

Spring Term 1 - 2018 Do cows drink milk? We will learn about life on a farm and find out about the animals that live there. If possible, we will visit and farm or arrange for a farmer to visit us.

AREAS OF LEARNING	Week 1 8/1	Week 2 15/1	Week 3 22/1	Week 4 29/1	Week 5 5/2
<p>Communication and language</p> <p>ONGOING- Rhyme time Circle time Show and tell Small world farm play</p>	<p>Watch the video 'Who lives on the farm?'</p> <p>Children share their own experiences and knowledge of farms.</p> <p>Gather questions to establish what children would like to find out.</p>	<p>Baa bingo! Give the children a laminated bingo card with pictures of farm animals on it and some counters. Play recorded animal sounds. When children think they know which animal made the noise, ask them to put a counter on the picture of that animal. Whoever covers a line first is the winner!</p>	<p>Guess who? Give the children clues to an animal's identity based on its appearance. For example 'I am pink' and 'I have a curly tail.' Give the children time to discuss their ideas with a partner before inviting them to share their answers. When the children are confident with the game, make your clues more challenging, for example 'I begin with the letter G' and 'My baby is a kid'.</p>	<p>All muddled up! Share the story Muddle Farm by Axel Scheffler with a small group of children. Ask them to put the magnetic animals in the right places on each page using prepositions such as 'next to', 'under' and 'behind'. If the children put the animals in the wrong places, take the opportunity to talk about their misconceptions.</p>	<p>Growing beanstalks! Investigate sprouting beans more closely. Allow the children time to observe the changes and ask questions to help prompt their descriptions. For example 'What has happened to the beans? Why do you think this bean is growing more quickly than this bean? What do you think might happen to the beans next?'</p>
<p>Physical development</p> <p>ONGOING – Use tools for cooking</p>	<p>Develop strength, control and coordination with farm play using vehicles outside. Transport equipment using vehicles – explore pulling and pushing</p> <p>Sing the action song The Farmer's in his/her Den. Suggest alternative</p>	<p>Herding sheep! Show the children footage of sheepdogs in action. Then play with the children taking it in turns to be the sheepdog, sheep or farmer. Can the sheepdog herd all the sheep into the sheep pen? Instructions could include 'stop, go, to me</p>	<p>Terrific tractors! Show the children pictures and video clips of tractors ploughing fields. Ask them to describe what type of lines the tractors make and describe how the ploughs turn the soil. Outside, create rows using rope or cones and offer ride-on or remote control tractors for</p>	<p>Milking time! Half 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. Ask the children to hold the gloves gently and squirt the</p>	<p>Fill a tub with sloppy mud or a mixture of cocoa powder, cornflour and water and add small toy pigs. Display pictures of pigs in mud to inspire the children's physical play.</p> <p>Video the children's movements in PE.</p>

