



Boarshaw Primary School

Reception Summer Term 1 Theme Unit Pack



Are all minibeasts scary?

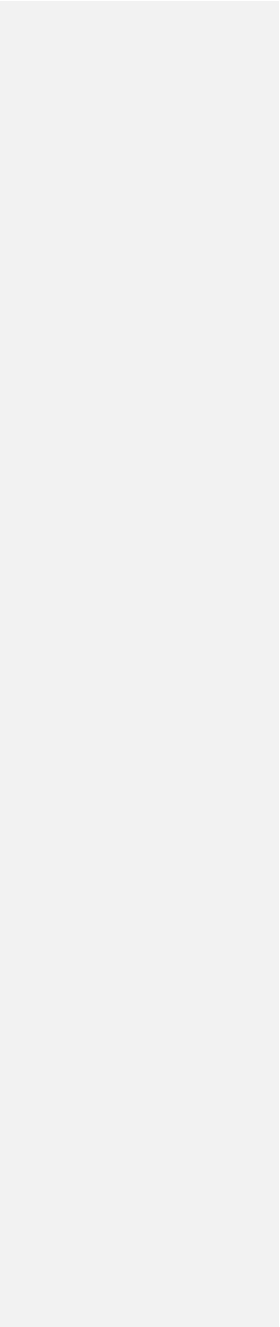
Children will learn about the features of different minibeasts. They will learn about spiders and understand why they spin webs. They will look closely at features of different minibeast including worms, snails and ladybirds. They will also learn about the life cycle of a butterfly and the importance of bees. Children will also learn about habitats and how to look after animals habitats.

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

Signiant dates

St George's Day (23rd April)
Deaf awareness week (2nd May)
Mental health week (13th May)
Eid (May)





Are all minibeasts scary?

Essential Knowledge

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

- The names of common UK minibeasts
- The similarities and differences between some minibeasts
- The habitats of minibeasts
- The life cycle of a butterfly
- The importance of bees and their protection.

Launch

Children will go on a big hunt finding bugs in the local environment.



Explore

Children will find out about different minibeast, their habitats. Children will also visit the local allotment.



Celebrate

Children will share their knowledge at The Ugly Bug Ball.

Vocabulary

Spider
Insect
Bee
Caterpillar
Beetle
Ladybird
Dragonfly
Millipede
Worm
Wasp
Slug
Ant
Woodlouse
Butterfly
Fly
Snail
Life cycle

