



Boarshaw Primary School

Reception Spring Term 2 Theme Unit Pack



What happened long ago?

Children will learn about their place in history. They will look at some significant events in local and national history. They will learn about events that happened a long time ago such as dinosaurs and will learn about significant events such as the space race. They will learn about how life was different in the past through exploration of artefacts. They will learn about how home and school life was different to now.

Festivals/themes

Spring- Children will study changes in the local environment and learn about wider changes such as new births.
Easter- children will learn about how Easter is celebrated.

Signiant dates

St David's Day (1st March)
World Book Day (7th March)
Mother's Day (10th March)
Science Week (8th-17th March)
Comic Relief (15th March)
St Patricks Day (17th March)
Day of happiness (20th March)
Good Friday (29th March)
Easter Sunday (31st March)



What do different people celebrate?

Essential Knowledge

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

- their place in history and know the oldest people in their family.
- how life in the past was different.
- That artefacts can tell us about the past.
- how transport has changed over time.
- that no humans were alive when dinosaurs walked the Earth.
- that dinosaurs are now extinct and we know about them through fossils.
- that space travel is changing
- the first man to land on the moon.

Launch

Boarshaw Bear will share his family tree and children will bring in theirs to share

Explore

Children will explore historical events from the past. Putting them in order of time.

Celebrate

Children will share their historical knowledge with parents creating their own class museum.

Vocabulary

Past
Present
Future
History
Ancestors
Spinning top
Typewriter
Dinosaur names
Fossil
Archaeologist
Carnivore
Herbivore
Omnivore
Rocket
Moon
Orbit

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 describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p> <p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>To ask questions to check their understanding.</p> <p>To retell a familiar story.</p> <p>To listen to others ideas and respond appropriately.</p> <p>To participate in group discussions.</p>	<p>Coram Scarf Unit: Rights and responsibilities</p> <p>To learn right from wrong.</p> <p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p>To talk about the effect my behaviour has on others.</p> <p>To build strong relationships with their peers and talk about common interests.</p> <p>To solve problems showing perseverance and resilience.</p> <p>To develop strategies to deal with emotions.</p>	<p>To hold a pencil correctly and form most letters correctly.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively to cut around objects.</p> <p>To know how to keep safe when crossing the road.</p> <p>To throw and catch a small ball with some accuracy.</p> <p>To develop balance on equipment and learn how to walk using outdoor stilts.</p> <p>To understand what we need to do to keep our bodies healthy.</p> <p>To use a knife and fork to eat meals.</p>	<p>To develop fluency of grapheme phoneme correspondence.</p> <p>To use phonological knowledge to write CVC and CCVC words.</p> <p>To begin to write short captions using their phonic knowledge.</p> <p>To write the tricky words taught.</p> <p>To read CVC and CCVC words.</p> <p>To read short captions using their phonological knowledge.</p> <p>To read HFW and tricky word taught.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>To use objects to solve addition.</p> <p>To combine two groups and find the total.</p> <p>To read addition calculations.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To use language associated with time (days, months, and seasons).</p> <p>To know how long activities might take.</p> <p>To explore the composition of numbers to 10 and compare numbers.</p> <p>To explore number bonds to 10.</p> <p>To name 3D shapes and talk about their properties (faces, edge and vertices).</p> <p>To create, describe and extend patterns.</p> <p>To share objects between people during play scenarios.</p>	<p>To know and talk about their place in history.</p> <p>To sequence events in time order.</p> <p>To know that the dinosaurs lived a long time ago.</p> <p>To talk about significant historical events.</p> <p>To use their senses to explore artefacts.</p> <p>To talk about significant figures from the past.</p> <p>To comment on images of familiar situations.</p> <p>To know that some animals are herbivores, carnivores and omnivores.</p> <p>Rochdale RE Scheme of Work Unit F3: What places are special and why?</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect. To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To use a range of different painting media and explore the effects of each.</p> <p>To sing and perform known songs.</p> <p>To develop storylines into their pretend play.</p> <p>To listen to contrasting pieces of music and express their opinions.</p> <p>Music- Charanga. Our World</p> <p>Art focus- using different media clay and mod roc</p>

