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|  | *Week1:*  *3/9/2019*  *Engage*  *Q: What does a farmer do?*  *What grows on a farm?*  *What types of food do the animals eat?*  *What would happen if there were no farms?*  *Why do pigs roll in mud?*  *How is the farm the same or different from the place you live?*  *Do cows drink milk?*  *Would you like to work on a farm? What we know about farms.* | *Week2: 9.9.19*  *Develop*  *Food and crops* | *Week: 3: 16.9.19*  *Develop*  *Animals* | *Week4: 23.9.17*  *Develop*  *Animals* | *Week5: 30.9.19*  *Develop*  *Farmyards* | *Week 6: 7.10.19*  *Innovate* | *Week 7: 14.10.19*  *Express* | *Week 8: 21.10.19* |
| *Personal, Social & Emotional Development – New Beginnings* | To introduce children to circle time and special person.  To understand the school rules for playtimes, lunchtimes, assembly, classroom routines etc.  To know that I belong to my class/group. To know the people in my class group/school. | Challenge a small group of children to share the resources and work together to create farmyard scenarios.  To be able to tell if I am happy or sad, excited or scared. To know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people). | To be able to identify their favourite farmyard animal and explain why. Send cards home for children to do finding out with the help of parents.  Dough animals  To be able to tell you something special about me.  To understand and celebrate the ways that we are all different. | To know some ways to calm myself down when I am feeling scared or upset.  To know that everybody in the world has feelings. | Encourage children to play together with a farmyard model. Challenge the children to work together to decide how to set up the model, including where buildings go, machinery and farm animals and why. | To be able to share in a group. To be able to take turns. To join in with other children when playing a game. | To know how to be kind to people who are new or visiting the classroom.  To know what to do in my classroom/setting. |  |
| *Communication Language & Literacy* | To be able to identify farm machinery  <http://www.watchknowlearn.org/Video.aspx?VideoID=36952&CategoryID=7920>  To identify what a farmer does?  To answer questions about farms and farming. | To be able to identify what grows on a farm?  What do animals produce?  Display photographs on interactive whiteboard and encourage the children to talk about what the photographs show, using a range of tenses. More able to choose a photograph and write a sentence.  Growing beanstalks. Investigate more closely and observe changes to beans. Some beans could be planted in pots outside. | To be able to identify a range of different animals and be able to answer questions about them – ie What do animals eat?  Baa Bingo.  Guess who game.  All muddled up – Share the story Muddle Farm by Axel Scheffler with a small group of children at a time. Children to put animals in the right places on each page using prepositions such as next to, under and behind. Talk about misconceptions as they arise. | To be able to discuss what would happen if there were no farms?  Herding sheep – show children footage of sheepdogs in action. Play outside taking turns in being sheepdogs and sheep. Put two or three instructions together to make the activity more challenging – instructions – stop, go, to me and rest. Use a whistle – one blow for go and two blows for stop. | To be able to identify how a farm is the same or different from where they live.  To explain whether they would like to work on a farm and give reasons for their choice. | Children to answer questions about making bread for sale in their own farm shop.  Q: Which bread did you prefer? Why? | To identify what they have learnt during the project and be able to identify their best bits.  Range of photographs from the project for the children to look at. Ask them to take turns to choose a favourite photograph and explain why they like it. Invite parents and carers into school for children to share their best bits. |  |
| *Physical Development* | To show an awareness of space when travelling around the hall. Use hoops as their space. | Terrific tractors. Show children pictures/video clips of tractors ploughing fields. Describe the lines that tractors make and describe how the plough turns the soil. Create rows using ropes and cones.  Following instructions – forward, back, left, right, under, over etc. | Milking time! Fill latex laboratory gloves with watered down white paint and tie the opening shut. Poke tiny holes in the ends of the fingers so the milk spurts out when the children squeeze them. Use different sized jars and containers.  To know how to set up apparatus safely. | Different types of milk for children to taste – cow, goat, sheep, soya and almond milk. Be aware of any food allergies.  To explore apparatus – travelling high and low, in and out – show touch and go activity. Focus on prepositional language. | The farmer’s in his den activity.  Using apparatus and following instructions – challenge two or three part instructions. | Using apparatus to go under, over, through, etc. safely.  Learn how to jump with squashy knees. | Bringing together of all skills taught this half-term – setting up apparatus, using space safely, using apparatus safely.  Assessment opportunity. |  |