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 name and sort a range of living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p> <p>To be able to order a range of life cycles.</p> <p>To engage in meaningful conversations with others.</p> <p>To sustain concentration for periods of time and follow a sequence of instructions.</p> <p>To listen to and join in with performance poetry.</p> <p>To use tense correctly when talking about experiences.</p> <p>To sequence and retell a familiar story.</p> <p>To listen to non-fiction texts and talk about their new knowledge.</p> <p>To confidently participate in discussions sharing their point of view.</p>	<p>Coram Scarf Unit: Being My Best</p> <p>To talk about our abilities and the abilities of others.</p> <p>To recognise that we all like different things.</p> <p>To describe a range of different habitats around the world and what we can do to preserve these.</p> <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>To talk about ways they can deal with their own emotions.</p> <p>To think about and talk about things from different perspectives.</p> <p>To undress and dress themselves independently for PE.</p> <p>To play co-operatively with their peers.</p> <p>To show sensitivity to the needs of others.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To know how to use scissors effectively. And cut with accuracy.</p> <p>To play ball games with others successfully throwing and catching or kicking and receiving a ball.</p> <p>To know how to much screen time can be bad for us.</p> <p>To use a range of equipment safely and confidently.</p> <p>To develop sequences of movement to music.</p> <p>To know how to keep teeth health through brushing and a healthy diet.</p>	<p>To recognise all taught graphemes and say the corresponding phoneme.</p> <p>To write the correct grapheme for the phonemes taught.</p> <p>To write caption and short sentences.</p> <p>To write HFW and tricky words taught.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know that sentences can be extended by using a connective.</p> <p>To read simple sentences using phonic knowledge and show understanding of what they have read.</p> <p>To use learnt words and phrases to discuss familiar stories or during role play.</p> <p>To develop a fluent handwriting style forming letters correctly.</p>	<p>To make numbers beyond ten using tens frames and Numicon.</p> <p>To count beyond 10 and understand the counting pattern.</p> <p>To use knowledge of shapes to manipulate them to make pictures, patterns and designs.</p> <p>To add by counting on using the model first, then, now.</p> <p>To take away by counting back and using the model first, then, now.</p> <p>In provision children will use rules to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To understand and confidently use the words more/less to describe groups.</p> <p>To read time to o'clock on an analogue clock.</p>	<p>To be able to name and identify common creatures.</p> <p>To complete a mini-beast hunt.</p> <p>To talk about the features of different creatures.</p> <p>To know that living beings follow a similar growth pattern and make comparisons.</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p>Talk about the life cycle of a plant and animals.</p> <p>Make comparisons between habitats</p> <p>Make own habitats using a range of resources.</p> <p>To use senses to explore the world around them.</p> <p>To talk about the importance of bees.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To share creations and explain the processes they followed when making.</p> <p>To invent their own narratives during pretend play.</p> <p>To perform songs, rhymes and poems to others.</p> <p>To create movement in response to music.</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
<p>Week 1- 25/04/22</p> <p>What is a mini-beast and where can we find them?</p>	<p>Hungry Caterpillar</p> <p>Read the story and retell.</p> <p>L1- Experience- fruits/leaves pretend caterpillars- what are they what do they already know.</p> <p>L2- Read the story and talk about the main events.</p> <p>L3- retell the story using pictures and props.</p> <p>L4- Write a list of things that the caterpillar FA- sequence the events from the story and retell using pictures and props.</p> <p>Phonics- Rocket Phonics ur/ow</p> <p>Handwriting- k</p>	<p>NCETM Week 21</p> <p>Cardinality, ordinality and counting</p> <p>WRM Building numbers beyond 10</p> <p>Children will make teen numbers and match to numeral.</p> <p>L1- recognise teen numbers on tens frames</p> <p>L2- Build teen numbers with numicon what do they notice? What happens when we go past 20?</p> <p>L3- Find matching pair-representation of 11-20 with Numicon and number cards.</p> <p>L4- Estimate an amount and place on tens frame to find amount.</p> <p>FA- counting groups of objects, placing on tens frames and matching to numerals.</p> <p>SSM- Spatial reasoning finding the matching shapes with different orientations.</p>	<p>Flashback- Arctic</p> <p>Let's go on a bug hunt</p> <p>Share some pictures of some familiar bugs. Ask children to name them.</p> <p>Where might we find them? Go on a bug hunt together and children to use a simple bug hunt checklist.</p> <p>(UTW) (CL) (PD)</p>	<p>Flashback- Arctic</p> <p>What bugs did we find and what are their features?</p> <p>Share some pictures of the minibeasts that we found yesterday. Where did we find them? What did they look like? How many legs do they have? Can they fly?