

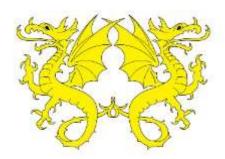


Down on the Farm

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

Quick Links in Document (click to visit)

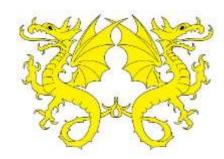
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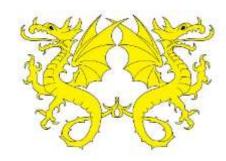
Outdoor Learning	Communication and Language (CL)	Personal, Social, Emotional Development (PSED)	Physical Development (PD)
<u>Literacy</u>	<u>Maths</u>	Understanding of the World	Expressive Arts and Design (UW)
Indoor F	Provision	Outdoor	<u>Provision</u>

	l Less	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:			Links to Curriculum Drivers				
Subject					Outcomes	Values	Outdoor Learning	Global / Rights		
Communication and Language		 Learn new vocabulary. Use new vocabulary thr Ask questions to find oubeen said to them. Articulate their ideas ar Connect one idea or act Describe events in some Use talk to help work or 	at more and to check they understand what has and thoughts in well-formed sentences. Sion to another using a range of connectives. We detail. The problems and organise thinking and activities, as work and why they might happen.	 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	2	 See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the 	Describe themselves positively when describing h							
I SLD	3	face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Describing own experiences on farms.							



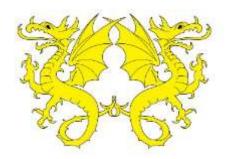


		Manage their own	How does farming change around the world? W	/hy is this?					
	_	needs. • Personal							
	5	hygiene							
		Know and talk about							
		the different factors that support their	Is the loudest character always the one to listen	to?					
	6	overall health and							
	U	wellbeing: • regular							
		physical activity •							
		healthy eating •							
		toothbrushing •							
	7	sensible amounts of							
		'screen time' • having a							
		good sleep routine • being a safe pedestrian							
		· ·	fundamental movement skills they have already	Get Set for P.E. scheme.					
				 Continuous Provision planning provides opportunities to develop both 					
		• skipping • climbing		gross and fine motor skills. Adults support this.					
		Progress towards a me	ore fluent style of moving, with developing	Routines are followed consistently.					
		control and grace.							
			ody strength, co-ordination, balance and agility						
			cessfully with future physical education sessions						
		swimming.	ciplines including dance, gymnastics, sport and						
			otor skills so that they can use a range of tools						
			nd confidently. Suggested tools: pencils for						
Physical			paintbrushes, scissors, knives, forks and spoons.						
Development			strength to achieve a good posture when sitting						
		at a table or sitting on							
			vements with ease and fluency.						
		-	use a range of large and small apparatus						
			llone and in a group. Develop overall body- ordination and agility.						
			efine a range of ball skills including: throwing,						
		-	ing, batting, and aiming. Develop confidence,						
			n and accuracy when engaging in activities that						
		involve a ball.							
			kills they need to manage the school day						
			p and queuing • mealtimes						
Literacy		Read a few common	Independent holiday news.		A sentence or more of holiday				
(Daily:	'	exception words matched to the school's			recount, independently written wherever possible.				
Name writing		phonic programme.	Little Red Hen retell		Caption describing part of the	✓	✓	√	
Phonics Handwriting)	2	1 b	Lune Neu Heit Teten		story.				
Traitawriting)									



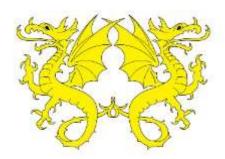


		Book delication de conse	1901.	I the of such			
		Read simple phrases	Little Red Hen — to do list	List of tasks.			
		and sentences made up					
	3	of words with known					
		letter–sound					
		correspondences and,					
		where necessary,					
		a few exception words.	Non-fiction — compare arable and pastoral farming	Annotations of differences and			
	4	Re-read these books to		similarities,.			
		build up their					
		confidence in word	Compare UK and World Farms (Geography)	Annotations of differences and			
		reading, their fluency	confine on and none and to orginal and	similarities.			
		and their understanding					
	5	and enjoyment.					
		Form lower-case and					
		capital letters correctly.					
		Spell words by	What the Ladybird Heard (Rhyme in the story)				
		identifying the sounds	Twitat the Eddybra Fredra (Krighte in the Story)				
	6	and then writing the					
		sound with letter/s.					
		Write short sentences					
		with words with known					
		sound-letter					
	7	correspondences using					
		a capital letter and full					
		stop.					
		Re-read what they have					
		written to check that					
		it makes sense.					
		Count objects, actions					
	and sounds						
	1	Subitise.	Number bonds to 5 / 10		✓		
		Link the number symbol					
		(numeral) with its					
		cardinal number value.					
	2	Count beyond ten.	Number bonds to 10/20				
	2	Compare numbers.	Sorting animals (Venn diagram)				
		Understand the 'one					
Maths		more than/one less					
		than' relationship					
	3	between consecutive	Place value with numicon (teen numbers)				
		numbers.	Estimations				
		Explore the composition					
		of numbers to 10.					
		Automatically recall					
	4	number bonds for	Doubling				
		numbers 0–5 and some	Counting in 2s				
		to 10.					
		το 10.					



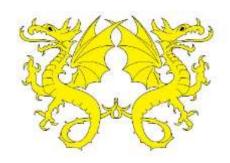


	5	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and	Halving Counting in 2s		
Understanding the World R.E.	6	decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Weight, balancing scales		
	7	Continue, copy and create repeating patterns Compare length, weight and capacity.			
	1	 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	 Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from 	RE What can we learn from Stories? Lesson 2: The Crocodile and the Priest (A Sikh Story)		
	3	the past. • Draw information from a simple map. • Understand that some places are special to members of their	RE What can we learn from Stories? Lesson 3: Bilal and the Beautiful Butterfly (A Muslim Story))		
	4	community. • 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	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)		





	6	 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are 	RE What can we learn from Stories? Lesson 6: The Lost Coin (A Christian Parable)		
	7	different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.			
	1	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in 	Music Charanga lesson 1: Listen and Respond funk music — Big Bear Funk Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
Expressive Arts and Design (EAD) -Art -Music	2		Music Charanga lesson 2: Listen and Respond funk music — I Feel Good by James Brown Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
	3		Observational drawings of farm animals Music Charanga lesson 3: Listen and Respond jazz/funk music — Don't You Worry Bout A Thing by Incognito Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
	4		Music Charanga lesson 4: Listen and Respond pop/funk music — My Promise by Earth, Wind and Fire Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
	5		Mark Rothko inspired farm pictures/collage Music Charanga lesson 5: Listen and Respond pop/funk music — Superstition by Stevie Wonder Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
	6	their pretend play. • Explore and engage in music making and dance, performing solo or in groups.	Drawing story maps. Music Charanga lesson 6: Listen and Respond funk music — Pick Up the Pieces by Average White Band Explore music through rhymes and songs and copy the pulse and rhythm though music games: Big Bear Funk (Half term focus building on skills and actions each week.)		
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