| *Health and Self Care* | Go over the routine for handwashing before lunch and after going to the toilet with children. |  |  |  |  | To be able to identify that they need to wash their hands before making food. |  |  |
| *Literacy* | Display a range of books, posters and leaflets on the theme of farms and farm animals.  Do the children show an interest in print?  Do the children enjoy looking at the range of materials?  Can the children talk about things they have read? | Read the book Farmyard Hullabaloo by Giles Andreae to a small group of children. Ask them to listen out for rhyming words and predict which words might be at the end of each verse. Read the book a few times and ask children to join in with phrases and rhymes as they become more familiar. | To identify their favourite farm animal – children to come up with one thing they would like to know about that animal and write it as a question on a ‘My favourite farmyard animal card’.  To read their question aloud with help where needed. | Share to story Pig Gets Lost by Heather Amery with the children. Encourage them to listen carefully and make predictions about what might happen next and how the story might end. After sharing the story, provide cut up sentences for the children to re-arrange to tell the story. | Provide a selection of laminated farmyard picture cards with space for writing below. Ask the children to choose a card and decide what they would like to write. Model an example, saying your ideas out loud before writing them down. Children can write words, sentences, facts or stories on the cards. | To be able to write a list of ingredients that they would need to make their bread.  To be able to follow a recipe to make their bread. | Read the story The Cow That Laid an Egg by Andy Cutbill. Ask the children to make predictions about what might happen in the end.  Ask the children to write a letter or draw a picture with a caption to send to the farmer. Ask them to tell the farmer all about their project, including their favourite bits and all the things they have learned. |  |
| *Guided reading* | <http://www.watchknowlearn.org/Video.aspx?VideoID=36952&CategoryID=7920>  A squash and a squeeze by Julia Donaldson  The farmer’s story! Share the story Pig Gets Lost by Heather  Amery with the children. Encourage them to listen carefully and make predictions about what might happen next and how the story might end. After sharing the story, provide cut up sentences for the children to read and rearrange to tell the story.Cut up sentences’ are available on The Hub. Tractor in Trouble and The Naughty Sheep are other books by Heather Amery on a farm theme.• SMSC Sp 3 | On the farm – Anna Milbourne and Allesandra Roberti.  Farmyard Hullabaloo by Giles Andreae  The Naughty Sheep by Heather Amery  Sheep (Farm Animals) by Katie Dicker  <https://www.bing.com/videos/search?q=sheep+video+for+children&view=detail&mid=506F544952DA5877215C506F544952DA5877215C&FORM=VIRE>  <https://www.bing.com/videos/search?q=sheep+shearing&&view=detail&mid=CB9D94E34CCE22ADB68BCB9D94E34CCE22ADB68B&FORM=VRDGAR> | Stop that Cow! Mairi Mackinnon  Cow (Farm animals) Katie Dicker  Cuddly cow by Axel Scheffler  <https://www.youtube.com/watch?v=RBvHrG87Jiw>  <https://www.youtube.com/watch?v=G_EmRR2Ljmo>  <https://www.youtube.com/watch?v=4DxK4yYSEZ4>  <https://www.youtube.com/watch?v=y9wLhRrj5Ug>  Muddle Farm by Axel Scheffler | Peg the little sheepdog Sandra Klaassen  The very best sheepdog by Pinny Grylls  <https://www.bing.com/videos/search?q=Herding+Sheep&&view=detail&mid=0C090FD3C49439928D7C0C090FD3C49439928D7C&FORM=VRDGAR>  Pig Gets Lost by Heather Amery  <https://www.youtube.com/watch?v=dCii-DS6t1A>  <http://www.watchknowlearn.org/Video.aspx?VideoID=57771&CategoryID=2562> | A farmers life for me by Jan Dobbins  Diary of a farmer by Angela Royston  Horse (Farm Animals) by Katie Dicker  <http://www.watchknowlearn.org/Video.aspx?VideoID=57750&CategoryID=758> | Pig (Farm Animals) by Katie Dicker  Portly Pig by Axel Scheffler  <https://www.youtube.com/watch?v=TYImP3RDf5o> Tractors everywhere  Tedding, raking and lifting  <https://www.youtube.com/watch?v=8-czzheo6QU>  Baling and wrapping by the river  <https://www.youtube.com/watch?v=_gtsQ6Rlqfo> | The cow that laid an egg by Andy Cutbill  Rabbits don’t lay eggs by Paula metcalf |  |