</p> <p>(UTW) (CL)</p>	<p>Flashback- Arctic</p> <p>What is a habitat? Define a habitat and ensure secure understanding using knowledge acquired in previous topics.</p> <p>Use some examples of different minibeasts and look at the habitats they have.</p> <p>How could we make a habitat for different</p>	<p>Flashback- Arctic</p> <p>Can we sort the minibeasts into different categories?</p> <p>Look at different classifications of minibeasts arthropods, molluscs and annelids.</p> <p>Arthropods include insects, arachnids (spiders), crustaceans (which have a hard shell or case on the outside) and miriapods (creatures with lots of legs).</p> <p>Molluscs often have a shell like a snail.</p> <p>Annelids are worms. Sort minibeast according to classification and using different criteria (Venn diagrams)</p> <p>(UTW) (CL) (M)</p>	<p>Fine motor- cutting skills and using scissors correctly.</p> <p>Gross motor- moving like different minibeasts.</p>	<p>Scarf PSHE Being My Best Lesson 1 - bouncing back when things go wrong.</p> <p>RE - What is special about our world?</p> <p>Children to go on a listen walk and think about their favourite things about nature. Children to discuss what they have seen and how christians believe God created the world.</p>	<p>Topic- matching minibeast to their habitat</p> <p>Water-</p> <p>Sand- minibeasts stones</p> <p>Sensory- lentils and bugs</p> <p>Maths- making teen numbers matching amounts to numerals.</p> <p>Creative- making a minibeast habitat cut and stick minibeasts</p> <p>Paint-painting minibeasts picture stimulus</p> <p>Construction- making minibeast homes</p> <p>Writing- write the life cycle of a caterpillar.</p> <p>Phonics- roll and read dice game</p> <p>Role play- Tesco</p> <p>Playdough- no enhancement</p> <p>Reading- Story sticks to retell the story and story map.</p> <p>Finger gym- thread beads on pipe cleaner to make a caterpillar.</p> <p>Small world- hungry caterpillar.</p>
<p>Week 2- 3/5/22</p> <p>4 day week</p> <p>What happens to caterpillars?</p>	<p>Hungry Caterpillar</p> <p>Reading simple versions of the story and writing simple sentence</p> <p>L1- Reading short captions and matching to the correct pictures.</p> <p>L2- Vocabulary development words to describe the butterfly.</p> <p>L3- Model write of descriptive sentences for a butterfly.</p> <p>L4- Children write a descriptive sentence about a butterfly.</p> <p>FA- Children to write a sentences about the story.</p> <p>Phonics- Rocket phonics- oi/ear</p> <p>Handwriting- v/w</p>	<p>NCETM Week 22</p> <p>Subitising seeing doubles.</p> <p>WRM- Counting patterns beyond 10.</p> <p>L1- Numberblocks series 3 tween scenes. Counting from any number.</p> <p>L2- counting strategies counting amounts and grouping to count.</p> <p>L3- teen number counting and recognising missing amounts</p> <p>L4- how many is 100?</p> <p>FA- teen number representation and numeral matching game.</p>	<p>Flashback- habitats</p> <p>What is a caterpillar? How does it move?</p> <p>Share pictures of our caterpillars. What can we see? What do they look like? Name and talk about the different parts of the caterpillar bodies.</p> <p>Look at different types of caterpillars and how they are similar and different.</p> <p>Watch short video of how they move. How is this different from other minibeasts?</p> <p>(UTW) (CL) (PD)</p>	<p>Flashback- habitats</p> <p>What is the lifecycle of a butterfly?</p> <p>Talk about how our caterpillars started out.</p> <p>What changes are happening and what will happen next?</p> <p>Talk through the life cycle of a butterfly and what will happen at each stage.</p> <p>Read the Cautious Caterpillar.</p> <p>(UTW) (CL)</p>	<p>Flashback-hibernation</p> <p>What does a butterfly do?</p> <p>Watch a video of butterflies emerging from a cocoon. What will a butterfly do? Share information about how a butterfly eats and what this then links into the life cycle of a butterfly.</p> <p>(UTW) (CL)</p>	<p>Flashback- migration</p> <p>EAD Focus- Butterflies wings- using watercolours to create intricate symmetrical patterns.</p> <p>Look at the wings of different butterflies.</p> <p>What do we notice? Look what different patterns and shapes we might see.</p> <p>Model using an outline of a butterfly and some water colours how we can paint butterfly wings.</p> <p>Fold over to make symmetrical pattern.</p>	<p>Fine motor- using smaller brushes to paint more intricate detail.</p> <p>Gross motor- moving like a butterfly making large wing movements.</p>	<p>Scarf PSHE Being My Best Lesson 2 - Yes I can!</p> <p>RE - Why do you think the world is special? Children to think about the world and what makes it special. Children to share ideas and think about what a creator is. Children to create their own worlds.</p>	<p>Topic- life cycle of a butterfly.</p> <p>Water- Animals that live in the sea.</p> <p>Sand-</p> <p>Maths- count out the correct amount of objects into counting cups.</p> <p>sensory- coloured pasta to decorate butterflies</p> <p>Creative- making butterflies with paper plates/ window light catchers.</p> <p>Paint- painting butterfly wings</p> <p>Writing- Simple writing sheets in The Hungry Caterpillar</p> <p>Creative- none</p> <p>Phonics-</p> <p>Role play- Tesco</p> <p>Dough- story pictures added to the area</p> <p>Finger gym- paper chain caterpillar</p> <p>Small world- hungry caterpillar story.</p>

