



Boarshaw Primary School

Reception Summer Term 1 Theme Unit Pack



Are all minibeasts scary?

Children will learn about the features of different mini-beasts. They will learn about spiders and understand why they spin webs. They will look closely at features of different mini-beasts 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 animal habitats.

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 (6-12th May)
Mental health week (13-19th May)
Eid 10th April

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.

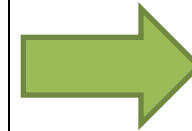
Launch

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



Explore

Children will find out about different minibeast, their habitats.



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	EAD / ICT	Physical Development	Music/PSHE/RE	Book / Rhyme of the Week
Week 1- 15/04/24 What is a mini-beast and where can we find them?	Drawing Club The Very Hungry Caterpillar Day 1: The Caterpillar. Day 2: The Garden. Day 3: What would you eat? Day 4: What would your butterfly look like? Day 5: What other insects would be in the garden? Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – k & p A4- sequence the events from the story and retell using pictures and props. Rocket Phonics Wk 25 ar/or Handwriting- k and p	To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Focus activities A1 – Build numbers beyond 10 (cubes) A2 – More and less A3 – Missing number A4 – Numicon city	Let's go on a bug hunt! Flashback- Polar Regions Children to go out and find different minibeast. Talk about what they have found.	What bugs did we find? Flashback- Polar Regions What are their features? Can we sort the minibeasts into different categories?	What is a habitat? Flashback- Polar Regions Sorting minibeasts into habitats.	EAD- Observational drawing of flowers ICT- Purple Mash – Grouping Minibeasts	PE session taught by PE specialist (see PE curriculum plan) Fine motor- cutting skills and using scissors correctly. Outdoor- Introduce skipping ropes.	Think Equal – Passing Clouds PSHE- Scarf Coram Unit 5 Being My Best Lesson 1 Bouncing back when things go wrong RE- What is special about our world What do you like in nature? Music-Charanga Unit 5 Big Bear Funk Lesson 1- Track games Learn to sing Big Bear Funk	Author of the Term: Eric Carle Book of the Week: "Slowly, slowly, slowly," said the sloth. Rhyme of the Week: Three Blind Mice
Week 2- 21/4/24 What happens to caterpillars?	Drawing Club Mad about Minibeasts. Day 1: Centipede. Day 2: Dragonfly. Day 3: Grasshopper. Day 4: Stick insect. Day 5: Earwig. Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w A4- Choose a minibeast to write about. Rocket phonics Wk 26 ur/ow Handwriting- v/w	To 20 and beyond Verbal counting beyond 20 Verbal counting patterns Consolidation Focus activities A1 – 10 frames to 30 dice game A2 – Using numicon to represent numbers beyond 20 A3 – More and less A4 – 3D shapes	What is a caterpillar? How does it move? Flashback- habitats 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. Look at different types of caterpillars and how they are similar and different. Watch short video of how they move. How is this different from other minibeasts? (UTW) (CL) (PD)	What is the lifecycle of a butterfly? Flashback- habitats Talk about how our caterpillars started out. What changes are happening and what will happen next? Talk through the life cycle of a butterfly and what will happen at each stage. Watch a video of butterflies emerging from a cocoon. What will a butterfly do? Share information about how a butterfly eats and what happens next and how this then links into the life cycle of a butterfly. (UTW) (CL) Read the Cautious Caterpillar	What does a butterfly do? Flashback- habitats Talk about the parts of a butterfly- 6 legs, three antennae and an exoskeleton. Wings patterns and structure (transparent wings). Discuss how they drink and look at the structure of the proboscis and model using a party blower. Discuss the role of their antennae and talk about how most of their taste buds are on their feet. Discuss butterflies being pollinators- carrying pollen from flower to flower.	EAD- Butterflies wings- creating intricate symmetrical patterns. Look at the wings of different butterflies. What do we notice? Look what different patterns and shapes we might see. Model using an outline of a butterfly and some water colours. How we can paint butterfly wings. Fold over to make symmetrical pattern. ICT- Purple Mash – Create a Caterpillar	PE session taught by PE specialist (see PE curriculum plan) Fine motor focus- threading pasta Gross motor- using scarves and flapping wings like butterflies.	Think Equal – Yoshi is Different PSHE- Scarf Coram Unit 5 Being My Best Lesson 2 Yes, I can! RE- What is special about our world What stories of creation do Cristian's tell? Music- Charanga Unit 5 Big Bear Funk Lesson 2- Track games Singing and playing instruments (Big Bear Funk)	Author of the Term: Eric Carle Book of the Week: The Very Hungry Caterpillar Rhyme of the Week: 10 in a Bed