Week/Topic Question	Communication Language and Literacy	Maths	Theme session 1	Theme session 2	Theme session 3	ICT session	Physical Development	Music/PSHE/RE	Book / Rhyme of the Week
<p>Week 1- 26/02/24</p> <p>How has home life changed?</p> <p>St David's day 1.3.24</p>	<p>Drawing Club Traditional Tale Hansel and Gretel</p> <p>Day 1: The witch Day 2: The witch's house of sweets Day 3: Trick or treat? What's in the pot? Day 4: The witch wants a new spider but does.t know which one to choose. Day 5: The pet spider likes biting people! What will the teacher turn into if it bites them?</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting - r A4- Re-enact Hansel and Gretel in small world area</p> <p>Rocket Phonics Week 19 - ch/sh</p>	<p>White Rose Maths Building 9 and 10</p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10</p> <p>Activities – T TA – 2D shapes I – Counters and 10 frames I – Making towers with 10 blocks – what can it look like?</p>	<p>How old is Boarshaw Bear? (UTW) (CL) Picture of Boarshaw Bear dressed up in the past. How do we know he is in the past? How is he different? Explain that Boarshaw Bear has been finding out about his family history. Share his family tree and introduce the vocabulary ancestor. Children share their family tree.</p>	<p>How have things in our homes changed over time? (UTW) (CL) Share some pictures and artefacts from the past. What do children think they are? Discuss children's ideas. Look at how objects have changed and the reasons why they have changed.</p>	<p>How have our homes and lives changed since the past? (UTW) (CL) (L) Read the story, 'Peepo' by Janet and Allan Ahlberg and look at the pictures discussing how life is different now and then. How is their life different from ours? How has the world around us changed over time? Comparing the Victorian street to our own.</p>	<p>ICT- Logging onto Purple Mash. Exploring some of the features.</p>	<p>PE sessions taught by PE coach.</p> <p>MAST – Stick man</p> <p>Gross motor- Carrying larger items and talking about safety when outdoors.</p> <p>Fine motor- to form curling letters correctly.</p>	<p>Think Equal – week 12</p> <p>SCARF PSHE Rights and Responsibilities lesson 1 – Look after my special people.</p> <p>RE – F5 - Where do we belong?</p> <p>What is special about us? Read the story 'The lion and Mouse'. Talk about how the perception of the character changes and this is what makes them special. Everyone is special in different ways. Share some of the stars from home about why children are special. Introduce Grace and explain that she believes that God knows us all and we are all special to him. Explore 'Where's Wally'.</p>	<p>Author of the Term: Giles Andreae</p> <p>Book of the Week: Giraffes Can't Dance</p> <p>Rhyme of the Week: Incy Wincy Spider</p>
<p>Week 2- 04/03/24</p> <p>How have toys and transport changed?</p> <p>World Book Day 7.3.24</p>	<p>Drawing Club Traditional Tale Not Now, Bernard!</p> <p>Day 1: A monster to eat Mum and Dad. Day 2: Bernard's house. Day 3: What will the monster eat to take away the taste of Bernard? Day 4: Where did the monster come from? Day 5: How can Mum and Dad get the monster out of the house?</p> <p>Focus Activities</p>	<p>White Rose Maths Building 9 and 10</p> <p>1 more and 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10</p> <p>Activities – T – skittles – how many out of 10 can you knock down? How many are left? TA - order number cards- which is missing- correcting errors I – colour by 2D shapes</p>	<p>What toys did children play with in the past? (UTW) (CL) Share pictures of a toy museum. What is a museum? Check understanding and share examples of museums and how they tell us about the past. Share some artefacts of toys from the past. Do children know what these toys are? How would we play with these toys? How are these toys different from toys that</p>	<p>What games did children play in the past? (UTW) (PD) (CL) What games did the toys in the toy museum play? Hide and seek. We still play this game today. Explain that some games that we play today our parents might have also played. Ask children what games they like to play. Discuss the use of technology and how computers games were not a widely available when the teachers were</p>	<p>How has transport changed? (Revisit and review to reinforce prior learning) What might happen to transport in the future? (UTW) (CL) Share pictures of transport now and transport from the past children to match these and talk about how the transport has changed. Discuss how technological changes have led to changes in transport.</p>	<p>ICT- Just wheels on Purple Mash Children to design their own forms of transport. Using different tools Controlling a mouse. Saving work</p>	<p>PE sessions taught by PE coach.</p> <p>Gross motor- Outdoor games from the past- hopscotch, hide and seek, tig</p> <p>Fine motor- Threading using a needle and thread to sew simple objects- making own toys. (Adult led activity)</p>	<p>Think Equal – week 13</p> <p>SCARF PSHE Rights and Responsibilities lesson 2 – Look after my friends.</p> <p>RE – F5 - Where do we belong? How do Christians know that children are special to God?</p> <p>Read the story Jesus blessed the children from the bible. End the story and talk about I wonder</p>	<p>Author of the Term: Giles Andreae</p> <p>Book of the Week: Chimpanzees of Happy Town</p> <p>Rhyme of the Week: Baa Baa Black Sheep</p>

