

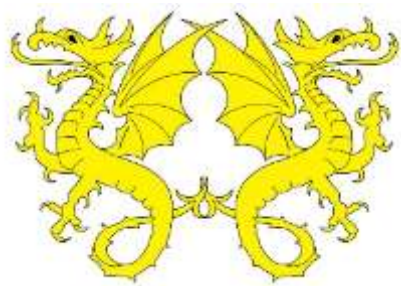
Dore Primary School

YF Learning Journey (No.5)

Down on the Farm



<p>Purpose of Learning Journey (END POINTS):</p> <p><u>Informed by Development Matters</u> <i>What specific knowledge/skill are we teaching?</i></p>	<p>Science / Geography</p> <p>PSED <u>To think about the perspective of others and recognise the importance of having a good sleep routine</u> <i>To identify feelings of exhaustion - link to the wellbeing of the duck.</i> <u>To know and talk about different factors that support their overall health and wellbeing</u> <i>To write a letter to the farmer suggesting how to improve his health and wellbeing</i> – Oral health, fair trade,</p> <p>Outdoor Learning – bird matching to eggs, make birds nests, make a mini beast bug hotel, wood cookie mini beasts, plant cress, make scarecrows</p> <p>Understanding the World – RE, farmyards, animals, young animals, lifecycles revisited (hen), possible farm trip, baking bread, farms in different countries (library service) <u>Compare and contrast characters from stories</u> <i>To know that some characters have good traits and others bad – linked to little red hen, farmer duck and what the lady bird heard.</i> <u>Recognise some similarities and difference between life in this country and life in other countries</u> <i>To be able to name some jobs that are required on a UK farm.</i> <i>To be able to name some jobs that are required on a foreign farm.</i> <u>To recognise that some environments are different to the one in which they live</u> <i>To name some characteristics of these countries</i> – List countries <i>To know that their food comes from farms</i> <i>To know what a farmer is</i></p> <p>Communication and Language <u>To understand how to listen and why listening is important</u> <i>To be able to follow instructions to bake bread.</i> <u>Articulate their ideas and thoughts in well formed sentences</u> <i>To predict the plan that the animals make to get rid of the farmer</i> – hot seating farmer duck/ladybird</p> <p>Expressive Arts and Design – Mark Rothko farm inspired pictures, clay modelling of animals and create a farm, maps revisited</p>
<p>Links to Prior Knowledge:</p>	<p>Previous phonics, maths and PSED learning.</p>
<p>Links for Relevance and Currency:</p>	<p>Farms and stories, how does a farm work?</p>
<p>Immersion Event / Activity:</p>	<p>Farm role play to immerse in the farm experience.</p>
<p>Celebration of Learning (Opportunities for Summative Assessment):</p>	<p>By talking to the children to know what they have learnt – mostly through discussion of events using pictures for prompts and the use of floor books to record this new knowledge. Some end products: Rothko inspired art for example – can the children talk about what they have learnt from having these experiences?</p>
<p>English Links:</p>	<p>Little red hen, Farmer duck, What the ladybird heard, compare arable and pastoral farming</p>
<p>Maths Links:</p>	<p>Stories told to support maths learning or provide context.</p>



