



Boarshaw Primary School

Reception Summer Term 2 Theme Unit Pack



Which animals live in the world around us?

Children will learn about different animals around the world. Children will find out about the animals and the role of a farmer. We will learn about how some foods come from a farm and which crops grow. Boarshaw Bear will then travel to different countries to show us what it is like to live there and the animals we would see. We will learn about animals that live in our country and their habitats. At the end of the unit we will look at our oceans and discuss ways in which we can help the environment.

Significant dates

- D Day celebrations (4th June 2024)
- Father's Day (16th June 2024)
- The King's Birthday (15th June 2024)
- Sports Day (8th July 2024)
- School closes for Summer (19th July 2024)

Which animals live in the world around us?

Essential Knowledge

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

- How a farm works and which animals live on a farm
- The role of a farmer and the importance of the crops they grow
- Which animals are native to our country
- Which animals we will see in other countries and why they live in that country
- How to compare and contrast the different animals and habitats
- How we can protect the animals in our ocean



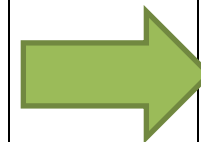
Launch

Children will take a trip to the Sea life centre. Children will see different sea creatures and have the opportunity to touch some of the animals.



Explore

Boarshaw Bear will explore our country and others, teaching us about animals in different countries.



Celebrate

Children will become Eco-warriors and create ideas on how we can protect animals in our country and around the world.

Vocabulary

Habitat
Farmer
milking
Ecosystem
Crops
Ocean
Submarine
recycle

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 be able to give facts about a specific subject.</p> <p>To talk about contrasting locations.</p> <p>To talk about an event recounting in sequence and giving detail.</p> <p>To know a range of facts and use appropriate vocabulary.</p> <p>To engage in meaningful conversations with others.</p> <p>To follow and give a set of instructions.</p> <p>With some support to perform a short poem.</p> <p>To speak in full sentences using the correct tense and using conjunctions to join ideas.</p> <p>To confidently participate in discussions sharing their point of view.</p>	<p>Coram Scarf Unit: Growing and changing</p> <p>To understand how we grow and change.</p> <p>To know how our bodies change and how we can look after them.</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To talk about how they and other can deal with their emotions.</p> <p>To confidently try new activities and persevere when challenges occur.</p> <p>To manage their behaviour in a range of situations.</p> <p>To explain the reason for rules and know how to behave in different situations.</p> <p>To show sensitivity to the needs of others.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To form letters correctly developing a more fluent handwriting style.</p> <p>To know how to use scissors effectively. And cut with accuracy.</p> <p>To play ball games with others and show accuracy with aim.</p> <p>To know about and talk about the ways in which we keep our bodies and mind healthy.</p>	<p>To say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>To read simple sentences using their phonological knowledge.</p> <p>To read common exception words.</p> <p>To write simple phrases and sentences that can be read by themselves and others.</p> <p>To spell unknown words using their phonic knowledge.</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 demonstrate an understanding of what has been read to them through discussion and role play.</p> <p>To write letters correctly developing a fluent handwriting style.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p> <p>To solve doubling problem using objects.</p> <p>To share out amounts fairly to solve problems.</p> <p>To understand odd and even numbers.</p> <p>To recognise and describe number patterns.</p> <p>In practical activities children understand the concept of halving and two equal groups.</p> <p>To read addition and subtraction calculations.</p> <p>To count to 20 and beyond.</p>	<p>To be able to categorise animals by their characteristics.</p> <p>To know the habitats of a range of different animals.</p> <p>To understand that we can't always see all animals in the world and understand the importance of zoos and aquariums.</p> <p>To talk about the ecological concerns for our oceans.</p> <p>To talk about ways in which we can reduce pollutions.</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>To compare and contrast locations looking specifically at coastal areas.</p> <p>To talk about the features of a costal environment.</p> <p>To name creatures found in oceans.</p> <p>To use a search engine to find out information.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To talk about and explain to others the processes to make different creations.</p> <p>Make their own props to support role play.</p> <p>To develop own narratives during pretend play that show clear structure and development.</p> <p>To perform to an audience with a range of means including dance, drama, music and song.</p>

