning idea- children to talk to an older relative at home and find out about life in the past.						
Week 2- 07/03/22 How have toys and transport changed?	Goldilocks and the Three Bears Using new vocabulary to orally create sentences about Goldilocks. Introduce new vocabulary to describe her. Model and shared writing of sentences including finger spaces, capital letters and full stops. FT - writing parts of the story. Children to orally compose and then write a sentence to match pictures from the story. Rocket Phonics Week 21 -	NCETM Mastering Number Week 18 Composition Children will explore the composition of the numbers 7, 8 and 9. They will learn about the composition using the part, whole grids. they will find the missing parts and find the whole of two parts. FA- children to use part whole model to explore the composition of numbers 7, 8 and 9. Children will find parts when given a whole, find whole when given parts and find a missing part.	What toys might we find in a toy museum? (UTW) (CL) (L) Share pictures of a toy museum. What is a museum? Check understanding and share examples of museums and how they tell us about the past. Read the story 'Lost in the Toy Museum' by David Lucas. What toys were in the toy museum? How might we describe the toys in the museum?	What toys did my children play with in the past? (UTW) (CL) Share some artefacts of toys from the past. Do children know what these toys are? How would we play with these toys? How are these toys different from toys that we play with today? Talk about the materials that the toys are made from and the lack of electricity in toys from the past and the reasons for this.	What games did they play in the past? (UTW) (PD) (CL) What games did the toys in the toy museum play? Hide and seek. We still play this game today. Explain that some games that we play today our parents might have also played. Ask children what games they like to play. Discuss the use of technology and how computers games were not a widely available when the teachers were children and when the teachers parents were children there weren't	How has transport changed? (Revisit and review to reinforce prior learning) What might happen to transport in the future? (UTW) (CL) Share pictures of transport now and transport from the past children to match these and talk about how the transport has changed. Discuss how technological changes have lead to changes in transport. Look at transport we use now. Ask children how do they think transport	PE sessions taught by PE coach. Gross motor- Outdoor games from the past- hopscotch, hide and seek, tig Fine motor- Threading using a needle and thread to sew simple objects- making own toys. (Adult led activity)	SCARF PSHE Rights and Responsibilities lesson 2 – Look after my friends. RE – F5 - Where do we belong? How do Christians know that children are special to God? Read the story Jesus blessed the children from the bible. End the story and talk about I wonder questions. Give children a sad and happy face. Read the story again how does it make them feel	Small World - Goldilocks Writing - creating books from the story Finger Gym - pick up sticks game Playdough - make and decorate a bear Home Corner - Continue Goldilocks and the three bears Phonics - Feed the bear the common exception word fish Sand - Water - Sensory - porridge oats and bowls Painting - Sketching a toy from the past. Creative - Creating toys from the past. Construction - creating a new toy or game Maths - Clocks making and reading o'clock times. Part whole models Investigation - toys from the

	ai/ee Handwriting - m, r	SSM- Time Days of the week Yesterday, today and tomorrow. Extend to months of the year.			any computer games. Children to learn and play some traditional games such as hopscotch, dominoes and care games.	might change in the future? Share ideas and discuss.		at different points.	past. Outdoors Outdoor games from the past- hopscotch, tig, hide and seek Making different types of transport
			Vocabulary- past, old, antique, ancient, tattered, threadbare, technology, electricity, barge, penny farthing, horse and cart, rocket Floor book focus- What games do we like to play and what games did children play in the past? Home learning idea- talk to a parent at home about the games and toys they played with when they were younger.						
Week 3- 14/03/22 Science Week 18/3/22 - Red Nose Day	Jack and the Beanstalk Investigating where the beanstalk has come from. What story do we think it is from? Have magic beans and items in a story bag. Retelling the story using the props. Order the picture of the story and orally retell. FT - reading simple sentences and ordering from the story. Rocket Phonics Week 22 - igh/oa Handwriting - b, p	NCETM Mastering Number Week 19 Subitising Children will use their knowledge of subitising to 5 to find totals by adding the two amounts together. Children will explore doubles and find the total of doubles to 5. FA- doubling butterfly using paints and spots children will find the total for double numbers to 5. SSM- 3D shapes	What comes from a tree? (UTW) (PSED) (PD) Provide children with a range of objects. Get them to sort things that come from a tree and things that do not. Ask them to give justifications for their choices. How do we know certain items do not come from a tree? Go outdoors and look at some of the trees in the school grounds. What types of trees are they? How are they similar/different? Talk about safety with trees e.g, not eating things as they can be poisonous.	How does a plant grow? (UTW) (CL) (L) Share some seeds with the children. Ask them what they are. Talk about safety and not eating seeds. Discuss ideas. Read 'The Tiny Seed' by Eric Carle. What do we need to do to make them grow? Discuss ideas and plant different seeds in a glove.	