



# Boarshaw Primary School

## Spring Term 2 Topic Unit Pack



### **How do I get about and how do things move?**

Children will explore forces and how things move. They will compare how they move and how animals move. They will explore how toys move and what makes them work, including understanding the use of electricity and wind-up mechanisms. They will think about the different modes of transport they use. They will explore which transport we would use for different things. They will explore how we would travel to a different country.



What happened long ago?

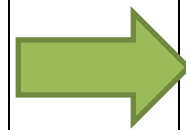
Essential Knowledge

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

- What kinds of transport there are and which ones we use for different jobs
- How different things are powered, such as through electricity, by being pushed, pulled or wound up
- How different things move in different ways, for example the different ways that animals move (swimming, flying, running, jumping) and the different ways vehicles move (flying, driving on two or four wheels)

## Launch

Investigate a range of toys that move in different ways, such as pull along, wind up and battery operated toys



## Explore

Investigate the types of transport around us and how they work. Make our own vehicles using a range of techniques and materials and use our bodies to explore different ways humans and animals move. Learn a transport song to perform.



## Celebrate

Perform and record our transport song. Build a range of large vehicles outside using blocks and other resources and tell our friends in Reception all about them.

## Vocabulary

transport, vehicle, electricity, power, forces, movement, wheels, axles, construction, mechanic, engineer

## EYFS Curriculum Objectives

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Curriculum Coverage	<p>To sing along to familiar songs</p> <p>To learn about and talk about modes of transportation</p> <p>To be able to identify and name the different types of vehicles they see on the road</p> <p>To listen to stories and retain key vocabulary</p> <p>To be able to talk about the setting, characters and the structure of a story (beginning, middle, end)</p> <p>To be able to use familiar story phrases e.g. Once upon a time</p> <p>To listen to and follow simple instructions and respond to questions appropriately</p> <p>To talk in short sentences that others can understand</p> <p>To be able to answer questions related to a story</p> <p>To start conversations with others</p> <p>To ask and answer 'why' questions</p>	<p>Coram SCARF unit: Rights and Responsibilities</p> <p>To show independence in accessing and exploring the environment</p> <p>To independently put on coats and use the toilet</p> <p>To listen to and follow rules</p> <p>To learn to look after resources within the classroom</p> <p>To be aware of the different areas in nursery and how to explore them safely</p> <p>To approach an adult if they need support</p> <p>To begin to solve conflicts with peers with some adult support</p>	<p>To hold a pencil with a tripod grip when shown</p> <p>To begin to form pre-writing shapes</p> <p>To look at books independently, turning pages one at a time</p> <p>To use balancing apparatus</p> <p>To mark make using a comfortable grip when using pencils and pens</p> <p>To know how to use one handed tools effectively</p> <p>To be able to follow a simple sequence of movements to music and rhythm</p> <p>To be able to fill containers with different materials, e.g. sand, water, and to show confidence in carrying them from one point to another without dropping them</p> <p>To know how to use the outdoor climbing frame and the bikes/scooters to move in different ways</p>	<p>To be able to mark make and give meaning to their marks</p> <p>To identify the pictures linked to sounds taught</p> <p>To begin to form some letters correctly e.g. letters in their name</p> <p>To be able to talk about their marks with confidence</p> <p>To talk about the sounds they have identified</p> <p>To join in with repetition within stories</p> <p>To be able to talk about different parts of stories</p>	<p>To sing number rhymes and number songs</p> <p>To recite numbers to 10</p> <p>To subitise numbers 1 and 2</p> <p>To count objects to 5 and begin to match to the correct numeral</p> <p>To understand numbers can be ordered</p> <p>To solve mathematical problems with numbers to 5</p> <p>To describe a familiar route</p> <p>To extend and create a repeating pattern</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, the local area and the natural environment</p> <p>To know similarities and differences between different modes of transport</p> <p>To explore how different toys and vehicles move</p> <p>To talk about how things work</p> <p>To know when to use different modes of transport</p> <p>To understand the ecological impact of our transport decisions</p> <p>To explore modes of transport in different cultures</p> <p>To learn about Easter and understand how people celebrate Easter</p>	<p>To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe</p> <p>To engage in role play by making stick puppets of different story characters</p> <p>Sing familiar nursery rhymes using correct words that have been learned</p> <p>To realise tools can be used for a purpose</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified</p> <p>To know about the different materials and what can be created with them</p> <p>To know how to create recognisable representations of objects</p>

