




Boarshaw Primary School

Reception Summer Term 2 Theme Unit Pack



	<p>Which animals live in the world around us?</p> <p>Children will learn about different animals around the world. Children will start by visiting a farm and finding out about the animals and the role of a farmer. We will learn about how some foods come from a farm and which crops grow. Boarshaw Bear will then travel to different countries to show us what it is like to live there and the animals we would see. We will learn about animals that live in our country and their habitats. At the end of the unit we will look at our oceans and discuss ways in which we can help the environment.</p>
Festivals/themes	
Significant dates	Fathers Day - 19 th June

Which animals live in the world around us?

Essential Knowledge

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

- How a farm works and which animals live on a farm
- The role of a farmer and the importance of the crops they grow
- Which animals are native to our country
- Which animals we will see in other countries and why they live in that country
- How to compare and contrast the different animals and habitats
- How we can protect the animals in our ocean



Launch

Children will take a trip to the farm and gain experience on how a working farm works. Children will feed and touch animals.

Explore

Boarshaw Bear will explore our country and others teaching us about different animals in different countries.

Celebrate

Children will become Eco-warriors and create ideas on how we can protect animals in our country and around the world.

Vocabulary

Habitat
Farmer
milking
Ecosystem
Crops
Ocean
Submarine
recycle

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 be able to give facts about a specific subject.</p> <p>To talk about contrasting locations.</p> <p>To talk about an event recounting in sequence and giving detail.</p> <p>To know a range of facts and use appropriate vocabulary.</p> <p>To engage in meaningful conversations with others.</p> <p>To follow and give a set of instructions.</p> <p>With some support to perform a short poem.</p> <p>To speak in full sentences using the correct tense and using conjunctions to join ideas.</p> <p>To confidently participate in discussions sharing their point of view.</p>	<p>Coram Scarf Unit: Growing and changing</p> <p>To understand how we grow and change.</p> <p>To know how our bodies change and how we can look after them.</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To talk about how they and other can deal with their emotions.</p> <p>To confidently try new activities and persevere when challenges occur.</p> <p>To manage their behaviour in a range of situations.</p> <p>To explain the reason for rules and know how to behave in different situations.</p> <p>To show sensitivity to the needs of others.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To form letters correctly developing a more fluent handwriting style.</p> <p>To know how to use scissors effectively. And cut with accuracy.</p> <p>To play ball games with others and show accuracy with aim.</p> <p>To know about and talk about the ways in which we keep our bodies and mind healthy.</p>	<p>To say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>To read simple sentences using their phonological knowledge.</p> <p>To read common exception words.</p> <p>To write simple phrases and sentences that can be read by themselves and others.</p> <p>To spell unknown words using their phonic knowledge.</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 demonstrate an understanding of what has been read to them through discussion and role play.</p> <p>To write letters correctly developing a fluent handwriting style.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To solve doubling problem using objects.</p> <p>To share out amounts fairly to solve problems.</p> <p>To understand odd and even numbers.</p> <p>To recognise and describe number patterns.</p> <p>In practical activities children understand the concept of halving and two equal groups.</p> <p>To read addition and subtraction calculations.</p> <p>To count to 20 and beyond.</p>	<p>To be able to categorise animals by their characteristics.</p> <p>To know the habitats of a range of different animals.</p> <p>To understand that we can't always see all animals in the world and understand the importance of zoos and aquariums.</p> <p>To talk about the ecological concerns for our oceans.</p> <p>To talk about ways in which we can reduce pollutions.</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>To compare and contrast locations looking specifically at coastal areas.</p> <p>To talk about the features of a costal environment.</p> <p>To name creatures found in oceans.</p> <p>To use a search engine to find out information.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To talk about and explain to others the processes to make different creations.</p> <p>Make their own props to support role play.</p> <p>To develop own narratives during pretend play that show clear structure and development.</p> <p>To perform to an audience with a range of means including dance, drama, music and song.</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- 7/6/22 – 4 days</p> <p>What animals will we find on a farm?</p>	<p>Text – Pigs Don't Fly L1 – Plot point 1 (Action). Children to talk about the pigs flying in the sky in aeroplanes. Read to this point in the story. L2 – Children to chot and write a sentence using the action words from L1. L3 – Farm Trip L4 – Children to write about the trip to the farm. Model sentences altogether.