



Boarshaw Primary School

Spring Term 1 Topic Unit Pack



Where do rainbows come from?

Children explore the weather and how the weather around us changes. They will explore colours and how to change colours. They will learn about different types of weather around the world and look at some weather extremes. Children will explore puddles and what happens to puddles.



Who can help us?

Essential Knowledge

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

- What kinds of weather we experience in our local environment
- What different kinds of weather people experience around the world
- Why the weather changes
- What happens when the weather is hot and when it is cold
- The names of colours and what happens when we mix and change different colours
- How to begin to use colours effectively to represent objects and people

Launch

Explore colour –
rainbow fruit tasting

Weather – create a class
weather diary for the
week with children
adding their drawings,
paintings and models of
the weather for each
day

Explore

Children will explore how
to use colour effectively
and learn how to use a
range of media to create
their own works of art.
We will roleplay as
weather forecasters and
explore ways to measure
the weather.

Celebrate

Children will be asked to
create a wind chime at
home. We will decorate
our shelter area with our
beautiful wind chimes
and show them off to our
friends!

Vocabulary

colour, mixing, art,
paint, pastels, chalk,
weather, climate,
temperature, hot,
warm, cold, freezing,
tornado, hurricane,
blizzard, clouds, fog,
ice, thunder, lightning,
local area, country

EYFS Curriculum Objectives

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters Objectives	<ul style="list-style-type: none"> To sing nursery rhymes To begin to use a wide range of vocabulary in the correct context To talk in short sentences that others can understand To listen to, and follow, simple instructions and respond to questions appropriately To be able to differentiate and categorise objects based on their properties To remember new words they are learning when talking to others To be able to understand simple instructions, questions and commands 	<ul style="list-style-type: none"> Coram Scarf Unit: Keeping myself safe To learn how to share resources and play in a group To learn to look after resources within the class To listen to and follow rules set To take turns while playing and wait patiently to have a go To know how to manage their emotions in different situations To know that there are boundaries To know about different feelings and be able to talk about them during circle time – happy, sad, worried, angry To know that we must respect our resources and put them back when we have finished with them To know that when playing in a group they need to share and also know that they will get a turn 	<ul style="list-style-type: none"> To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, dough disco etc To mark make in sensory trays and also copy different patterns To mark make using a comfortable grip when using pencils and pens To move in different ways, e.g. climbing, running, jumping, etc, in order to develop gross motor skills To hold jugs and containers confidently and pour from one container into another To show awareness of healthy food choices and impact on our bodies To know what the different tools in Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers, pencils To know that they need to use tools with a dominant hand 	<ul style="list-style-type: none"> To begin to attempt writing familiar letters, e.g. letters in their name. Adults will consistently model correct formation To talk about and retell a range of familiar stories. To know that each letter makes a sound – focussing on sounds in their name To join in with repetition in stories and rhymes To be able to talk about different parts of the story 	<ul style="list-style-type: none"> To sing number rhymes and number songs To recite numbers to 10 To subitise numbers 1 and 2 To count objects to 5 To compare groups of objects To know that objects can only be counted once To compare size and length of objects To use positional language – under, in front of, behind To explore the properties of 3D shapes to support building structures 	<ul style="list-style-type: none"> To talk about things they have observed To recognise and talk about changes in their immediate environment To understand the five senses and use them to explore the world around them To know and describe different types of weather To understand that the weather is different in different countries To talk about similarities and differences To use the computer to complete a simple task To learn about the seasonal changes during winter 	<ul style="list-style-type: none"> To begin to use scissors effectively To being to act out different scenarios using props to enhance imaginative play To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces To play instruments with increasing control to express feelings and ideas To know how colours can be mixed to make a new colour To use their imagination to create different works of art To be able to construct safely and with a purpose

