




Boarshaw Primary School

Nursery Summer Term 1 Theme Unit Pack



	<p style="text-align: center;">What happened to Jack's Bean?</p> <p>Children will explore plants and how plants grow. They will think about what Jack's beans needed in order to grow well. They will look at different flowers and talk about the features and purpose of flowers. They will grow different plants including bean plants and sunflowers. Children will think about which foods come from plants and try different foods.</p>
Festivals/themes	Spring - Children will study changes in the local environment and learn about wider changes such as new births.
Significant dates	St George's Day (23rd April) Deaf awareness week (6 th – 12 th May) Bank Holiday (6 th May)

What happened to Jack's bean?

Essential Knowledge

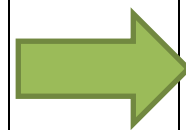
By the end of this unit our pupils will know...



- The names of some common plants including trees, flowers, fruits and vegetables
- The names and purposes of different parts of plants
- The life cycle of some plants, such as beans and sunflowers
- What plants need to help them grow
- Which kinds of food come from plants
- Different ways to prepare food
- How to describe and talk about food they have tried

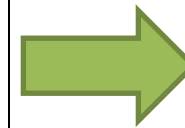
Launch

Children will find some magic beans in the classroom... what will they have grown into by the next morning?



Explore

Children will visit the local allotment.



Celebrate

Children will create healthy snacks to share with their friends.

Vocabulary

Flower
Tree
Fruit
Vegetable
Stem
Leaf
Root
Petal
Bud
Seed
Grow
Life cycle
Trowel
Rake
Hoe
Watering can

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 learn and sing a nursery rhyme</p> <p>To listen to traditional stories and retain key vocabulary</p> <p>To be able to answer questions and share opinions using the relevant vocabulary</p> <p>To be able to talk about the setting, characters and structure of a story</p> <p>To be able to use connectives e.g. Once upon a time, and then</p> <p>To know that stories have a beginning, middle and end</p> <p>To be able to answer questions related to the story</p> <p>To be able to use vocabulary learned to have a conversation with others</p> <p>To express a point of view using words and actions</p>	<p>Coram Scarf unit: Being My Best</p> <p>To talk about my abilities and recognise the strengths of others</p> <p>To be able to initiate play with peers and keep play going by giving ideas</p> <p>To become more outgoing with unfamiliar people</p> <p>To show more confidence in new social situations</p> <p>To begin to find solutions to conflicts</p> <p>To show an awareness of how others may be feeling</p> <p>To know that to play nicely it's important to share and take turns</p> <p>To know that if I am upset, I can use phrases such as, "Stop it, I don't like it," to convey my discomfort</p> <p>To know that it is OK to engage with others, even if in a different environment</p> <p>To know that people show their emotions in different ways, for example, smiling if they are happy, crying if they are sad, etc.</p>	<p>To hold a pencil grip confidently, using a tripod grip and forming some letter shapes</p> <p>To be able to use scissors confidently and make straight snips using one hand</p> <p>To run skilfully and be able to negotiate space</p> <p>To mark make using a comfortable grip when using pencils and pens</p> <p>To know the correct way of forming some letters, especially letters from their name</p> <p>To know how to feed paper/materials through hand when cutting around objects</p> <p>To be aware of obstacles when running, riding a scooter/bike etc, and display some spatial awareness</p> <p>To use a fork to stab and coordinate fork to mouth</p>	<p>To identify the pictures linked to initial sounds</p> <p>To begin to identify some sounds during oral blending games</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary</p> <p>To know that blending sounds makes words</p> <p>To join in with repetition within stories</p> <p>To be able to talk about different parts of the story</p>	<p>To sing number rhymes and number songs</p> <p>To be able to say number names forwards and backwards to 10</p> <p>To subitise numbers to 3</p> <p>To match numerals and amounts to 5</p> <p>To use marks and symbols to represent numbers to 5</p> <p>To compare weight and capacity</p> <p>To use positional language – on top of, next to, inside</p> <p>To make pictures and structures using 2D and 3D shapes and use language to describe the properties of these shapes</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants</p> <p>Plant their own seeds and check how tall the plants grow</p> <p>To use their senses to explore the world around them</p> <p>To understand that we can eat some plants</p> <p>To group foods into fruits and vegetables</p> <p>To know that every living being has a life cycle and that they change in shape and size as they grow</p> <p>To know that living beings follow a similar growth pattern and make comparisons</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from</p> <p>To learn about seasonal changes during summer</p> <p>To continue to use the computer to gain confidence in using the mouse</p>	<p>To use puppets and props to act out different traditional stories</p> <p>To make masks for role play</p> <p>To sing familiar songs in the correct tone and change melody if appropriate</p> <p>To use available resources to create props to support role play</p> <p>To use available props to develop stories and make imaginative play more purposeful</p> <p>To show different emotions in pictures clearly</p> <p>To draw with increasing control, representing features and details clearly</p> <p>To know that they can change their voices while singing or acting out stories to create a dramatic effect</p> <p>To be able to construct safely and with a purpose</p>