Week/Topic Question	Communication Language and Literacy	Maths	Theme session 1	Theme session 2	Theme session 3	Theme session 4	Physical Development	Music/PSHE/RE	Book / Rhyme of the week
Week 1- 4/6/24 – 4 days What animals will we find on a farm?	Drawing Club The three Billy Goats Gruff Vocabulary: Luscious, triple, creaky, fearless, gruesome, suddenly, determined, bamboozle. Day 1: The Troll. Day 2: The Bridge. Day 3: How can we rescue the troll from the river? Day 4: What animal is coming over the bridge today for the troll to eat? Day 5: A flood has washed the bridge away. How can we cross the river now? Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – CEW A4- Cut and stick story sequencing. Rocket Phonics Wk 31 wh and ph CEW – some, one, said.	Sharing and Grouping L1 Explore sharing L2 Sharing Explore grouping	Bank holiday	Flashback – life cycle of a butterfly What happens on a farm? Introduce a farmer and ask the children what he does. Show a clip of a working farm and talk about the different things that happen. Discuss the different animals that live on the farm. Think about different animals and the role they play. Discuss what horses were used for in the past.	Flashback – Life cycle of a bee What are farm animals and their babies called? (Animal sounds) Ask children to tell you what farm animals they know that live on a farm. Discuss their ideas and misconceptions. Introduce children to some animals and think what their babies are called. Listen to some animal noises and discuss which animal they belong to. Match the babies to their adult animal.	Flashback - India Boarshaw Bear to visit Key landmarks in the UK	Gross Motor – Moving around like different farm animals Fine Motor – Pipettes and transferring the water from containers	RE- Where is a special place for us? Where do you feel happy and safe? Explore children’s ideas of their favourite places. What do they have in their bedrooms to make it theirs? PSHE: Scarf: Growing and changing Lesson 1	Author of the Term: Various – Children’s Classics. Book of the Week: Whatever Next! Jill Murphy Rhyme of the Week: London Bridge
			Vocabulary- shearing, crops, milking, rooster, donkey, Home learning idea- Find baby animals in the local area. Outdoor learning focus- Building tractors and role playing as farmer						
Week 2- 10/6/24 How do farms help us? Father’s Day - 16th June	Drawing Club Tiddler by Julia Donaldson Vocabulary: Traipsing, daydreaming, tardy, conversing, ensnared, abandoned, reunited, celebrating. Day 1: Tiddler. Day 2: The Classroom. Day 3: How can we rescue Tiddler from the net? Day 4: A shark has come to find Tiddler – how can he hide? Day 5: How will Tiddler tell the fish about him defeating the shark? Focus Activities	Sharing and Grouping L1 Grouping L2 Even and odd sharing L3 Play and Build Doubles L4 Consolidation	Flashback - healthy eating What grows on farms in the UK? Ask the children if they know what grows on a farm? Discuss ideas. Show children pictures and video clips of a farmer growing crops and discuss what grows. Show children some vegetables that grow and discuss where they grow.	Flashback - Healthy eating How do we get milk, cheese and yoghurt? Ask the question above and take children’s ideas. What are cheese and yoghurt made of? Explain to children where the milk comes from. Watch a video of how the milk makes cheese and yoghurt.	Flashback - Healthy eating What crops grow in other countries? Where do bananas come from? Discuss this and think about other fruits/vegetables that come from other countries.	Boarshaw Bear – Visits Scotland Share Boarshaw Bears journey to Scotland. Explore the different modes of transport. Look at Scotland’s flag and some of the landmarks. Boarshaw bear to share some traditional foods and some highland dances, Children to try some highland dancing.	Gross Motor – building tractors and pens Fine motor – building tractors and pens with the construction toys.	RE- Where is a special place for Christians? Learn about the Church being a place of worship. What special events happen in a church? Has anyone been to a wedding in a church? PSHE: Scarf: Growing and Changing: Lesson 2: Life stages, plants, animals and humans	Author of the Term: Various – Children’s Classics. Book of the Week: Where the Wild Things Are. Maurice Sendak Rhyme of the Week: Sing a Song of Sixpence
			Vocabulary- crops, harvest, vegetables, seeds Home learning idea- grow a plant at home Outdoor learning focus- Role playing the jobs that a farmer does.						