Mothers' Day 10.3.24	A1- Drawing club A2- Guided reading A3- Handwriting – h & b A4- Writing prompts to stimulate writing Thursday world book day - World Bok Day activities. Rocket Phonics Week 20 - th/ng	I – Sorting representations of 9 and 10.	we play with today? Talk about the materials that the toys are made from and the lack of electricity in toys from the past and the reasons for this.	children and when the teacher's parents were children there weren't any computer games. Children to learn and play some traditional games such as hopscotch, dominoes and care games.	Look at transport we use now. Ask children how do they think transport might change in the future? Share ideas and discuss.			questions. Give children a sad and happy face. Read the story again how does it make them feel at different points.	
Week 3- 11/03/24 Science Week 8 - 17/3/24 Comic Relief 15.3.24 St Patricks Day 17.3.24	Drawing Club Traditional Tale The Trap Door! Day 1: Berk Day 2: Berk's castle Day 3: What monster would you like to come out of the trap door? Day 4: Berk has to make his master a new breakfast. What should he make? Day 5: How can we rescue the monster from being the master's breakfast? Focus Activities A1- Assessed Write A2- Guided reading A3- Handwriting – k & p A4- Drawing club Rocket Phonics Week 21 - ai/ee	White Rose Maths Building 9 and 10 Bonds to 10 (3 parts) Doubles to 10 (find and make) Explore even and odd Activities – T – Doubles to 10 TA – Bonds to 10 I – Odd and even I – 2D shapes	Science week activities to be confirmed Vocabulary- Home learning idea- EAD focus activity- All linked to British Science Week Theme	Science week activities to be confirmed	Science week activities to be confirmed	ICT- Old and new toys pairs game on purple mash Learning to click using a mouse	PE sessions taught by PE coach. Gross Motor- To throw and catch a small ball with some accuracy. Fine motor- Developing pincer group picking up small seeds.	Think Equal – week 14 SCARF PSHE Rights and Responsibilities lesson 3 – Being helpful at home and caring for our classroom. RE – F5 - Where do we belong? What groups do we belong to? Read a story about a family. They belong to this family, who is in your family? What other groups do we belong to? Rainbows/school/church. Ask children to share their ideas. Show logos and badges. Which religious groups do we belong to? Look at the characters Grace and Imran and explore which religious group they belong to.	Author of the Term: Giles Andreae Book of the Week: The Lion Who Wanted to Love Rhyme of the Week: Row, Row, Row your Boat
Week 4- 18/03/24 How long ago did dinosaurs live? What do we know about dinosaurs and how do we know?	Drawing Club Traditional Tale Goldilocks Day 1: The bear or Goldilocks Day 2: The bear's house. Day 3: The bear's go looking for Goldilocks but they need a map! Day 4: Where is Goldilocks hiding? Day 5: Goldilocks has bought a present for the bears to say sorry – what might it be? Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – v & w	White Rose Maths Exploring 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Activities – T – 3D shapes TA – Shape hunt I – Patterns I – 2D shapes	What are fossils and archaeologists? (UTW) (CL) Read 'Stone Girl, Bone Girl' about Mary Anning. Share some images of fossils so children can explain what a fossil is. Model to children how a fossil is created using playdough and layers of sand and soil. Share images of archaeological digs and explain to children the job of an archaeologist what they do and what they look for. Share some images of fossils and encourage children to match them to the correct animal.	What are dinosaurs called and how are they different? (UTW) (CL) Ask children if I can go to the zoo or another country to visit a dinosaur. Why can I not visit a dinosaur. Clarify understanding of the vocabulary extinct. Share some images of different dinosaurs. How are they similar/different? What do children already know about dinosaurs? What dinosaurs can they name? Identify common features of different dinosaurs and explain to children that we do not	What did dinosaurs eat? (UTW)(CL) Ask children what they like to eat. Do they eat the same food as animals? Explain that some of the food we eat is the same. Get children to think about what dinosaurs might have eaten did they all eat the same? Look at animals teeth and discuss the function of the different types of teeth. Introduce the vocabulary carnivore, omnivore and herbivore. Talk about the meaning of these words and sort dinosaurs into categories.	ICT- Purple Mash Using arrow keys- dinosaur game. Dinosaur dragging. Children could also complete design and finish a dinosaur.	PE sessions taught by PE coach. Gross Motor- Obstacle course moving like dinosaurs and moving over and under obstacles. Balancing on equipment. Fine motor- Using scissors effectively to cut around objects.	Think Equal – week 15 SCARF PSHE Rights and Responsibilities lesson 4 – Caring for our world. RE – F5 - Where do we belong? How are babies welcomed into a Christian family? We are going to have a visitor. How can we make them feel welcome? How do we welcome a baby? Has anyone been	Author of the Term: Giles Andreae Book of the Week: Commotion in the Ocean Rhyme of the Week: Incy Wincy Spider The Wheels on the Bus