			Vocabulary- caterpillar, egg, chrysalis, pupa, butterfly, wings, head, abdomen, thorax, pollen, pollinators, life cycle, transparent, exoskeleton, proboscis, antennae, symmetrical													
			Home learning idea- Can you draw or create the life cycle of a butterfly.													
Week 3- 29/04/24	<p>Drawing Club The Snail and the Whale</p> <p>Day 1: The snail. Day 2: The harbour. Day 3: An underwater scene. Day 4: A coastal scene. Day 5: Where would you visit?</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w A4- Choose a picture from the story and write about it.</p> <p>Rocket Phonics. Wk 27 oi and ear</p>	<p>How many now? Add more How many did I add? Take away How many did I take away?</p> <p>Focus activities A1 – first, then, now (add and take away) A2 – 2D shapes A3 – Number bonds to 10 (3 parts) A4 – Ordering numbers to 20 (cut and stick)</p>	<p>Why does a snail have a shell?</p> <p>Flashback-Bonfire Night</p> <p>Ask the children to share their experiences of when they've seen a snail. Where did you see a snail? What did it look like? Take ideas for our question and record language samples for our working wall.</p> <p>Read the snail and the whale to the children. Introduce the snail craft for our creative area.</p>	<p>Why does a snail have a shell?</p> <p>Flashback-Diwali</p> <p>Share some of the ideas the children shared yesterday to answer the question. Watch part of the following video https://www.youtube.com/watch?v=5qmAoTSw63w Explain a snail carries its house for protection. What creatures do you think like to eat snails? (birds) Talk about how the shell protects the snail from predators. Explain a snail is born with its shell so can't leave it and get a new one. It is attached.</p>	<p>How do other minibeasts protect themselves?</p> <p>Flashback- Chinese New Year</p> <p>Return to the question why does a snail carry its house? Can the children tell me why, recalling facts from the previous lesson?</p> <p>Explain today we will be looking at other ways creatures protect themselves from predators. Watch the following clip. https://www.bbc.com/bitesize/clips/z44g9j6 Can the children recall how some of the minibeasts in the video protect themselves?</p>	EAD- Paper quilling snails	ICT- Purple Mash – Minibeast Counting	PE session taught by PE specialist (see PE curriculum plan)	Fine motor- Drawing spirals for snails.	Gross Motor- Play elastics.	Think Equal – Nisha and the Tiger	PSHE- Scarf Coram Unit 5 Being My Best Lesson 3 Health eating	RE- What is special about our world What do people say about how we should look after the world? Music- Charanga Unit 5 Big Bear Funk Lesson 3 Track games Playing compositions of music and singing Big Bear Funk.	Author of the Term: Eric Carle	Book of the Week: The Bad-Tempered Ladybird	Rhyme of the Week: The Animals Went in Two by Two
Week 4- 06/05/24 4 days What is the life cycle of a bee?	<p>Drawing Club Superworm</p> <p>Day 1: Superworm. Day 2: The Superworm base. Day 3: A monster is coming to town – I wonder what he looks like? Day 4: A vehicle so everyone can escape. Day 5: Invent a way for Superworm to trap the monster.</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w A4- Write the names of different minibeasts.</p> <p>Rocket Phonics Wk 28 air/ure</p> <p>Handwriting- u/y</p>	<p>Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements</p> <p>Focus activities A1 – Tangram A2 – Building numbers to 20 and beyond A3 – Counting forwards and backwards A4 – Number formation</p>	<p>Why are bees important to us?</p> <p>Flashback-penguins</p> <p>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? Talk about why people might be scared of bees. What do bees make? 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) (PSED)</p>	<p>What is the life cycle of a bee?</p> <p>Flashback-penguins</p> <p>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>How do bees keep us alive? How can we care for bees?</p> <p>Flashback- Penguins</p> <p>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) (PSED)</p>	EAD- Pencil drawings of minibeast.	ICT- Purple Mash – Minibeast Spelling	PE session taught by PE specialist (see PE curriculum plan)	Fine motor- threading and wrapping wool to make bees.	Gross Motor- throwing and catching a large ball.	Think Equal – Francisco's Family	PSHE- Scarf Coram Unit 5 Being My Best Lesson 4 Healthy mind	RE- What is special about our world What are the similarities and differences between people's ideas about the world Music- Charanga Unit 5 Big Bear Funk Lesson 4 Track games Singing song and incorporating aspect 1/2/3/4	Author of the Term: Eric Carle	Book of the Week: Brown bear, brown bear, what do you see?	Rhyme of the Week: The Farmer's in his Den