EYFS Curriculum Content and Planning

Week/Topic Question	Communication Language and Literacy	Maths	EAD Lesson	Lesson 1	Lesson 2	Lesson 3	Topic focus task	Physical Development	PSHE	ICT/Music
<p>Week 1 - 4/01/22 (4 days)</p> <p>What happens during Winter?</p>	Book: Kipper's Snowy Day / The Snowy Day	Numberblocks Number 2 Count objects to 5 Recite numbers to 5 and 10 Subitise numbers 1 and 2	<p>Artist: Wassily Kandinsky</p> <p>Focus: Colour and colour mixing</p> <p>Use scissor skills to make paper snowflakes. Focus on safety and correct grip.</p> <p><i>begin to use scissors effectively to know how colours can be mixed to make a new colour to use their imagination to create different works of art</i></p>	<p>BBC Teach – Winter video. Children discuss what they see, their own experiences</p> <p><i>to learn about the seasonal changes during winter to understand the five senses and explore the world around them using these senses to know and describe different types of weather to understand that the weather is different in different countries to talk about similarities and differences</i></p>	Compare winter and summer weather. What does it feel like it summer? How is winter different?	How do we prepare for winter? What kind of clothes do we need? Explore and sort clothes for hot and cold weather.	None this week	<p>Fine motor: Picking up cotton wool snowballs with tweezers, counting</p> <p>Gross motor: Sweeping</p>	<p>Revisit the Colour Monster. Talk about how our bodies feel when we experience different emotions. What can we do when we feel sad? Angry? Scared?</p> <p>Explore how our faces can change to show how we are feeling. (Mirrors)</p> <p>Give children laminated blank faces to draw emotions (using chalk pens)</p>	<p><i>sing familiar songs or make up own songs play instruments with increasing control to express feelings and ideas</i></p> <p><i>to use the computer to complete a simple task</i></p> <p>ICT: Use Purple Mash painting programme to create colourful pictures, naming and describing colours</p> <p>Music: Listen to "Winter" by Vivaldi and attempt to keep a simple beat by clapping, tapping and using an instrument following an adult model</p>
<p>Week 2 - 10/01/22</p> <p>What are the colours called? What happens when we mix colours?</p>	Book: Wow Said the Owl Talk about night time and day time. Why would things look different at different times of day? Discuss animals that come out during the day and during the night. Discuss the colours of different objects. Consider whether they are always the same - for example, the sky can be blue, grey, white, orange.	<p>Comparing length and size of objects Measure objects using non-standard units Compare lengths and sizes using simple mathematical vocabulary</p> <p><i>FA: Measure/compare sizes of classroom objects using non-standard units and begin to record our findings.</i></p>	<p>Artist: Wassily Kandinsky</p> <p>Introduce Kandinsky and explore some of his work. Talk about his use of colour.</p> <p>Over the course of the week, explore colour mixing with different media. What happens when we mix colours together? Do they stay the same? Do they always make the same colour?</p>	<p>What are the colours called? Do we know all the colours of the rainbow?</p> <p>Introduce Mix It Up book. Add to colour provocation for children to explore.</p>	Skittle or kitchen roll experiment (in groups). What happens to the colours when they meet?	Explore colour mixing with watercolours. Talk about what happens when colours mix together, including the effects of adding black and white.	<p><i>Colour scientists: Provide goggles, jars, beakers, bowls, pipettes and coloured water in red, blue and yellow. Encourage children to mix colours and talk about what happens to them. What new colours can they make by mixing two colours? What happens if they mix all three? T to photograph and record speech.</i></p>	<p>Fine motor: using fine paint brushes to colour shapes with paint, encourage to try to stay within the lines (under shelter)</p> <p>Gross motor: Colour mixing with powder paints in large trays using brushes</p>	<p>Scarf – Keeping myself safe</p> <p>People who help me Who looks after you? Children to talk about their home life and how people at home keep them safe.</p>	<p>ICT: Use Purple Mash painting programme to create colourful pictures, naming and describing colours</p> <p>Music: Watch and listen to Van Gogh – Starry Night. Encourage children to think about and discuss what they see, what they hear and how it makes them feel.</p>
<p>Week 3 - 17/01/2022</p>	Book: Elmer Talk about the different colours we see in the story. Are elephants usually all	Using positional and directional language Following instructions to place objects	<p>Artist: Wassily Kandinsky</p> <p>Talk about how we can use colours to create</p>	Explore dark and bright colours. How do they make us feel?	Explore creating different shades of the same colour by adding black to make it darker and white to make it lighter.	Explore ways of making colours look different using a pencil – pressing lightly/hard, holding the pencil at the point	Continued from last week.	Fine motor: Exploring colour mixing by painting on ice blocks	People who help me Who helps you at school? Children to explore who helps them at school and	<p>ICT: Beebots – programming to follow a simple route</p> <p>Music: Play instruments to create</p>