</p>	<p>Recap and review of number bonds to 10. L1- Singing number songs farmer pete and knowing bonds to 10. L2- using sheep and pens children investigate bonds to 10 L3- Farm trip</p>	<p>Flashback - Growing What are farm animals and their babies called? (Animal sounds) Ask children to tell you what farm animals they know that live on a farm. Discuss their ideas and misconceptions. Introduce children to some animals and think what their babies are called. Listen to some animal noises and discuss which animal they belong to. Match the babies to their adult animal.</p>	<p>Flashback - Growing What happens on a farm? Introduce a farmer and ask the children what he does. Show a clip of a working farm and talk about the different things that happen. Think about different animals and the role they play. Discuss what horses were used for in the past.</p>	<p>Farm Trip</p>	<p>Friday morning – Writing what happened at the farm. Children to discuss what they did at the farm and write sentences to match.</p>	<p>Gross Motor – Moving around like different animals from the farm</p> <p>Fine Motor – Pipettes and transferring the water from containers</p>	<p>RE- Where is a special place for us? Where do you feel happy and safe? Explore children's ideas of their favourite places. What do they have in their bedrooms to make it theirs?</p> <p>PSHE: Scarf: Growing and changing Lesson 1</p>	<p>Topic- Farm matching animals and their babies. Water- Sand- Sensory- pigs in mud Maths- Creative- making farm animals Paint- painting farm animals Construction- creating a farmyard Writing- write a caption to match the picture. Phonics- Read the farm sentences and match. Role Play – animals costumes Playdough- Tractor marks Reading- Finger gym- Putting the correct number of cotton balls onto each sheep Small world- farm scene</p>
<p>Week 2- 13/6/22</p> <p>How do farms help us?</p> <p>Father's Day - 19th June</p>	<p>Text: Pigs Don't Fly L1 – Plot point 2 (feeling). Read the story to the relevant point and then introduce plot point 2. Sentence – The wolf was infuriated. L2 – Plot point 3 (action) Children to chot new words and orally compose sentences. L3 – Plot point 4 (sight) Children to describe the button Wilbur presses and then write sentences to match. Sentence - Wilbur pressed the strawberry-red, shiny button. L4 – Plot point 5 (sound) Read the whole story to introduce plot point 5. Meaningful moment and Grandma fantastic words L5 – chotting and children to write their own sentences. Sentence – the aeroplane surged and thundered across the finish line.</p>	<p>Doubling Children will learn that doubling means twice as many, They will build doubles using real objects and mathematical equipment. L1- is it a double or not? Children will explore images of real and mathematical equipment and decide if it is a double or not. L2- Using real objects and tens frame children to make and represent doubles. L3- Show children a doubling machine. Put a number of objects in one side. Ask how many need to be added to the double machine. Then talk about what id the double. L4- Solve some simple double problems using objects. SSM lesson- 2D shapes and making new shapes with 2D shapes.</p>	<p>Flashback - healthy eating What grows on farms in the UK? Remind children about what happened at the farm last week and ask the questions what grows on a farm? Discuss ideas. Show children pictures and video clips of a farmer growing crops and discuss what grows. Show children some vegetables that grow and discuss where they grow.</p>	<p>Flashback - Healthy eating How do we get milk, cheese and yoghurt? Ask the question above and take children's ideas. What are cheese and yoghurt made of? Explain to children where the milk comes from, remind them of our visit to the farm. Watch a video of how the milk makes cheese and yoghurt.</p>	<p>Flashback - Healthy eating What crops grow in other countries? Where do bananas come from? Discuss this and think about other fruits/vegetables that come from other countries.</p>	<p>Flashback - India Boarshaw Bear to visit Africa.</p>	<p>Gross Motor – building tractors and pens</p> <p>Fine motor – building tractors and pens with the construction toys.</p>	<p>RE- Where is a special place for Christians? Learn about the Church being a place of worship. What special events happen in a church? Has anyone been to a wedding in a church?</p> <p>PSHE:Scarf: Growing and Changing: Lesson 2: Life stages, plants, animals and humans</p>	<p>Topic- Plants and vegetables that grow underground Water- Plastic gloves to pretend to milk the cows Sand- Maths- sensory- Tractors and paint to make marks Creative- making farm vehicles Paint- vegetable printing Writing- What did we do at the farm recount writing. Phonics- Monkey teddies and tiles to make words. Role play- Animal masks Dough- Adding farm animals Finger gym- Threading activity Small world- Farm scene Construction – creating a farmyard</p>
			<p>Vocabulary- shearing, crops, milking, rooster, donkey, Floor book focus- What happens on a farm? Home learning idea- Find baby animals in the local area. Outdoor learning focus- Building tractors and role playing as farmer</p>						
			<p>Vocabulary- crops, harvest, vegetables, seeds Floor book focus- How does a farm help us to eat? Home learning idea- grow a plant at home Outdoor learning focus- Role playing the jobs that a farmer does.</p>						