Week/Topic Question	Communication Language and Literacy	Maths	EAD	Topic Lesson 1	Topic Lesson 2	Topic Lesson 3	Topic Focus Task	Physical Development	PSHE/C	ICT/Music
<p>Week 1-26/2/2024</p> <p>What kinds of transport are there?</p>	<p><i>Nursery rhyme of the week:</i></p> <p>Book: The Journey Home From Grandpa's</p> <p>Read the story and identify different modes of transport Describe different types of transport What are different modes of transport for? E.g. moving people, moving things, building, fun Sing along to the song</p>	<p><i>Number song of the week: Five Little Ducks</i></p> <p><u>Starter</u> – Recite numbers to 10 forwards. Subitise numbers 1 and 2</p> <p><u>Learning</u> – Numberblocks 5</p> <p>Order groups of objects from smallest to largest number (0-5)</p> <p>Order groups of objects and match numerals (0-5)</p> <p>Order numerals (0-5) with visual cues</p> <p><i>FA: Ordering groups of objects and numerals</i></p>	<p>Design and Technology:</p> <p>What kinds of transport can fly? Make and test our own paper aeroplanes.</p>	<p>How do we get around? Name modes of transport in our everyday lives for transporting people. Walking, cycling, scooters, prams, motorbikes, cars, buses, trams, trains, planes.</p>	<p>Name vehicles used in construction. Cranes, diggers, bulldozers, cement mixers, forklift, tractor, dump truck etc.</p>	<p>Name vehicles used to transport cargo, e.g. vans, lorries, freight trains, ferries, etc.</p>	<p><i>Sort vehicles and describe similarities and differences – appearance, movement, purpose etc.</i></p>	<p>Fine motor focus – Folding paper (making aeroplanes)</p> <p>Gross motor focus – Filling and carrying containers</p>	<p><b>Looking after myself</b></p> <p>Healthy eating. Talk about healthy food. Look at sugar and why sugar is bad for you.</p>	<p>ICT – BeeBots</p> <p>Music – Listen to song We All Go Travelling By and begin to learn the repeated lyrics</p>
<p>Week 2-4/3/2024</p> <p>How are things powered? What makes things move?</p> <p>07-03-24 – world book day.</p> <p>10-03-24 Mother's Day</p>	<p><i>Nursery rhyme of the week:</i></p> <p>Book: You Can't Take an Elephant on the Bus</p> <p>Focus on vocabulary of movement</p> <p><i>FA: Answering why questions – why can't an elephant go on the bus? Etc.</i></p>	<p><i>Number song of the week: 1, 2, 3, 4, 5, Once I Caught a Fish Alive</i></p> <p><u>Starter</u> – Recite numbers to 10 forwards. Subitise 1 and 2.</p> <p><u>Learning</u> – Numberblocks – How to Count</p> <p>1:1 counting week</p>	<p>Will it slide? Provide ramps with different materials on. Allow children to experiment with sliding different objects down the ramps. Which materials are the slipperiest? Which objects slide best?</p> <p>Leave out ramps for children to experiment with in CP.</p>	<p>Explore forces we can exert with our bodies. Push, pull, lift, drop, roll different objects and describe the movements we create.</p>	<p>Explore different moving toys – wind up, pull back and let go, pull along, electric moving toys (battery powered).</p>	<p>Learn about different ways vehicles etc move – electricity, steam power, gliding, paddles, wind power e.g. sailboats, etc.</p>	<p><i>Sort vehicles and describe similarities and differences – appearance, movement, purpose etc.</i></p>	<p>Fine motor focus – Writing letters from names – using formation models</p> <p>Gross motor focus – Building vehicles using large blocks</p>	<p><b>Looking after myself</b></p> <p>Washing our hands. Why do we need to do this? Why do we need to clean our teeth? Explore the reasons.</p>	<p>ICT – Internet safety – DigiDuck</p> <p>Music – Practise singing song</p>