Week/Topic Question	Communication Language and Literacy	Maths	Topic	Topic	Topic	Focus task	Physical Development	Music PSHE/C ICT	EAD
Week 1- 15/04/2024 What kinds of plants are there? What are the different parts of a plant?	Nursery rhyme of the week: I'm a Little Bean Book: Jack and the Beanstalk (Traditional tale) <i>Join in with repetition within a story</i> <i>Talk about characters, setting and structure of a story</i>	<i>More than and fewer than</i> <i>Understanding more</i> <i>Understanding fewer than</i> <i>Can you find more? Can you find fewer?</i> <i>One elephant went out to play.</i>	Look at different plants. What do they have in common? Are they all exactly the same? Draw children's attention to the different parts of the plants.	What are different plants used for?	Put together plant parts in the wrong order. Does it look right? Ask children to help place the parts correctly to create a plant and talk about the different parts – where they belong, what they might be for	Label a plant. Record children's speech – what jobs do the different parts of a plant do? Look at initial sound to label	Fine motor: Cutting Gross motor: Obstacle course activity – moving in different ways Guided draw - flower	PSHE: I can Keep trying Read 'Giraffes can't dance.' Discuss ideas relating to him keeping trying. How did he feel? What did he do? Music: Oats and Beans and Barley grow – song Listen to the song What do they notice? It has a fast beat. ICT: IWB activity – Purple Mash 2Paint decorate jacket potato	Andy Warhol – Flowers What kind of art is it? What can you see?
			Vocabulary- stem, flower, petal, leaf, pod, seed, bean, root Floor book focus- What are the different parts of plants?						
Week 2- 22/4/2024 What do plants need to grow?	Nursery rhyme of the week: Mary, Mary, Quite Contrary Book: Jack and the Beanstalk <i>Describing characters, settings and main events</i> <i>Comprehension</i> <i>Reading the pictures</i> <i>Acting out the story</i>	One more & One Less <i>One potato two potato</i> <i>How else can you say 1 more?</i> <i>What happens when you add one more? How else can you say 1 less?</i> <i>What happens when you take 1 away?</i>	Read story – One Bean Talk about how to plant a bean plant	What do plants need to grow? Do all plants need the same amount?	In groups – plant beans in jam jars What do we think will happen? What will we see?	One more cube onto the tower 1:1 counting	Fine motor: Threading leaves to make beanstalks Gross motor: Activity Beans game Guided draw - tree	PSHE: I can do it! Re cap on the story. Do you like to share things that you can now do? How does it make you feel? Music: Oats and Beans and Barley grow – song Start to learn the words of the song with actions ICT: Purple Mash – What did Jack see at the top of the beanstalk? Purple Mash by 2Simple	Andy Warhol – Flowers What kind of colours are used in his art work? Why do you think that he used these colours?
			Vocabulary- bean, shoot, root, stem seed, growth, sun, rain, watering can, leaf, pod, tall, soil, compost, trowel Floor book focus- What do plants need to grow? Gather children's speech about how to care for plants. Home learning idea- Make a flower crown Focused activity- Planting individual beans with compost in plant pots						
Week 3- 29/05/2024 How do plants grow? (Life cycle including pollination from bees)	Nursery rhyme of the week: I had a little nut tree Book: What's this? A seed's story <i>Prediction – what do you think that the book is about? What will happen next?</i> <i>Comprehension – why did that girl wait until Spring to plant the seed?</i>	Number song of the week: 5 little men Positional Language <i>On or under</i> <i>In or out</i> <i>In front or behind</i> <i>Next to / beside.</i>	Look at different seeds and explore the types of plants they grow into, including flowers, trees, plants we eat	Plant life cycle	How are plants pollinated? Salt and pipe cleaner	Plant life cycle in order.	Fine motor: Cutting skills – adult focus Gross motor: Raking and digging in Nature Area Guided draw: sun flower	PSHE: Teeth, eating and oral hygiene Music: Oats and Beans and Barley grow – song Sing the song with actions ICT: Purple Mash – plant pots paint activity / Counting games	Andy Warhol – flowers Using potato stamps to create pop art flowers.
			Vocabulary- bean, seed, life cycle, growth, shoot, roots, stem, leaves, pollination Floor book focus- How do plants grow? Home learning idea- Plant a seed from a fruit or vegetable you have eaten – e.g. an apple seed, an orange pip, pepper seeds						