	<p>A1- Drawing club A2- Guided reading A3- Under the Sea sentence matching A4- Under the Sea writing stimulus</p> <p>Rocket Phonics Wk 32 /ai/ as ay /ai/ as a-e CEW – come, do, so.</p>								
<p>Week 3- 17/6/24</p> <p>Which animals are native to our country?</p>	<p>Drawing Club Little Rabbit Foo Foo by Michael Rosen</p> <p>Vocabulary: accelerating, disapprove, warning, striking, gather, disregard, metamorphosis, comeuppance.</p> <p>Day 1: Little Rabbit Foo Foo. Day 2: Where could the Goblins live? Day 3: Little Rabbit Foo Foo can't stop crying because he has been turned into a Goonie. How can we catch his tears so he doesn't flood the forest? Day 4: Little Rabbit Foo Foo wants to say sorry to all the animals. How could he travel around the forest so he can apologise to them all quickly? Day 5: Invent a machine to turn Little Rabbit Foo Foo back into himself.</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Phonics activity mat. A4- 'My Special Pet' writing stimulus.</p> <p>Rocket Phonics Wk 33 /ai/ as a /ee/ as e-e CEW – were, when.</p>	<p>Visualise, Build and Map L1 Identify units of repeating patterns L2 Create own pattern rules L3 Explore own pattern rules L4 Replicate and build scenes and constructions</p>	<p>Flashback- keeping clean Which animals can we keep as pets? Children to share their own experiences of pets that they have. Create a pictogram of the different animals. Explore the questions why do we have these animals as pets? Why can't we have certain animals as pets?</p>	<p>Flashback- healthy teeth What wild animals do we have in this country? Look at animals native to the UK. Where do they live? Look at habitats and some animals that migrate during the year to and from the UK. Explore why other animals don't live in this country.</p>	<p>Flashback- exercise Which species are now extinct? Recap on the word extinct referring back to dinosaur topic. Explain that many species of animal have become extinct.</p>	<p>Boarshaw Bear- Africa</p>	<p>Gross Motor – carrying objects on our head and balancing</p> <p>Fine Motor – cutting pretend fruit</p>	<p>RE- Where is a special place for Muslims to worship? Learn about the special features of a Mosque. Children to share experiences of going to a mosque if applicable.</p> <p>PSHE: Scarf: Growing and Changing: Lesson 3: Who will you be?</p>	<p>Author of the Term: Various – Children's Classics.</p> <p>Book of the Week: Funnybones Janet and Allan Alhberg</p> <p>Rhyme of the Week: 10 Green Bottles</p>
<p>Vocabulary- domestic animals, wild animals, migration, habitat, native, woodlands, extinct, Home learning idea- share picture of pets at home/write about a pet they would like Outdoor learning focus- which animals can we find/see in the local environment.</p>									

<p>Week 4- 24/6/24</p> <p>What animals live in other countries?</p>	<p>Drawing Club The Gingerbread Man</p> <p>Vocabulary: leap, accelerate, pursue, block, cunning, soggy, mocking, disappointed.</p> <p>Day 1: The Gingerbread Man. Day 2: The River. Day 3: The old woman baked a new character – the stinky cheesy man. Day 4: What do you turn into if you touch the stinky cheese man? Day 5: What can you put on your head to protect you from the smell of stinky cheese?</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- The Gingerbread Man read and match activity. A4- The Gingerbread Man writing activity.</p> <p>Rocket Phonics Wk 34 /ee/ as ie /ee/ as ea CEW – have, there.</p>	<p>Visualise, Build and Map L1 Visualise from different positions L2 Describe positions L3 Give instructions to build L4 Explore mapping</p>	<p>Flashback- habitats What animals do we find in Africa? Share a map of the world and locate Africa. Discuss climate and weather patterns. Children to predict which animals they think live in Africa. Share a video clip of an African safari. Which animals could they see? Which animals do they like best?</p>	<p>Flashback- herbivore, carnivore and omnivore What is the difference between an African and Indian elephant? Share pictures and video clips of African and Indian elephants. Look at similarities and differences. Discuss what elephants eat and how they have been used through history and in different countries. Talk about the conservation of elephants and how some are endangered.</p>	<p>Flashback- animals and their babies What animals do we find in China? Share a map of the world and locate China. Discuss climate and weather patterns. Children to predict which animals they think live in China. Share images and videos of native animals to China. Which animals could they see? Which animals do they like best?</p>	<p>Boarshaw Bear – Australia Share Boarshaw Bears journey to Australia. Explore the different modes of transport. Look at the Australian flag and some of the landmarks. Boarshaw bear to share Australian animals and some traditional instruments.</p>	<p>Gross motor – moving in different ways – running, jumping etc.</p> <p>Fine motor – drawing animals</p>	<p>RE- Where is a special place for Jewish people? Learn about a synagogue and their special features. Look at pictures of the synagogue and what happens inside the synagogue?</p> <p>PSHE: Scarf: Growing and Changing: Lesson 4: Where do babies come from?</p>	<p>Author of the Term: Various – Children’s Classics.</p> <p>Book of the Week: Hairy McClary. Lynley Dodd</p> <p>Rhyme of the Week: Frere Jacques</p>
<p>Week 5- 1/7/24</p> <p>What will we find under the ocean?</p>	<p>Drawing Club The Enormous Turnip</p> <p>Vocabulary: resistance, struggle, famished, emerging, forceful, beckon, colossal, victorious.</p> <p>Day 1: The old man and old woman. Day 2: The garden.</p>	<p>Visualise, Build and Map L1 Represent maps with models L2 Create own maps from familiar places L3 Create own maps and plans from story situations L4 Consolidation</p>	<p>What is an ocean? Share a map of the world what do the different colours on the map represent? Look at and name some of the oceans and seas. What animals might we see in the seas near us?</p>	<p>Which animals live in salt water/fresh water? Explore the difference between salt water and fresh water habitats. Sort animals into the different habitats and discuss how they are adapted to live in each/. Have a specific look at Salmon.</p>	<p>How are animals adapted to live in the ocean? Look at some real fish and discuss the different features. Explore different parts of sea creatures and how they move in water compare and contrast different ways of moving. Look at animals that can breathe in the water and those that can’t.</p>	<p>Boarshaw Bear – Coral reef Boarshaw Bear shares pictures of scuba diving and coral reefs around Australia. Look at the coral reefs and discuss the importance of them. Look at conservation of the coral reefs and how they are getting damaged.</p>	<p>Gross Motor – throwing and catching the ball</p> <p>Fine motor – threading beads</p>	<p>RE- How are places of worship similar/different? Look at a picture of a church, mosque and synagogue and think about things that are the same. What differences do they have?</p>	<p>Author of the Term: Various – Children’s Classics.</p> <p>Book of the Week: Peace at Last. Jill Murphy.</p> <p>Rhyme of the Week: The Penguin Song</p>