<p>Week 3- 09/05/22 SATs week (y6) What is the life cycle of a bee?</p>	<p>Bees lift the flap book Recap on the features of fiction and non-fiction. What information can we find out about Bees? L1- experience lesson-honey combs, sounds, pictures and bee toys. L2- Read the text and record facts shared writing L3- Read the text and record facts shared writing L4- Read the text and record facts shared writing FA- Read sentences and captions and match to pictures.</p> <p>Phonics- Rocket phonics air/ure</p> <p>Handwriting- u/y</p>	<p>NCETM Week 23 Composition of 5. WRM- Adding more Children will use real objects to see quantities can be changed by adding more. L1- Adding groups of objects practically. L2- First, then now adding. L3- Adding more with then being unknown. L4- Adding more with first being unknown. FA- Solve simple addition stories using tens frame. SSM- Spatial reasoning recreating patterns with shapes and objects.</p>	<p>Flashback-penguins Why are bees important to us? Look at pictures of bees. What do we notice? How are they different from caterpillars? Look at the different features of bees. Look at the habitat of bees. What should we do if a bee flies near us? Talkabout why people might be scared of bees. (UTW) (PSED)</p>	<p>Flashback-penguins What is the life cycle of a bee? Share and talk through the life cycle of a bee. How is this similar/different to the caterpillar? What happens to Bees in the winter? (UTW) (CL)</p>	<p>Flashback-penguins How do bees keep us alive? How can we care for bees? Discuss how important bees are to our food and keeping us alive. Share videos and information about how bees support pollination. What could we do if we find a bee that needs help? (UTW) (CL)</p>	<p>Flashback-penguins Do you like honey? Share information about how bees make honey, Look at some honeycomb and how it is created. Allow children to try some honey and talk about their likes and dislikes. Is honey healthy? Sort some healthy and unhealthy toast toppings. (UTW) (CL) (PSED)</p>	<p>Fine motor- develop pincer grip picking up small bees and putting the correct number in each hive.</p> <p>Gross Motor- throwing and catching a large ball.</p>	<p>Scarf PSHE Being My Best Lesson 3 - Healthy Eating including how to keep our teeth healthy.</p> <p>RE -What stories do Christians tell us about the creation of the world? Chidren to listen to the story of creation and discuss what happened on each day.</p>	<p>Topic- bees information Water- Sand- bee cut out children to make hives Maths- first, then now addition pictures. Creative- how to draw a bee Paint-painting bees and printing using potatoes Writing- Bee fact book Phonics- writing ee words. Dough- none Finger gym- yellow and black wool wrapped around mini pinecones to make mini bees.</p>
<p>Week 4- 16/05/22 20/5- rockstar day What would it be like to be a spider?</p>	<p>The snail and the whale Reading and retelling the story. L1- Finding out about whales and sea snails. Read to pg4 and predict who will help L2- Read story looking at key vocabulary. L3- Read more of the story and talk about the problem aspect of the story. How can the whale be saved. L4- Read the full story and plot story events on plot point graph. FA- Phonics assessment</p> <p>Phonics- Rocket phonics er/recap ar/ur/or/ow</p> <p>Handwriting- s/f</p>	<p>NCETM week 25-comparison WRM- Subtraction Children use objects to understand that subtraction is taking away objects. L1- practically taking away objects to find how many are left. L2- taking away objects and finding new total L3- taking away using a tens frame- race to 0. L4- taking away first is missing. FA- Race to zero taking away amounts from tens frame. SM- Spatial reasoning tangrams</p>	<p>Flashback- dinosaurs What is special about spiders? Look