Would seeds grow on the moon? (UTW) (CL) Recap on the things that a seed needs to grow well. Introduce Max the Martian from the Moon. Explain that he wants to grow some seeds on the moon. Talk about the conditions on the moon. Would the seed grow there? Children set up cress seeds in different conditions.	What is happening to our seeds? (UTW) (CL) Look at and observe any changes that have occurred in our seeds. Write and record changes in our plant diary. Children talk about what they observed and offer explanations for what has happened. Activity to be ongoing over the next few weeks. Science week table set up.	PE sessions taught by PE coach. Gross Motor- To throw and catch a small ball with some accuracy. Fine motor- Developing pincer group picking up small seeds.	SCARF PSHE Rights and Responsibilities lesson 3 – Being helpful at home and caring for our classroom. RE – F5 - Where do we belong? What groups do we belong to? Read a story about a family. They belong to this family, who is in your family? What other groups do we belong to? Rainbows/school/church. Ask children to share their ideas. Show logos and badges. Which religious groups do we belong to? Look at the characters Grace and Imran and explore which religious group they belong to.	Small world- jack and the beanstalk Construction- can you build a beanstalk Phonics Playdough- green dough for making leaves Finger gym- threading leaves on a straw stalk Maths- doubling activity butterflies Sand- Water- Creative- Observational drawings of flowers and plants. Writing- labelling the parts of a plant. Investigation- what does a plant need to grow well (APP) Outdoor - planting seeds/ gardening
Week 4- 21/03/22 How long ago did dinosaurs live? What do we know	Jack and the Beanstalk Ordering the story and retelling. Introducing new vocabulary linked to how his Mum was feeling when he brought back the beans. Orally composing sentences about how Mum felt. Writing simple sentences,	NCETM Mastering Number Week 20 Composition Children will continue to group objects by looking at their properties. Children will explore grouping the NUmberBlocks on criteria such as odd and even.	Who was Mary Anning? What did she discover? (UTW) (CL) (L) Read the story 'Stone Girl, Bone Girl' by Laurence Anholt. What did the girl discover? Why was this so special. Talk about what a fossil is and share some	What are fossils and archaeologists? (UTW) (CL) Remind children of the story we read about Mary Anning. Ask children recall questions about the story. Share some images of fossils so children can explain what	What are dinosaurs called and how are they different? (UTW) (CL) Ask children if I can go to the zoo or another country to visit a dinosaur. Why can I not visit a dinosaur. Clarify understanding of the	What did dinosaurs eat? (UTW)(CL) Ask children what they like to eat. Do they eat the same food as animals? Explain that some of the food we eat is the same. Get children to think about what dinosaurs might have	PE sessions taught by PE coach. Gross Motor- Obstacle course moving like dinosaurs and moving over and under obstacles. Balancing on equipment. Fine motor- Using	SCARF PSHE Rights and Responsibilities lesson 4 – Caring for our world. RE – F5 - Where do we	Small world-Dinosaurs Writing- the story of Jack and the Beanstalk Phonics- Playdough- making fossils (printing with dinosaurs) Finger gym- count out the correct number of dinosaurs 

<p>about dinosaurs and how do we know? Make Mother's Day cards</p>	<p>Jack's mum was cross. (angry, unhappy, furious). FT - writing words and sentences on a beanstalk Rocket Phonics Week 23 - 00/00 Handwriting - k</p>	<p>FA- children to see different representations of numbers (tens frame, numicon etc) and sort them into odd or even numbers children to give reasons and justify each choice. SSM- 3D shapes</p>	<p>examples. What do fossils tell us about the past?</p>	<p>a fossil is. Model to children how a fossil is created using playdough and layers of sand and soil. Share images of archaeological digs and explain to children the job of an archaeologist what they do and what they look for. Share some images of fossils and encourage children to match them to the correct animal.</p>	<p>vocabulary extinct and recap on our work on pandas and how they are endangered and could become extinct. Share some images of different dinosaurs. How are they similar/different. What do children already know about dinosaurs? What dinosaurs can they name? Identify common features of different dinosaurs and explain to children that we do not fully know what colour dinosaurs were because fossils don't have colour and we have to put clues together from the pieces we find.</p>	<p>eaten did they all eat the same? Look at animals teeth and discuss the function of the different types of teeth. Introduce the vocabulary carnivore, omnivore and herbivore. Talk about the meaning of these words and sort dinosaurs into categories.</p>	<p>scissors effectively to cut around objects.</p>	<p>belong? How are babies welcomed into a Christian family? We are going to have a visitor. How can we make them feel welcome? How do we welcome a baby? Has anyone been christened? Share photos if children have. Why is a christening important? What does it mean? Vicar to share a baptism ceremony.</p>	<p>Sand- Water- Creative- Maths- odd and even numbers Topic- teeth what types of teeth are there? How do we look after our teeth?</p>
<p>Vocabulary- fossil, archaeologist, extinct, dinosaur names, (tyrannosaurus, raptor, stegosaurus, triceratops, pterodactyl, brachiosaurus), carnivore, herbivore, omnivore Floor book focus- What do we know about dinosaurs? Home learning idea- EAD focus activity- creating fossils using clay.</p>									