	<p>Day 3: How can we get the enormous turnip out of the ground? Day 4: The turnip zombie smells the soup and is coming to eat it. Day 5: What can we use to make a lake-full of soup for the zombie?</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Cut and stick story sequencing. A4- Caption writing.</p> <p>Rocket Phonics Wk 35 Consolidate wh, ph, ay and a-e. CEW – out, like.</p>		<p>Vocabulary- ocean, sea, fresh water, salt water, gills, coral reef, conservation Home learning idea- have a walk down the canal which animals can you find near or on the canal Outdoor learning focus- water exploration with range of sea creatures.</p>					<p>PSHE: Scarf: Growing and Changing: Lesson 5: Growing and Changing</p>	
<p>Week 6 – 8/7/24</p> <p>How can we protect our world and environment ?</p>	<p>Drawing Club Handa’s Surprise</p> <p>Vocabulary: precarious, pinch, oblivious, wander, alarmed, surreptitious, gluttonous, perched.</p> <p>Day 1: Handa. Day 2: What could we see in Kenya? Day 3: How could Handa transport the fruit safely? Day 4: The animals invent a new way to steal from Handa. Day 5: A piece of special fruit drops onto the floor and the seeds grow into something magical.</p> <p>Focus Activities A1- Drawing club A2- Guided reading A3- Handwriting – CEW A4- Retell the story with props and sequencing cards.</p>	<p>Make Connections L1 & 2 Deepen understanding L3 & 4 Patterns and relationships</p>	<p>What should we do with our rubbish? Look at what we do with the rubbish in our classroom? Why do we have two separate bins? Look at the bins children have at home- what are they for? Have a selection of rubbish and children to sort it into the correct bin. Why do we need to do this? What happens to the general rubbish share pictures of landfill. Share story about landfill</p>	<p>What happens when our rubbish ends up in the ocean? Share some pictures of rubbish in the ocean and the affects this has on animals. Read the story Fish by Brendan Kearney. Discuss what happened and what we can do to reduce our plastic waste.</p>	<p>Let’s be an eco warrior! Look at the role of our eco-warriors in school (older pupils to share what they do). What things can we do to look after our world. Discuss different ways that we can help the world e.g. walking to school, recycling, not wasting resources, turning off lights/taps etc.</p>	<p>Boarshaw Bear – Goes to Year 1 Boarshaw Bear shares some pictures from Year1. Talk about the changes in Year 1 and discuss pupils feeling using the colour monster to help them express the different feelings.</p>	<p>Gross Motor – Drawing big ocean animals outside Fine Motor – squirty toys in the water tray</p>	<p>RE - how can we create a safe space for us in school? Children to think about everything we have learnt this term. How could we create a safe space in class? What features would it need? What items would make it feel safe?</p> <p>PSHE: Scarf: Growing and Changing: Lesson 5: Growing and Changing</p>	<p>Author of the Term: Various – Children’s Classics.</p> <p>Book of the Week: Owl Babies. Martin Waddell</p> <p>Rhyme of the Week: Down in the Jungle</p>
<p>Week 7 15/7/22</p> <p>Transition</p>	<p>Discussion around all we have learnt in reception and write an all about me sheet for Year 1. Discuss our hopes and dreams for Year 1. What are we looking forward to the most? Is there anything we are worried about? Share with our friends what makes them special and how we have made friends this year.</p>								