<p>How can we use colours? What can we create by experimenting with colours?</p>	<p>different colours? Do all things have a set colour? How does Elmer feel in the story? Circle time – managing our emotions Which elephant am I describing? Can you act like Elmer? Use some of the adjectives from the text – can the children act them out? E.g. silent, serious, still.</p> <p><i>FA: Describe what happens in the beginning, middle and end of the story.</i></p>	<p>Follow directions to move ourselves around a space</p>	<p>representations of real life. If we drew an elephant, what colour should it be? Do we always have to make things look the same as in real life? Look at examples from Kandinsky and other artists.</p>			<p>and at the tip, colouring over in more than one colour</p>		<p>Gross motor: Pouring from one container to another</p>	<p>what roles and jobs they do.</p>	<p>our own music for the elephant dance. Which instruments should we use and why? Should we do a slow beat or fast? How can we make our music feel happy, excited, etc?</p>
<p>Week 4 - 24/01/22</p> <p>What kinds of weather happen in my local area and around the world?</p> <p>What kinds of extreme weather happen around the world?</p>	<p>Book: The Little Raindrop</p> <p>Name the parts of the book Pick out vocabulary related to weather. Can we act out the weather words? Draw our favourite part of the story.</p>	<p>Numberblocks 3 Count objects to 5 Recite numbers to 5 and 10 Compare groups of objects</p> <p><i>FA: compare groups of objects</i></p>	<p>Artist: Wassily Kandinsky</p> <p>Explore the characteristics of colours. Think about bright and dull colours and how they change the mood of a picture. Colour in some pictures in bright colours and some in dull colours and discuss the different effects we create.</p>	<p>Learn about typical Middleton weather. Is it always the same? What makes it change?</p>	<p>Is the weather the same in other countries? Compare the weather in the UK and a country with very different weather – what are the differences? Are there any similarities?</p>	<p>Look at extreme weather conditions around the world.</p>	<p><i>Monitor the weather. Use simple equipment to monitor the weather outside and record our findings. Continue in Week 6</i></p>	<p>Fine motor: Copying different patterns in a mark making tray</p> <p>Gross motor: Moving in different ways</p>	<p>People who help me Funny Tummy Feelings Collect two boxes, one with soft stuff the other with hard rocks and pebbles etc. Look in the box and discuss how it makes us feel. Do we ever get worried? Discuss this.</p>	<p>ICT: Open a programme on a computer with adult support – using a mouse to point and click</p> <p>Music: Follow a simple score to make weather music using a range of instruments</p>
<p>Week 5 - 31/01/22</p> <p>1/2/21 – Chinese New Year</p>	<p>Book: The Magic Paintbrush</p> <p><i>FA: To differentiate and categorise objects based on their properties – items related to Chinese New Year</i></p>	<p>Counting week Count objects to 5 Understand that objects can only be counted once Understand that the last number counted is the total number of objects in the group</p>	<p>Artist: Wassily Kandinsky</p> <p>Create our own artworks using a range of colours and media. Collaging circles to create concentric circle artwork, range of shapes to create our own pictures in the style of Kandinsky</p>	<p>Who celebrates Chinese New Year? Look at the country of China</p>	<p>How and why do people celebrate New Year?</p>	<p>How and why do people celebrate New Year?</p>	<p><i>Cooking experience: Make and eat healthy noodle dishes. Suggest healthy choices to add to our noodles. Select our own preferences of vegetables and sauce to add to our noodles. Talk about how our noodles taste, their smell and texture.</i></p>	<p>Fine motor: threading</p> <p>Gross motor: large muscle movements to create firework images</p>	<p>People who help me Stranger Danger – Who should we not go with when we need help? Scenarios with the puppet.</p>	<p>ICT: To explore cause and effect toys</p> <p>Music: To listen to and appreciate music of Chinese New Year. How does it make me feel?</p>

<p>Week 6 - 7/02/22</p> <p>Why does the weather change?</p>	<p>Book: The Three Billy Goats Gruff</p> <p>Read and discuss the story. Who are the characters? Good / bad characters? Why do the goats want to cross the bridge? Join in with repeated words and phrases in the story</p>	<p>Explore the properties of 3D shape to support building structures Learn some names of 3D shapes Copy a model to build a simple structure Select appropriate shapes to build our own simple structures, i.e. recognising the need for a flat surface as a base, using a cone/pyramid to represent a roof etc.</p> <p><i>FA: to select appropriate shapes to construct for a purpose</i></p>	<p>Artist: Wassily Kandinsky</p> <p>Create our own artworks using a range of colours and media. Explore printing shapes and drawing lines in different colours</p>				Continued from Week 4		<p>Safety indoors and outdoors Go for a walk. How do we keep safe outside? What do we need to do? How do we keep safe with scissors?</p>	<p>ICT: To turn on and use simple equipment e.g. CD player</p> <p>Music:</p>
<p>Week 7 - 14/02/22</p> <p>What happens when it is hot and when it is cold?</p>	<p>Book: The Three Billy Goats Gruff</p> <p>Story maps and sequencing Telling parts of the story using puppets Drawing characters from the story (guided/independent)</p> <p><i>FA: To retell the story in my own way (acting out, puppets, drawing, speech)</i></p>	<p>Numberblocks 4</p> <p>Understand number 4 – recognise and write numeral 4, ways to make 4 (ten frames, part whole models, building with cubes), exploring doubles with 2 and 4</p>	<p>Artist: Wassily Kandinsky</p> <p>Create our own artworks using a range of colours and media. Paper plate/wood cookie concentric circles using pastels and paint</p>	When is it hot? When is it cold?	What happens to the environment when it is hot? What happens to us? What happens when the weather is hot all the time?	What happens to the environment when it is cold? What happens to us? What happens when the weather is cold all the time?	Sorting things that are hot and things that are cold, describing sensations	<p>Fine motor: independent observational drawing</p> <p>Gross motor: Obstacle courses – how many different ways can we find to make it across?</p>	<p>What's safe to go in my body? Show children bottles of things. Are they safe? Can we drink them? When is it appropriate to use them?</p>	<p>ICT: To access and use a simple programme (iPad app/computer programme)</p> <p>Music: To explore using percussion instruments in different ways – Billy Goats Gruff footsteps. How would they sound if the goat was happy? Angry? Scared?</p>