<p>Week 3- 20/6/22</p> <p>Which animals are native to our country?</p>	<p>Handa's Surprise L1 – Plot point 1 (smell) Memorable experience – tasting different fruit and finding out about Africa L2 – Grandma fantastic words relating to the fruit tasting. Chotting and writing a sentence. Sentence – The air filled with the delicious smell of the fruit. L3 – Plot point 2 (noticing) Read the relevant section of the book. Memorable experience – look at animals from Africa. Grandma Fantastic words L4 – Children to chot their own words and write a sentence. Sentence – Handa didn't realise the long, purple tongue of the giraffe was taking the pineapple. L5 – Plot point 3 (sense of touch) Memorable experience – carrying baskets on our heads. Weighing heavy items and fruit. Introduce Grandma Fantastic words.</p>	<p>Sharing and grouping Children will learn that when sharing objects need to be shared fairly so all groups have the same amount. The will identify groups of objects in pictures and everyday objects. Children will practically share objects and be introduced to objects left over. L1- Sharing objects into groups- is it fair or not? Do we have any left over? L2- Sharing objects into equal groups. L3- Practically sharing L4- solving simple problems that require sharing. SSM- 3D shape names and face shapes.</p>	<p>Flashback- keeping clean Which animals can we keep as pets? Children to share their own experiences of pets that they have. Create a pictogram of the different animals. Explore the questions why do we have these animals as pets? Why can't be have certain animals as pets?</p>	<p>Flashback- healthy teeth What wild animals do we have in this country? Look at animals native to the UK. Where do they live? Look at habitats and some animals that migrate during the year to and from the UK. Explore why other animals don't live in this country.</p>	<p>Flashback- exercise Which species are now extinct? Recap on the word extinct referring back to dinosaur topic. Explain that many species of animal have become extinct.</p>	<p>Boarshaw Bear – Visits Scotland Share Boarshaw Bears journey to Scotland. Explore the different modes of transport. Look at Scotland's flag and some of the landmarks. Boarshaw bear to share some traditional foods and some highland dances, Children to try some highland dancing.</p>	<p>Gross Motor – carrying objects on our head and balancing Fine Motor – cutting pretend fruit</p>	<p>RE- Where is a special place for Muslims to worship? Learn about the special features of a Mosque. Children t share experiences of going to a mosque if applicable. PSHE:Scarf: Growing and Changing: Lesson 3: Who will you be?</p>	<p>Topic- Sorting animals into pets and wild. Water- Fish and squirry toys Sand- Maths- Creative- free Paint- painting pets Writing- Writing about our pets. Labelling different pets. Phonics- matching animal names to their picture Dough- Making pet animals Finger gym- Adding the small fruit to a basket</p>