			Vocabulary- bee, egg, larvae, pupa, wings, legs, pollen basket, compound eye pollen, pollinator, honey, honey comb, hive, sting, worker bees, queen bee, drones, colony hibernation, head, thorax, abdomen						
			Home learning idea- creative task making bees.						
Week 5- 13/05/24 What would it be like to be a spider?	Drawing Club What the Ladybird Heard. Day 1: The ladybird or a robber. Day 2: The Farm. Day 3: The map. Day 4: The animals and what noise they make to trick the robbers. Day 5: The police car. Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w A4- Write a description of a ladybird. Rocket Phonics Wk 29 er recap ar/or/ur/ow Handwriting- s/f	Manipulate, compose and decompose Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes in 3D shapes Focus activities A1 – Similarities and differences in pictures A2 – 2D shapes in 3D shapes A3 – Tangram A4 – More and less	What is special about spiders? Flashback- dinosaurs' types of dinosaurs (names of common dinosaurs) Look at spiders and the key features including the number of legs. Find out about a spiders' body features. Learn about the life cycle of a spider and how this compares to butterfly and bee. (UTW) (CL)	How does a spider spin its web? Flashback- dinosaurs (herbivores/carnivores etc.) Share some pictures of spider's 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) Why are people scared of spiders? Flashback- dinosaurs (what happened to them extinct definition)	Why are people scared of spiders? Flashback- Who is an archeologist? 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)	EAD- Making clay minibeasts. ICT- Purple Mash – What the Ladybird heard	PE session taught by PE specialist (see PE curriculum plan) Fine motor- making spider webs and getting objects out of small spider webs. Gross motor- spider web obstacle course.	Think Equal – Help now activities PSHE- Scarf Coram Unit 5 Being My Best Lesson 5 Move your body RE- caring for our world Music- Charanga Unit 5 Big Bear Funk Lesson Track game Sing and perform Big Bear Funk	Author of the Term: Eric Carle Book of the Week: The Very Busy Spider Rhyme of the Week: A Sailor Went to Sea
			Vocabulary- spider, legs, spinneret, thorax, abdomen, web, silk, egg, sac, spiderling, poisonous, venom Home learning idea- Can you find a spider's web- what else can you find out about spiders?						
Week 6- 20/05/24 What do we know about different minibeasts?	Drawing Club The Little Red Hen Day 1: The little red hen Day 2: The farm Day 3: What will the hen put on the bread for her sandwich? Day 4: The smell has attracted another animal – who has come to eat the bread? Day 5: The animals decide to have a party and each make some food to share. What does each animal make? Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w A4- Writing lists for the little red hen. Rocket Phonics Wk 30 recap oi/ear/air/ure/er/ar/or/ur Handwriting- x/z	Consolidation To be decided after assessment	Which minibeasts can fly? Flashback- how have toys changed? Which minibeast can fly? Talk through all the minibeast covered and discuss what we have learnt. What are the main features and characteristics of each. Sort minibeasts in to categories.	How many legs do minibeasts have? Flashback- how have homes changed? How many legs does a minibeast have? Talk through all the minibeast covered and discuss what we have learnt. What are the main features and characteristics of each. Sort minibeasts in to categories based on number of legs	What minibeast might we find in a different country? Flashback- how has transport changed? What minibeasts might we find in different countries? Look at the different minibeasts we might find in other countries. How are they similar/different to our country? What are they different?	EAD- clay minibeasts ICT-Purple Mash – Hungry caterpillar shopping list	PE session taught by PE specialist (see PE curriculum plan) Fine Motor- Add paperclip legs to minibeast bodies. Gross Motor- Penalty shoot-out.	Think Equal – Zelda Goes on Holiday PSHE- Scarf Coram Unit 5 Being My Best Lesson 16 A good night's sleep RE- Caring for our world Music- Charanga Unit 5 Big Bear Funk Lesson Track game Sing and perform Big Bear Funk	Author of the Term: Eric Carle Book of the Week: The Tiny Seed Rhyme of the Week: When I Was One

Termly Baking Experience - biscuits