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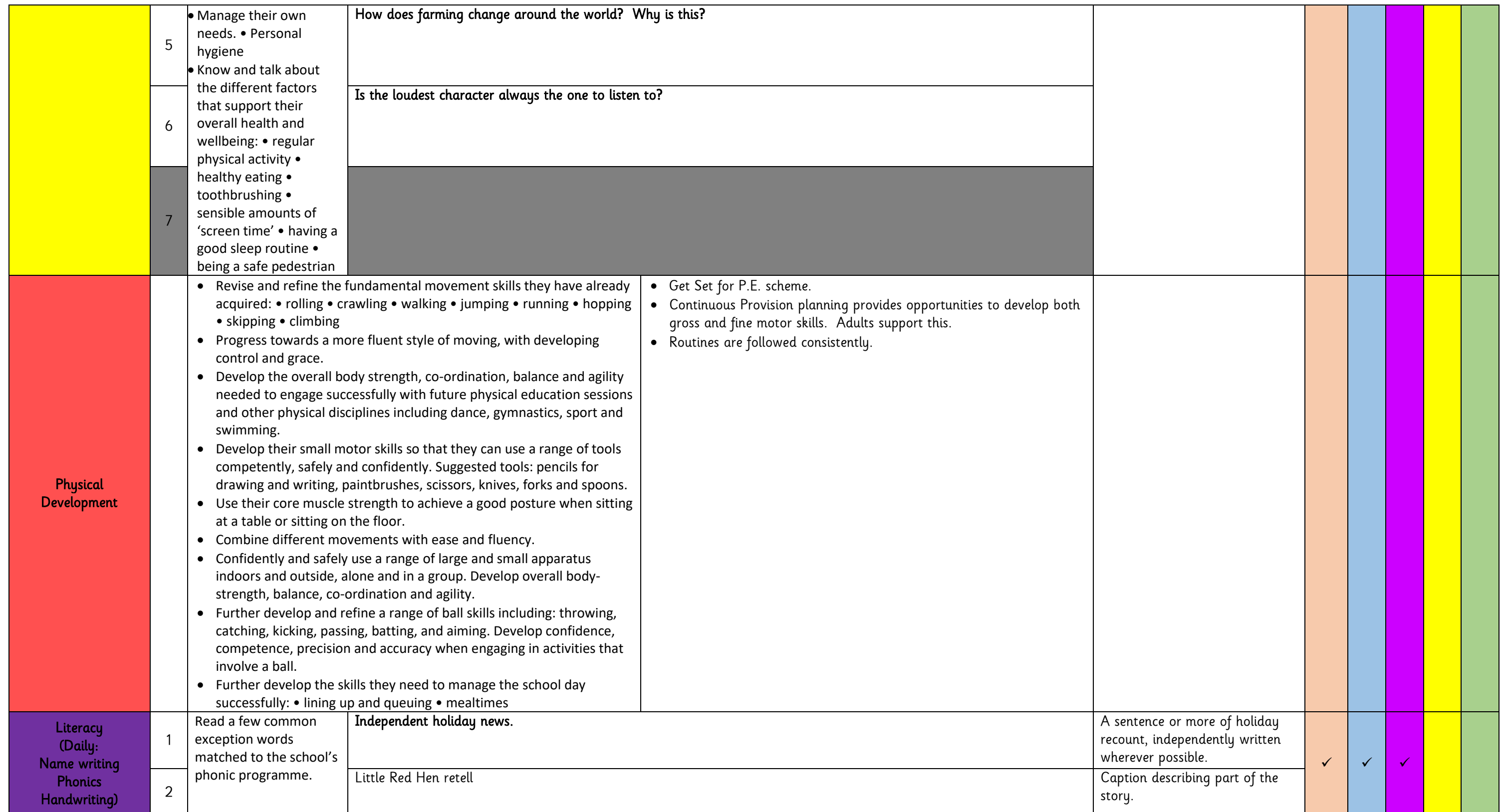
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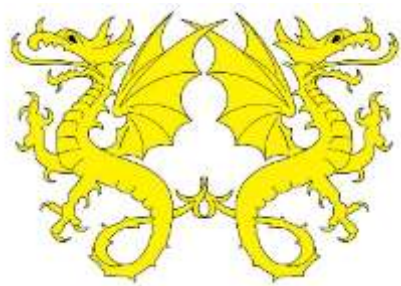
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<u>Outdoor Learning</u>	<u>Communication and Language (CL)</u>	<u>Personal, Social, Emotional Development (PSED)</u>	<u>Physical Development (PD)</u>
<u>Literacy</u>	<u>Maths</u>	<u>Understanding of the World</u>	<u>Expressive Arts and Design (UW)</u>
<u>Indoor Provision</u>		<u>Outdoor Provision</u>	

Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Communication and Language		<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. 	<ul style="list-style-type: none"> Carpet sessions – use of “Think Pair Share”. Conversations with adults in the provision and elsewhere throughout the day. Model high quality language. New vocabulary is recognised and taught explicitly with the children. “Ready, Safe, Respectful” Carpet Rules Refer to class charter. Storytime every day. Post Incident Learning opportunities. 						
PSED	1	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. 	Describe themselves positively when describing holiday news.						
	2	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. 	Was it fair that Little Red Hen didn't share the bread?						
	3	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. 							
	4	<ul style="list-style-type: none"> Think about the perspectives of others. 	Describing own experiences on farms.						





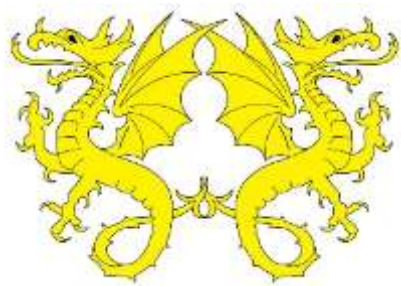
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	3	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Little Red Hen – to do list	List of tasks.					
	4	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Non-fiction – compare arable and pastoral farming	Annotations of differences and similarities,.					
	5	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Compare UK and World Farms (Geography)	Annotations of differences and similarities.					
	6	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	What the Ladybird Heard (Rhyme in the story)						
	7	Re-read what they have written to check that it makes sense.							
Maths	1	Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value.	Number bonds to 5 / 10		✓				
	2	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Number bonds to 10/20 Sorting animals (Venn diagram)						
	3	Explore the composition of numbers to 10.	Place value with numicon (teen numbers) Estimations						
	4	Automatically recall number bonds for numbers 0–5 and some to 10.	Doubling Counting in 2s						