<p>Week 4- 27/6/22</p> <p>What animals live in other countries?</p>	<p>Handa Surprise L6 – Children to chott words relating to weight and write their own sentence. Sentence – the basket was so hefty on her head. L7 – plot point 4 (action) Memorable moment – think about how you move when you are happy/excited. Grandma Fantastic words. L8 – Children will chot their ideas and then write a sentence. Sentence – Akeyo dashed over to see her friend. L9 – Plot point 5 (feeling) Memorable moment – How do we feel when someone gives us something? Grandma fantastic words. L10 – Children to chot ideas and write sentence. Sentence – Handa felt so delighted.</p>	<p>Odd and even numbers Children will refer back to the knowledge learned last week about sharing into equal groups. Children will group objects in pairs and recognise if they are odd/even. L1- grouping objects and finding out if they are odd or even. L2- Making pair wise patterns on a tens frame to see if they are odd or even. L3- Finding odd and even numicon L4- exploring larger odd and even numbers looking at number patterns. SSM- Tie making o'clock and half past times.</p>	<p>Flashback- habitats What animals do we find in Africa? Share a map of the world and locate Africa. Discuss climate and weather patterns. Children to predict which animals they think live in Africa. Share a video clip of an African safari. Which animals could they see? Which animals do they like best?</p>	<p>Flashback- herbivore, carnivore and omnivore What is the difference between an African and Indian elephant? Share pictures and video clips of African and Indian elephants. Look at similarities and differences. Discuss what elephants eats and how they have been used through history and in different countries. Talk about the conservation of elephants and how some are endangered.</p>	<p>Flashback- animals and their babies What animals do we find in China? Share a map of the world and locate China. Discuss climate and weather patterns. Children to predict which animals they think live in China. Share images and videos of native animals to China. Which animals could they see? Which animals do they like best?</p>	<p>Boarshaw Bear – Australia Share Boarshaw Bears journey to Australia. Explore the different modes of transport. Look at the Australian flag and some of the landmarks. Boarshaw bear to share Australian animals and some traditional instruments.</p>	<p>Gross motor – moving in different ways – running, jumping etc. Fine motor – drawing animals</p>	<p>RE- Where is a special place for Jewish people? Learn about a synagogue and their special features. Look at pictures of the synagogue and what happens inside the synagogue? PSHE:Scarf: Growing and Changing: Lesson 4: Where do babies come from?</p>	<p>Topic- different fruit from Handa's surprise Water- Floating and sinking Sand- Maths- Which fruit from Handa's surprise is heavier Creative- making baskets for Handa Paint- Painting world maps/animals for the world Writing- making a list of fruit tat Handa took Phonics- Reading phase 4 captions and matching to picture Dough- Making fruit for a basket (playdough mats) Finger gym- Peg boards</p>
<p>Vocabulary- domestic animals, wild animals, migration, habitat, native, woodlands, extinct, Floor book focus- Which animals live in our country? Home learning idea- share picture of pets at home/write about a pet they would like Outdoor learning focus- which animals can we find/see in the local environment.</p> <p>Vocabulary- Africa, native, wild animals, ivory, tusks, conservation, endangered, India, China, panda, bamboo Floor book focus- Which animals live in other countries? Home learning idea- find out about your favourite wild animal Outdoor learning focus- making clay animals</p>									