| *Mathematical Development* | Same or different. Children to sort farm animals according to their own criteria. How many different ways can you sort the animals? Can they explain their choices? Can they talk about similarities and differences between the animals?  Can you make a pattern using seeds? (Pattern Provocation) | The hens have laid their eggs. Hide 10 or 20 brightly coloured eggs in the outdoor setting and encourage children to find the eggs and bring them back to you one at a time. First – where found, second – where found etc. Count them to find the total. | To be able to identify their favourite farm animal and make a graph to represent their choices.  Reinforce positional language on farmyard scenes using language such as next to, behind, in front and under. Use to ask graph related questions. | Little Bo Peep keeps losing her sheep! Put toy sheep or laminated cut out sheep onto a green tray or carpet tile. Ask the children to count the number of sheep in the flock. Do this to 20, allowing children to handle, point or remove sheep as they count them. When confident begin to take way from various amounts. | To be able to follow directions on a model/map of a farmyard – forward, backward, turn left, turn right etc. using bee-bots. | To sell their bread in their farm shop and be able to identify how much money they have made. | To bake bread and sell to parents/carers at best bits assembly. How much money have we made? |  |
| *Forest School* | To identify the colours of nature:  Which colours were easiest to spot?  • Which were the hardest?  • Were there any colours they found that they didn’t include in their original drawing?  • Were all of the colours natural or were any of them from something man-made?  • Were any of the things they picked up left behind by an animal or a human? | Outside sticky wall to add things that we find when on nature walk. | Growing carrot tops, then allotment for September jobs. | Setting up muddy pigs’ activity. | Natural weaving | Bread dough spirals to cook on a campfire. | A Harvest Table |  |
| *Knowledge & Understanding of the World* | Food  Do the children know the names of the different types of food?  Do the children know the source of the food? Plant? Animal?  Can the children describe the properties of any of the foods?  Beans – put the beans in clear plastic bags with a strip of damp cotton wool. Hang them up and observe them over a number of weeks. Can the children predict what might happen to the beans?  Can the children suggest where to hang the beans? | Observing and sorting seeds. Set out a table top with a variety of different seeds. Display baskets with an example of each sort of seed stuck on a card. Ask the children to look closely. Challenge children to work together to sort the seeds into their correct baskets. | Digital art! Ask children to ‘paint’ farm animals using basic graphics software. Make sure they have drawn their animal with all the correct body parts. Check that they can use a mouse or a touchpad and tools such as fill and select when using colours. Show the children how to print their designs when they have finished. | My baby! Children to match animals to their babies using correct language. | My farm: Children to draw their own maps of farmyards in small groups identifying all the different sections ie. Barn, wheat field etc. Then to use their map to play with toy animals and machinery on. | To design and make their own bread to sell in their own farm shop.  To be able to identify how the bread mixture changes when it is baked.  To identify how their bread tastes and be able to describe it. | Bringing all the best bits together for parent assembly. |  |
| *Creative Development/Technology* | Set up farm role play area with farm shop. | To use fruit and vegetables for printing.  Making shakers using seeds and pulses. | Digital art – using paint to create farm animals.  Create new songs using familiar tunes – for example – this is how we milk the cows, milk the cows, milk the cows, this is how we milk the cows, on the farm. | To be able to use vegetables to create farm animals.  Sing: Old MacDonald had a farm using vegetable farm animals and music basket. | Going round a farmyard musical activity using shakers and a range of musical instruments and body/vocal sounds. | Developing the areas/sections of the farmyard and adding to the score. | Section added to the best bits assembly for parents. |  |
| *Religious Education* | I am special. How do we know that we are special in the eyes of God. | Feelings and emotions – introduce feelings wall use. | My gifts and talents – what I am good at, what I need to get better at.  We are unique children of God. God as the loving Father. | Story of Creation and exploring the wonders of our amazing world. | Story of Creation and exploring the wonders of our amazing world. | Why do we say thank you to God at Harvest time?  Giving thanks for food and God’s many gifts to us. | Why do we say thank you to God at Harvest time?  Giving thanks for food and God’s many gifts to us. |  |

Reception Medium Term Plan – Autumn Term 1, 2019