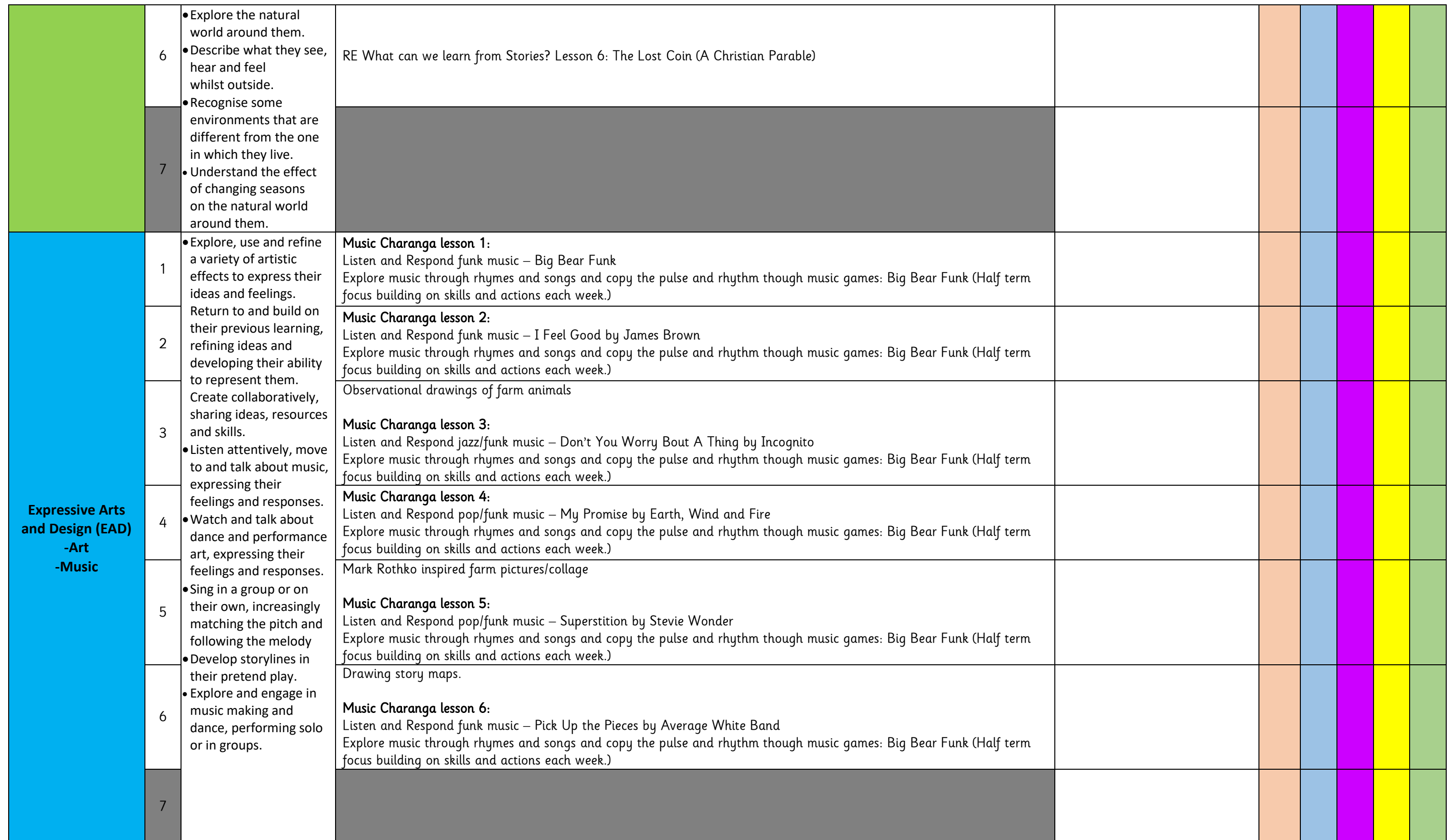
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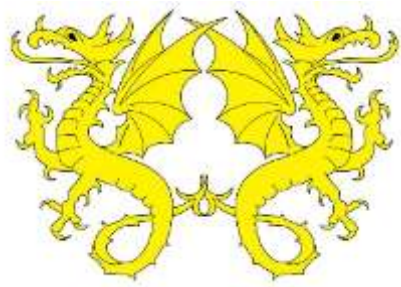
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	5	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Halving Counting in 2s						
	6	Continue, copy and create repeating patterns	Weight, balancing scales						
	7	Compare length, weight and capacity.							
Understanding the World R.E.	1	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. •Name and describe people who are familiar to them. 	RE What can we learn from Stories? Lesson 1: The Boy who Cried Wolf (An Aesop Fable)						
	2	<ul style="list-style-type: none"> •Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past. 	RE What can we learn from Stories? Lesson 2: The Crocodile and the Priest (A Sikh Story)						
	3	<ul style="list-style-type: none"> •Draw information from a simple map. •Understand that some places are special to members of their community. 	RE What can we learn from Stories? Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story))						
	4	<ul style="list-style-type: none"> •Recognise that people have different beliefs and celebrate special times in different ways. 	See Literacy RE What can we learn from Stories? Lesson 4: The Gold Giving Serpent (An Indian Fairytale)						
	5	<ul style="list-style-type: none"> •Recognise some similarities and differences between life in this country and life in other countries. 	See Literacy RE What can we learn from Stories? Lesson 5: Best Friends (A Story from Asia)						





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