	<p>actions when moving around the circle, skipping, jogging, hopping etc. What else can we do to the bone, tap, pat, stroke, tickle. Encourage children to be imaginative and creative by thinking of different actions. Sing at different speeds and match action to the speed.</p>	<p>and rest'. Put two or three instructions together to make the activity more challenging. Why not use a whistle to give commands? You could use one blow for go and two blows for stop!</p> <p>Provide a variety of online jigsaws on a computer or IWB. Show the children how to drag and drop the pieces into the correct position using the mouse or whiteboard pen. let the children select and complete jigsaws independently.</p>	<p>children to navigate the course. Encourage the children to walk and run down the rows. Change the design of the rows to include straight lines, zig-zags and circular pathways.</p>	<p>milk into different-sized jars and containers. Can anyone get the milk into a milk bottle?</p>	<p>Watch with the children. Can they observe what is happening to their bodies as they exercise?</p>
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<p>Personal, social and emotional development</p> <p>ONGOING – assessment of well-being and involvement/characteristics of effective learning</p> <p>Celebrate birthdays/family & community events</p>	<p>Find out about our favourite farmyard animal and explain why. Decide together one thing that they would like to know about that animal and write it as a question on a 'My favourite farmyard animal card'. Send the cards home for children to do their finding out with the help of parents and carers. Encourage them to bring their cards back, and share their findings with you.</p>	<p>Dough animals. Provide coloured play dough or modelling clay along with farmyard animal cookie cutters. Challenge children to share the resources and work together to create farmyard scenarios.</p>	<p>Invite a small group of children to play with a farmyard model. Ask the question 'Would you like to live on a farm?' Encourage the children to express their ideas, encouraging them to take turns and listen to others. Challenge the children to work together to decide how to set up the model, including where buildings, machinery and animals should go and why. Record their farm set-up by making maps and plans.</p>	<p>Encourage children to share the story 'The cow that laid an egg' with families and try making up a new version at home with titles such as 'The pig that laid sausages' or 'The chicken that laid nuggets. Family members can contribute different elements of the story. Share at school.</p>	<p>Find out about different kinds of bread and how it is used in cultural/religious festivals. Ask parents and relatives about their favourite breads. Bake at home and bring in bread to share.</p> <p>Make invitations for families to come to our farm shop.</p>
<p>Literacy</p> <p>ONGOING - PHASE 1 and 2 PHONICS – SEPARATE PLAN</p> <p>Rhyme time</p>	<p>Display fiction and information books about farms. Encourage children to look for books on our theme in the library or from home, using illustrations and text as cues. Provide opportunities to share their favourites and discuss why they enjoy/what they have discovered. Write a letter to a farmer asking questions about their job.</p>	<p>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 the children to join in with the phrases and rhymes as they become more familiar. Display words for animal names and sounds, encouraging</p>	<p>Display cue cards from 'Guess who?' as a matching game for children to explore. Encourage blending to read and highlight tricky words for spotting. 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. Provide a range of drawing and mark making materials for the children to respond</p>	<p>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.</p>	<p>Write and wipe! 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 and wipe them</p>

		children to use them as prompts for writing.	imaginatively to the story.		clean.
<p>Maths</p> <p>ONGOING – number rhymes and stories</p>	<p>Ask each child to choose their favourite animal and place it in the right column one at a time. When each child has chosen their favourite animal and added it to the chart, ask them to help you find out which animal is the most popular. Encourage the children to use the data to answer a range of questions including ‘Which animal is the most popular? Which animal is the least popular? How many more people like cows than sheep?’ Estimate how many animals are in each column before counting them.</p>	<p>Sprout beans and watch them grow. Measure them and keep a record of growth.</p> <p>Fill a Tuff Tub with a range of dried beans for children to handle and explore. Add jars or tubs and easy grip tweezers for picking up and sorting the seeds. Count how many we can pick up. Record results numerically.</p>	<p>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 several times using different amounts (1–10 or 1–20), allowing the children to handle, point or remove the sheep as they count them. When the children are confident counting the sheep, begin to take sheep away from various amounts. Ask the question ‘How many sheep are in the flock now?’ Continue the activity with different numbers of sheep, using mathematical language such as take away, less, subtract and counting back.</p>	<p>The hens have laid their eggs! Hide 10 or 20 brightly-coloured plastic eggs in the outdoor setting. Challenge the children to find the eggs and bring them back to you one at a time. As the children return the eggs make comments such as ‘This first egg was in the sand tray’ and ‘This second egg was in the bushes!’ After finding all of the eggs, ask the children to count them to find the total.</p> <p>Explore preposition vocabulary in a variety of contexts. Display the words alongside images and encourage children to use alternatives.</p>	<p>Sort farm animals into different groups – two legs/4 legs/can fly/can swim etc. Display groupings as venn diagrams and compare amounts.</p> <p>Encourage the children to taste different types of bread and guess what ingredients are in them. Set up a farm shop. Make bread, following a simple recipe. Observe changes that occur during the baking process. Sell their bread to customers.</p>
<p>Understanding the world</p> <p>ONGOING - Use computers and whiteboards, I-pads and</p>	<p>Learn about food that comes from farms in this country. Learn about seasonal fruits and vegetables.</p>	<p>Play baa bingo, operating the audio equipment independently. Notice the symbols for</p>	<p>Do the children know which animals produce milk? Show online video clips of cows and goats being milked by hand and</p>	<p>Use magnetic whiteboards and magnetic animals for independent play. Add magnetic letters for</p>	<p>My baby! Display picture cards of parent and baby animals on a magnetic whiteboard. Choose a parent</p>