<p>Week 4- 06/05/2024</p> <p>Which plants do I eat?</p> <p>06/05/24 – May bank holiday (4 day week)</p>	<p>Nursery rhyme of the week: The Garden Song</p> <p>Book: What's this? A seed's story</p> <p><i>Where do you think that the seed has come from? How did it get there?</i></p> <p><i>Explore seeds with magnifying glasses.</i></p>	<p>Number song: shape song</p> <p>2D shapes</p> <p>Making patterns using 2D shapes</p> <p>2D shape hunt</p>	<p>Talk about healthy eating choices. What kinds of food are good for us? Talk about 5 a day – fruit and vegetables. Do we know where they come from? Vote on our favourite fruit to make a fruit salad later in the week (2Count pictogram)</p>	<p>Make and taste a fruit salad</p>	<p>Opinions of fruit salad</p>	<p>Evaluate our fruit salad – what was your favourite food in the fruit salad?</p>	<p>Fine motor: threading 2D shapes</p> <p>Gross motor: Tag</p> <p>Guided draw: cat</p>	<p>PSHE: What does my body need? Look at things that help our bodies and discuss who they help us. How do we feel without these things?</p> <p>Music: Oats and Beans and Barley grow – song</p> <p>Keeping the beat using instruments</p> <p>ICT: Purple Mash – fruit bowl paint activity / jigsaw games</p>	<p>Andy Warhol</p> <p>Making pop art faces using coloured paper – what are the features on your face?</p>
<p>Week 5- 13/05/2024</p> <p>How can we make food using plants? How can I talk about the food I eat?</p>	<p>Nursery rhyme of the week: Peter Peter Pumpkin eater</p> <p>Book: Seeds</p> <p><i>Non-fiction books</i> <i>What is a non-fiction book?</i> <i>What is a non-fiction book used for?</i> <i>What does a non-fiction book look like?</i></p>	<p>3D shapes</p> <p>What are 3D shapes? Vertices, edges, faces</p>	<p>Planning a healthy day – what should we include? What should we not include? Explain our choices</p>	<p>Making healthy food – Fruit and yoghurt ice lollies</p>	<p>Eating and evaluating our ice lollies</p>	<p>Vertices, edges, faces of 3D shapes</p>	<p>Fine motor: Potting beans</p> <p>Gross motor: Musical statues</p> <p>Guided draw: tomato vine</p>	<p>PSHE: What does my body need? Give children a teddy bear and have items in the circle. How can we look after him? Explore sleep and keeping clean.</p> <p>Music: Oats and Beans and Barley grow – song</p> <p>Keeping the beat using instruments</p> <p>ICT: Healthy plate</p>	<p>Andy Warhol</p> <p>Making pop art faces using coloured paper – Start to make faces</p>

<p>Week 6 – 20/05/2024</p> <p>Where does our food come from?</p>	<p>Nursery rhyme of the week: The Garden Song</p> <p>Book: Seeds</p> <p><i>Facts and opinions</i></p>	<p>Consolidation</p> <p>To be decided</p>	<p>What food can be grown in the UK?</p>	<p>How does our food get to our plate?</p>	<p>What food is from other countries?</p>	<p>Journey from farm to plate in order.</p>	<p>Fine motor: lollipop flowers and egg box</p> <p>Gross motor: building tall plants</p> <p>Guided draw: broccoli</p>	<p>PSHE: I can keep trying How can the children encourage Gerald to keep trying? Model positive talk and encouragement.</p> <p>What would you like to get better at?</p> <p>Music: Oats and Beans and Barley grow – song</p> <p>Performing song with instruments.</p>	<p>Andy Warhol</p> <p>How could you improve your face? What would you do next time? Different colours, shapes, etc.</p>
---	---	---	--	--	---	---	---	--	--

Termly Baking Experience – biscuits
Planting and observing changes over half term
Boarshaw Bear - Africa