at spiders and the key features including the number of legs. Find out about spiders' body features. Learn about the life cycle of a spider and now this compares to butterfly and bee. (UTW) (CL)</p>	<p>Flashback- dinosaurs How does a spider spin its web? Share some pictures of spiders webs. Look at the patterns and discuss how it has been made. Share a time lapse video of a spider spinning its web. Talk about the properties of the web and why the spider needs a web. (UTW) (CL)</p>	<p>Flashback- dinosaurs Why are people scared of spiders? Talk about things that children are scared of and why. Share some pictures of venomous spiders and talk about why people might be scared of spiders. Talk about reasons why we shouldn't be scared of spiders. (UTW) (PSED)</p>	<p>Flashback- dinosaurs EAD- Making clay minibeasts. Share some examples of clay minibeasts. How are them made and how can we join parts of the clay together. Children to make clay minibeasts as adult focus task.</p>	<p>Fine motor- using knives and forks for cutting</p> <p>Gross Motor- kicking and receiving a ball.</p>	<p>Scarf PSHE Being My Best Lesson 4 - Healthy Mind including screentime.</p> <p>RE - What stories do Muslim people tell about the creation of the world? Children to listen to the story of creation. Talk about how people have to look after animals and read the story of the crying camel.</p>	<p>Topic- find out about spiders Water- Sand- Maths- subtraction using first then now Creative- making spiders Painting- snail patterns Writing- sequence story pictures and write story. Phonics- Dough- making spiders Finger gym- get the spiders from the spider web Small world- snail and the whale</p>
<p>Week 5- 23/05/22 4 day week What do we know about</p>	<p>The snail and the whale Model writing of the story sections. L1- Plot point 1 the snail getting onto the whale L2- Plot point 2 the snail with penguins L3- Plot point 3 the snail in the sea caves</p>	<p>NCETM Week 24- Composition of numbers to 10. L1- represent the same quantities to 10 using tens frames. L2- making arrangements of 9 and 10. L3- represent ways to</p>	<p>Flashback- Space Which minibeasts can fly? Share pictures of different minibeasts and sort using different criteria. How do we know if a minibeast can fly?</p>	<p>Flashback- Space How many legs do minibeasts have? Share different pictures of minibeasts. Do they all have legs? Can we sort them according to the number of legs?</p>	<p>Flashback- Space What minibeast might we find in a different country? Look at a range of minibeast from different countries. How are they different? What is their habitat?</p>	<p>Ugly bug ball Children finish the topic by sharing learning and dressing up as minibeasts.</p>	<p>Fine motor- cutting with accuracy.</p> <p>Gross motor- kicking and receiving.</p>	<p>Scarf PSHE Being My Best Lesson 5 - move your body.</p> <p>RE - Is our world good? Children to explore this question. Children to think about how we look after our world and what</p>	<p>Topic- queens jubilee Water- Sand- Maths- making ten picture cards Paint- flags Creative- making crowns. Writing- write the story of the snail and the whale</p>

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different
minibeasts?

L4- Plot point 4 the whale
is stuck on the beach.

Phonics- recap
oi/ear/ure/ur/ar/or/er

Handwriting- x/z

make 10 with structured
arrangements.
L4- say ways in which
making 10 can be
different.
FA- making a ten
sandwich selecting two
filling that make 10.

Vocabulary- recap all vocabulary covered
Floor book focus- What do we know about minibeast?
Home learning idea-

Adult focus- making biscuits

we can do to help plants
and animals.

Phonics-
Dough- decorating a
crown
Finger gym- cutting task

Termly Baking Experience – biscuits