Day of Happiness 20.3.24	A4- Read dinosaur sentences and match to correct picture. Rocket Phonics Week 22 - igh/oa			fully know what colour dinosaurs were because fossils don't have colour and we have to put clues together from the pieces we find.				christened? Share photos if children have. Why is a christening important? What does it mean?	
	Vocabulary- fossil, archaeologist, extinct, dinosaur names, (tyrannosaurus, raptor, stegosaurus, triceratops, pterodactyl, brachiosaurus), carnivore, herbivore, omnivore Home learning idea- EAD focus activity- creating fossils using clay.								
Week 5- 25/03/24 Easter	Drawing Club Traditional Tale The Tiger who came to Tea. Day 1: The tiger Day 2: The cafe Day 3: The tiger wants to join the family at the café. What will he order? Day 4: The tiger has lost his way home. He needs to get on the tiger bus but he doesn't know what it looks like. Day 5: The zoo have been looking for the tiger. Where can he hide? Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – Easter themed pencil control A4- 'The Tiger who came to Tea' writing captions Rocket Phonics Week 23 - oo/oo	White Rose Maths Exploring 3D shapes Identify more complex patterns Copy and continue patterns Patterns in the environment Activities – T – Patterns TA – Bonds to 10 I – Doubles I – 3D shapes	Why do we celebrate Easter? Children learn about who celebrates Easter. Children talk about their own experiences of Easter. Does their family have any Easter traditions?	What is the Easter story about? Children listen to the Eater story and talk about the main events in the story. Why is this story so special to Christians? What symbol do Christians have that remind them of this time? Look at Christian symbol of the cross.	How is Easter celebrated around the world? Compare and contrast Easter celebrations from around the world.	Purple mash- Help the Easter bunny game Easter egg patterns	PE sessions taught by PE coach. Gross Motor- Walk using outdoor stilts. Fine motor- Using knives and forks for cutting.	Think Equal – week 16 SCARF PSHE Rights and Responsibilities lesson 5 – Looking after money. RE – F5 - Where do we belong? How is a baby welcomed into a Muslim religion? Why do we like whispering? What do we whisper? Explain in the Muslim faith they whisper to new babies. Explain an aqiqah ceremony and what happens. Let children ask questions. What messages would we share with a baby?	Author of the Term: Giles Andreae Book of the Week: Farmyard Hullabaloo Rhyme of the Week: Hokey Cokey
	Vocabulary-Easter, crucifixion, resurrection, Jesus, cross, Bible, Home learning idea- Sharing Easter celebration. EAD focus activity- Easter nests, decorating eggs.								

Termly Baking Experience – Chocolate nests for Easter