<p>Week 5- 28/03/22 What other significant events have happened in history?</p>	<p>The Gingerbread Man Listening to the story. Telling the story and orally composing sentences. Modelled writing of the repeated refrains in the story. FT - Assessed write. Children to write the story of the Gingerbread Man. LA - to write run run. Rocket Phonics week 24 - consolidate ch, sh, th, ng, ai, ee, igh, oa, oo Handwriting - v, w</p>	<p>Bonds to 10 Children explore the number bonds to 10 using real objects. They solve simple problems e.g. there are 10 apples 6 are in the tree. How many are on the floor? Fill egg boxes with an amount of objects how many more to make 10? Children will explore bonds to 10 using double sided counters and dropping 10 and seeing how many red and yellow. FA- making 10 using numicon. Children choose a Numicon and find the pair to make 10. SSM- Patterns Look at wrapping paper patterns. Can children describe them? Children to continue patterns.</p>	<p>Who first landed on the moon? Share pictures of the moon. What can we see? What is there? How could we get to the moon? Ask children if anyone lives on the moon and how we would travel to the moon. Share a video clip of the first landing on the moon. Is this recent? How do we know it was a long time ago? Plot the first landing on the moon on a timeline.</p>	<p>Who invented the first TV? Refer back to the learning in the first week of houses from the past. What has changed? Share information about the first televisions. Introduce the terms inventor and inventions. How are they different from the TVs we have today? Discuss reasons why they have changed.</p>	<p>What did computers look like in the past? Ask children how we would find out information that we do not know. Children might suggest using the computer. Pose the question: have computers always been around? Talk about how we would find out information in the past. Draw out discussions about whether all information on the internet can be trusted? Look at the invention of the computer and the changes in them.</p>	<p>Where does everything fit into history? Draw together all the historical learning we have covered this year. Plot all significant events on a timeline for display.</p>	<p>PE sessions taught by PE coach. Gross Motor- Walk using outdoor stilts. Fine motor- Using knives and forks for cutting.</p>	<p>SCARF PSHE Rights and Responsibilities lesson 5 – Looking after money. RE – F5 - Where do we belong? How is a baby welcomed into a Muslim religion? Why do we like whispering? What do we whisper? Explain in the Muslim faith they whisper to new babies. Explain an aqiqah ceremony and what happens. Let children ask questions. What messages would we share with a baby?</p>	<p>Small world- dinosaurs Writing- write the story of the Gingerbread Man. Phonics- Playdough- ginger scented dough Finger gym- place buttons on gingerbread man and cutting out gingerbread men. Sand- water- Creative- Maths- Fish for matching pairs of fish that make 10. Topic- first landing on the moon.</p>
<p>Vocabulary- rocket, moon landing, gravity, deserted, inventors, inventions, internet, technological advances, Floor book focus- What happened in history and when? Create a timeline in the book showing significant events covered this academic year. Home learning idea- How do you use technology at home? EAD focus activity- Making gingerbread men.</p>									
<p>Week 6- 04/04/22 How is Easter celebrated?</p>	<p>The Rhyming Rabbit Read and listen to the story joining in with rhyming words. Cover up rhyming words for the children to say. Continue rhyming words and find pictures that rhyme.</p>	<p>Addition and subtraction Share some addition and subtraction calculations. Children to read the calculations and model how we can solve them in different ways e.g. using objects or using</p>	<p>Why do we celebrate Easter? Children learn about who celebrates Easter. Children talk about their own experiences of Easter. Does their family have any Easter</p>	<p>What is the Easter story about? Children listen to the Easter story and talk about the main events in the story. Why is this story so special to Christians? What symbol do</p>	<p>How is Easter celebrated around the world? Compare and contrast Easter celebrations from around the world.</p>	<p>Easter celebration Egg hunt Egg decorating</p>	<p>PE sessions taught by PE coach. Gross Motor- Egg hunt moving around obstacles. Fine motor- continue to develop pincer grip</p>	<p>SCARF PSHE Rights and Responsibilities lesson 6 – looking after money.</p>	<p>Small world- Easter scene Writing- Phonics- Playdough- decorating dough eggs Finger gym- decorate the egg with beads and gems. Sand-</p>

	Rhyming hunt around the classroom.	facts that we know.	traditions?	Christians have that remind them of this time? Look at Christian symbol of the cross.			picking up small eggs.			
	FT - Creating own rhyming words on eggs. Rocket phonics week 25 - ar/or Handwriting - u, y	FA- children to solve the Easter bunny's egg problems. Practically solve addition and subtraction problems using eggs.	Vocabulary-Easter, crucifixion, resurrection, Jesus, cross, Bible, Floor book focus- How is Easter celebrated? Home learning idea- Sharing Easter celebration. EAD focus activity- Easter nests, decorating eggs.							<p>RE – F5 - Where do we belong? How do Hindu brothers and sisters show their love for each other at a festival?</p> <p>Explore who has a brother or sister. How do we show we love each other? Explore the festival Raksha Bandhan and talk about what happens and how siblings share their love. When do we feel special? Who helps us to feel special?</p>

Termly Baking Experience – Making pancakes, chocolate nests for Easter