<p>Week 3- 11/3/2024</p> <p>Science Week – growing How do plants grow? Why are plants important?</p>	<p><i>Nursery rhyme of the week: I'm a little bean</i></p> <p>Book: Oliver's Vegetables</p> <p>Book talk and reading the story</p> <p>Sequence the story</p> <p>Role play the story using masks and vegetables</p> <p>Feely bag of vegetables – how does it feel, how does it smell, what do you think it is, what does it look like?</p> <p>Draw and colour our favourite vegetables</p>	<p><i>Number song of the week: One Potato, Two Potato</i></p> <p><u>Starter</u> – Recite numbers to 10 backwards. Order numbers to 5</p> <p><u>Learning</u> – Numberblocks – The Whole of Me</p> <p>Exploring the composition of numbers to 5 and partitioning</p> <p>Counting and matching to correct numerals</p> <ul style="list-style-type: none"> <li>- Recognise numerals</li> <li>- Counting objects and knowing the final number counted is the total</li> </ul> <p><i>FA: Explore making 5 with part part whole models and five frames</i></p>	<p>Make salt dough with the children and use it to make different vegetables</p>	<p>How do plants grow? What do they need to grow?</p>	<p>What kinds of plants are there? Plants we eat – fruits and vegetables, decorative plants, trees</p>	<p>Why are plants important? Talk about the importance of plants in our diet, importance for animals and for our planet</p>	<p><i>Plant sunflower seeds and talk about what they will need to grow. Make predictions as to what we think will happen first, next, then.</i></p>	<p>Fine motor focus – dough disco tray – picking peas</p> <p>Gross motor focus – making and following roads and road furniture using outdoor resources</p>	<p><b>Looking after my environment</b></p> <p>Discuss environmental factors, e.g. recycling, leaving electricity on, litter pollution, use of transport. How can we look after the planet?</p>	<p>ICT – Digiduck internet safety</p> <p>Music – Practise singing song</p>
<p>Week 4- 18/3/2024</p> <p>How do vehicles move?</p> <p>Which vehicles do we use for which purposes? How do we get to other countries?</p> <p>Mothers day</p>	<p><i>Nursery rhyme of the week: when goldilocks went to the house of the bears.</i></p> <p><i>Mothers Day</i></p> <p>Book: Naughty Bus</p> <p>Tell children the title and ask them what they think might happen. Why is the bus naughty? What will it do?</p> <p>Read story.</p> <p>Create a class book – Naughty Car/Scooter/Helicopter etc. Children suggest settings for our naughty vehicle to explore and work together to create pages for our book.</p>	<p><i>Number song of the week: One, Two, Buckle My Shoe</i></p> <p><u>Starter</u> – Recite numbers to 10 backwards. Count and match numerals</p> <p><u>Learning</u> – Height &amp; Length</p> <p>To compare the height and length of different objects and to use the language big, small, tall and short to describe objects and to make comparisons.</p> <p>Children are introduced to balance scales. They explore what happens when they put different objects in them. They hear the words heavier and lighter.</p>	<p>Create junk modelling vehicles together in groups. (Each group makes a different vehicle) Talk about the vehicle parts – wheels, wings, rotors etc – what they are for and what they look like, what materials we could use to represent them in our models.</p>	<p>How do vehicles move? What are the different parts of vehicles that create different types of movement? How do wheels work?</p>	<p>What are different vehicles for? How are they suited to their purposes?</p>	<p>What vehicles do we use to get to other countries? Would a bike be suitable for long journeys? Would you use an aeroplane to go to the park?</p>	<p><i>Plant sunflower seeds and talk about what they will need to grow. Make predictions as to what we think will happen first, next, then.</i></p>	<p>Fine motor focus – Tracing shapes and lines with mark making tools</p> <p>Gross motor focus – musical statues, holding poses</p>	<p><b>Looking after my environment</b></p> <p>Leave the classroom a mess. What has happened? Why do we need to take care of our environment?</p>	<p>ICT – Use simple programmes to create pictures and complete games e.g. jigsaw puzzles</p> <p>Music – Practise singing song and accompany with actions</p>

<p><b>Week 5- 25/3/2024</b></p> <p><b>How do we move? How do animals move?</b></p>	<p><i>Nursery rhyme of the week: The Grand Old Duke of York</i></p> <p>The Easter Story</p>	<p><i>Number song of the week: One, Two, Buckle My Shoe</i></p> <p><u>Starter</u> – Recite numbers to 10 forwards and backwards. Count and match numerals</p> <p>Learning – Capacity. Full or Empty Children explore containers that are full or empty, both practically and pictorially. Nearly Full or Nearly Empty Children explore containers that are nearly full or nearly empty. – Comparing Containers Children compare the capacity of different containers by directly pouring from one to the other.</p>	<p>Dancing – introduce different body parts and how we can move them to create a dance. Work in groups to practise some dance moves using different body parts</p>	<p>What is Spring? When does Spring begin?</p>	<p>How can we tell it's Spring time? What happens to the weather and environment in Spring?</p>	<p>Look at animals in Spring time. Learn about baby animals.</p>	<p><i>Create Easter Story / Spring time crafts.</i></p>	<p>Fine motor focus – forming prewriting shapes – tracing sheets and templates</p> <p>Gross motor focus – Using balancing apparatus</p>	<p><b>Looking after others</b> How do we help at home? Who do we help? Different scenarios of how they could help and what they could do.</p>	<p>ICT – Use simple programmes to create pictures and complete games e.g. jigsaw puzzles</p> <p>Music – Practise singing song and accompany with actions</p>
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