<p>printers. Use cameras to take photos of each other. Use talking tins. Play with toys that have sound effects Audio stories</p> <p>Follow recipes to make a variety of things to eat.</p> <p>Choose computer experts each week. Their jobs could include checking that technology is switched on in the morning and off at the end of the day.</p>	<p>Distinguish between plant and animal sources of food. Learn about a balanced diet.</p> <p>Explore forces of pushing and pulling in a range of contexts.</p> <p>Set up a simple paint package on a computer, tablet or interactive whiteboard for the children to explore. Let them experiment with different colours, shapes and tools. Display a 'still life' composition for the children to copy.</p>	<p>play/stop/pause.</p> <p>Observing and sorting beans. Set out a table top with a variety of different beans. Display baskets with an example of each sort of bean stuck on a card. Ask the children to look closely at the various types of beans using hand lenses to observe their shapes and colours, making comparisons and noting their differences. Challenge children to work together to sort the beans into the correct baskets.</p>	<p>by machine. Provide different types of milk for the children to smell or taste, including cow, goat, sheep, coconut, soya and almond milk.</p> <p>When the children are happy with their farm layouts, record them by taking a digital photograph. Display each groups' photographs so children can compare them?</p> <p>Provide a 'Technology spotters sheet' for children to tick off technology they can see in and around the school. How many things did they spot?</p>	<p>children to spell animal names. Explore magnets generally and link to understanding of forces.</p> <p>Letter hunt! Provide lower case keyboards. Working with a small group or pairs, ask the children questions. Can they find the letter 'a'? Which letter is below the 'h'? Encourage the children to formulate questions for each other using prepositions, such as above, below and next to.</p>	<p>animal from the board and ask the children 'Can you find my baby?' Allow the children to make suggestions and come and pick the right card. Draw attention to similar features of parent and baby animals to help children match them. After matching all the animals correctly, match name cards to parent and baby animals.</p>
<p>Expressive arts and design ONGOING-Daily routine songs/Action songs Explore different kinds of music and respond through art or movement</p>	<p>Fruity prints! Halve a variety of fruits and vegetables and stick a fork into the back of each. Show the children how to hold the fork handle to press the halved fruit or vegetable into a thin layer of paint or ink. Children can transfer the printing 'tool' to paper and press down</p>	<p>Digital art! Ask the 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 touchpad and tools such as 'fill' and 'select' when using colours. Show the children how to print</p>	<p>Farmyard songs. Create new songs using familiar tunes. For example, use the tune of London Bridge is Falling Down to sing 'This is how we milk the cows, milk the cows, milk the cows, this is how we milk the cows, on the farm.' Encourage children to suggest actions, additional verses and learn each song by heart.</p>	<p>Seed shakers! Make easy seed shakers using plastic yoghurt cartons and a mix of dried seeds and beans. Encourage the children to choose different combinations and quantities to go in their shaker and explore the sounds they make. After</p>	<p>Provide a range of drawing and mark making materials for children to respond by drawing and writing about parent and baby animals.</p>

	<p>to make a simple print. Children can repeat this with different colours to experiment with designs and effects. Encourage the children to talk about the different textures and shapes of the fruit and vegetables and explain what happens when different colours mix. Provide a range of other natural materials for children to make prints. Include feathers, ears of wheat and corn on the cobs.</p>	<p>their designs when they have finished.</p> <p>Set up basic graphics software for children to paint animals, farm buildings and vehicles using a range of 2-D shapes. Reinforce drag and drop.</p>	<p>Encourage the children to add farmyard noises and instrumental sounds in time?</p> <p>Photocopying fun! Show the children the photocopier and explain what it does. Place a hand or other object on the screen and 'copy'. Decorate using coloured markers or cut around the hands using scissors.</p>	<p>choosing the content of their shaker, show children how to make the shaker top using greaseproof paper secured with an elastic band.</p>	
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