<p>Week 5- 4/7/22</p> <p>What will we find under the ocean?</p>	<p>Why Sharks Disappeared L1 – Read parts of the book and discuss features of non-fiction text. L2 – Read the rest of the book and discuss features of non-fiction texts. L3 – Way point 1 – Memorable moment – thinking about creatures in the ocean. Introduce Grandma fantastic words L4 – Children to describe creatures in the ocean. Chotting and write a sentence. Sentence – creature are enormous and tiny, scaly and slimy. L5 – way point 2. Memorable moment – what happens to rubbish in the ocean. Grandma fantastic words.</p>	<p>Consolidating number knowledge- number patterns and counting beyond 20. Children will learn about the composition of teen numbers being ten and a bit. They will learn to count beyond 20. L1- counting to 20 and beyond. L2- Teen numbers composition using tens frames. L3- Teen numbers using base 10 equipment. L4- making teen numbers with arrow cards. SSM- Weight using non-standard measures.</p>	<p>What is an ocean? Share a map of the world what do the different colours on the map represent? Look at and name some of the oceans and seas. What animals might we see in the seas near us?</p>	<p>Which animals live in salt water/fresh water? Explore the difference between salt water and fresh water habitats. Sort animals into the different habitats and discuss how they are adapted to live in each/. Have a specific look at Salmon.</p>	<p>How are animals adapted to live in the ocean? Look at some real fish and discuss the different features. Explore different parts of sea creatures and how they move in water compare and contrast different ways of moving. Look at animals that can breathe in the water and those that can't.</p>	<p>Boarshaw Bear – Coral reef Boarshaw Bear shares pictures of scuba diving and coral reefs around Australia. Look at the coral reefs and discuss the importance of them. Look at conservation of the coral reefs and how they are getting damaged.</p>	<p>Gross Motor – throwing and catching the ball Fine motor – threading beads</p>	<p>RE- How are places of worship similar/different? Look at a picture of a church, mosque and synagogue and think about things that are the same. What differences do they have? PSHE:Scarf: Growing and Changing: Lesson 5: Growing and Changing</p>	<p>Topic- sorting animals into habitats Water- different water animals Sand- Maths- Creative- making fish Paint- creating jellyfish Writing- Writing about what we can see in the ocean Phonics- sound shells Dough- shells, blue playdough and green seaweed (tissue paper) Finger gym-Making a jellyfish (cutting skills - twinkl)</p>
<p>Week 6 – 11/7/22</p> <p>How can we protect our world and environment ?</p>	<p>Why Sharks Disappeared L6 – Children to chot their ideas and write a sentence. Sentence – In an unhealthy ocean creatures and hurt and sick. L7 – Way point 4. Memorable experience – Glistening waters versus murky water. Grandma fantastic L8 – Children to chott their ideas and write a sentence. Sentence – A murky sea means not enough food for sea creatures. L9 – Way point 5 Memorable experience – Sort ideas of how to save the planet or be kind. Grandma fantastic words. L10 – Children to chot their ideas and write the sentence. Sentence: Always recycle your rubbish to protect the environment.</p>	<p>Consolidation- Number bonds Children will consolidate their knowledge of numbers to 10. Exploring the different compositions of each number. L1- number bonds to 5. L2- number bonds to 6 and 7. L3- number bond 8 and 9 L4- number bonds to 10. SSM- Capacity measuring using non standard measures.</p>	<p>What should we do with our rubbish? Look at what we do with the rubbish in our classroom? Why do we have two separate bins? Look at the bins children have at home- what are they for? Have a selection of rubbish and children to sort it into the correct bin. Why do we need to do this? What happens to the general rubbish share pictures of landfill. Share story about landfill</p>	<p>What happens when our rubbish ends up in the ocean? Share some pictures of rubbish in the ocean and the affects this has on animals.. Read the story Fish by Brendan Kearney. Discuss what happened and what we can do to reduce our plastic waste.</p>	<p>Let's be an eco warrior! Look at the role of our eco-warriors in school (older pupils to share what they do). What things can we do to look after our world. Discuss different ways that we can help the world e.g. walking to school, recycling, not wasting resources, turning off lights/taps etc.</p>	<p>Boarshaw Bear – Goes to Year 1 Boarshaw Bear shares some pictures from Year1. Talk about the changes in Year 1 and discuss pupils feeling using the colour monster to help them express the different feelings.</p>	<p>Gross Motor – Drawing big ocean animals outside Fine Motor – squirty toys in the water tray</p>	<p>RE - how can we create a safe space for us in school? Children to think about everything we have learnt this term. How could we create a safe space in class. What features would it need? What items would make it feel safe? PSHE:Scarf: Growing and Changing: Lesson 5: Growing and Changing</p>	<p>Topic- Looking after our oceans (discussion card - twinkl) Water- rubbish and animals like an ocean Sand- Water in the sand to make volcanos Maths- Creative- making turtles Paint-painting a ocean scene Writing- Posters of how we can save our environment Phonics- matching words to pictures Dough- free Finger gym- untying sea creatures</p>
<p>Vocabulary- ocean, sea, fresh water, salt water, gills, coral reef, conservation Floor book focus- What do we find in the ocean? Home learning idea- have a walk down the canal which animals can you find near or on the canal Outdoor learning focus- water exploration with range of sea creatures.</p>			<p>Vocabulary- reduce, reuse, recycle, compost, landfill, global warming, plastic, metal, paper, Floor book focus- What can we do to help the environment? Home learning idea- Help to sort the rubbish at home. Outdoor learning focus- creating a compost area.</p>						

Week 7
18/7/22

Mon - discuss what we have learnt in reception and write an all about me sheet for Year 1.
Tues - Share with our friends what makes them special and how we have made friends this year.
Weds - Leaving Ceremony

Transition