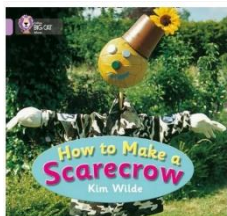


Down on the Farm

<p>Throughout our learning journey we strive to provide a wide range of <b>possibilities</b> which will help our children to develop aspirations and promote <b>independence</b> for their future lives. We are <b>ambitious</b>.</p>	<p><b>Creativity</b> underpins all areas of learning in our curriculum. We want children to be <b>enthusiastic</b> and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The <b>community</b> provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as <b>kind</b> and <b>confident</b> citizens. We are <b>respectful</b>.</p>
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Our texts for this theme are:  
*How to make a Scarecrow picture book (Kim Wilde)*  
*Little Red Hen*  
*Farmer Duck (Martin Waddell)*  
*On the Farm (Axel Scheffler)*  
*Oliver's Vegetables (Vivian French)*



During this theme we will develop our knowledge and Understanding of:

<p><b>Mathematics</b> by:</p> <p>We will be following the Mathematics Mastery programme for Reception and focusing on doubling, halving and working with number within 20.</p> <p>Unit 14: Shape and Pattern</p> <ul style="list-style-type: none"> <li>• Sorting 2D shapes on the basis of one and two criteria</li> <li>• Using 2D shapes to recognise, continue and create patterns</li> <li>• Describing and sorting 3D shapes on the basis of one and two criteria</li> <li>• Recognising, completing and creating patterns using 3D shapes</li> </ul> <p>Unit 15: Addition and subtraction</p> <ul style="list-style-type: none"> <li>• Adding by combining two groups</li> <li>• Exploring subtraction through partitioning into two sets and taking away</li> <li>• Solving problems through doubling and halving</li> </ul> <p>Unit 16: Money</p> <ul style="list-style-type: none"> <li>• Recognising the value of one penny and the value of coins</li> <li>• Exploring different combinations of coins that total 5p and 10p</li> <li>• To be able to give change from 10p</li> </ul> <p>Unit 17: Measures</p> <ul style="list-style-type: none"> <li>• Describing capacities of objects and using language about capacity</li> <li>• Comparing the volume of liquid in different containers</li> <li>• Comparing the weights of objects and using the language of weight</li> </ul> <p>Unit 18: Depth of numbers within 20</p> <ul style="list-style-type: none"> <li>• Exploring conservation of numbers</li> </ul>	<p><b>Literacy</b> by:</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Labelling plants</li> <li>• Writing captions and simple sentences about animals</li> <li>• Writing instructions to grow plants and vegetables and to bake bread</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Looking at non-fiction texts linked to information about the farm and how to grow things in the garden</li> <li>• Reading a range of texts looking at the habitats of different animals</li> <li>• Reading instructions linked to growing plants and vegetables</li> <li>• Applying phonic knowledge to decode regular words and read them aloud accurately</li> </ul> <p><u>Key Vocabulary</u>  Capital letter, full stop, phonics, grapheme, phoneme, digraph, trigraph, sentence, sequence, rhyme, verse, story, description, finger space, characters.</p>
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- Applying knowledge of addition, subtraction and doubles within numbers to 20
- Counting forwards and backwards from any given number to 20

Unit 19: Numbers beyond 20

- Using number names up to the value of 50
- Comparing numbers within 50
- Exploring one more and one less within 50

Key vocabulary.  
Addition, subtraction, one more, one less, one fewer, one greater, full, half full, empty, nearly full, nearly empty, heavy, heavier, heaviest, coin, value, cube, cuboid, sphere, cylinder, triangle, square, oblong, circle

We follow the Mathematics Mastery scheme of learning, supplemented by White Rose.

Understanding the World by:

People and Communities

- The children learn to have an understanding of themselves, their families and their local community. They will understand the role of farmers, shopkeepers and those who help us in the environment. They will be given opportunities to develop these skills within the continuous provision.

The World

- Planting seeds, bulbs and growing our own vegetables
- Tasting a range of vegetables
- Growing wheat grass
- Looking at animals and their habitats
- Investigating animals and their young
- Baking bread

This area of learning and development will also be supported by the Religious Education scheme of learning

Technology

- Using the Purple Mash program to label pictures of plants and vegetables
- Using age appropriate software to research animals and their habitats
- Using the keyboard to label or write a caption.
- Using the interactive whiteboard to interact with age appropriate software
- Researching technology that supports farming

This area of learning and development is supported by the Purple Mash scheme of learning for computing.

Expressive Arts and Design by:

Exploring and using media and materials

- Printing with flowers and vegetables
- Investigating mixing colours to create shades linked to flowers and plants
- Little Red Hen collages
- Printing funny 'veggie' faces
- Creating wooden spoon scarecrows
- Creating farm animal face masks

Key Vocabulary  
Print, red, blue, yellow, seeds, collage

Being Imaginative

- Listening and responding to different styles of music
- Singing or singing along to nursery rhymes and action songs related to the farm e.g. dingle, dangle scarecrow
- Playing classroom instruments to explore music
- Studying the units "Big Bear Funk\*" and "Reflect, Rewind and Replay\*" which consolidates the learning from the year.

Key vocabulary:  
Beat, pulse, lyrics, pitch, rhythm, verse

This area of learning and development is supported by the Charanga scheme of learning for music

**\*Charanga Units**

<p><u>Key vocabulary</u> Growing, planting, soil, compost, change, spring, summer, autumn, winter, seeds, seedling, similarities, differences, patterns, change, observe, plants, animals, natural objects, growth, decay, environment, strength, strong, habitats, young</p>	
<p><u>Personal, Social and Emotional Development</u> by:</p> <p><u>Making Relationships</u></p> <ul style="list-style-type: none"> <li>Children will be provided with opportunities to play cooperatively with their peers and taking turns with other</li> </ul> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>Children will begin to develop their confidence in speaking within large groups. They will be provided with opportunities to talk about their ideas, and offer their opinions.</li> <li>Children will perform action songs to parents and carers</li> </ul> <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> <li>Learn about relationships</li> <li>Talk about celebrating differences</li> </ul> <p><u>Key vocabulary</u> Relationships, differences, celebrating, changing me</p> <p>This area of learning and development is supported by the <u>JIGSAW</u> scheme of learning.</p>	<p><u>Communication and Language</u> by:</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Talking about events</li> <li>Following stories and making predictions about what might happen</li> </ul> <p><u>Key Vocabulary</u> talk</p> <p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>The children will be provided with opportunities to listen to a range of stories and non-fiction texts and respond with relevant comments and questions.</li> </ul> <p><u>Key Vocabulary</u> Fiction, non-fiction, contents page, index, front cover, headings, subheadings, photographs, picture captions, glossary, story</p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Children will be continuing to develop their skills in answering how and why questions about their experiences and in response to stories or events.</li> </ul> <p><u>Key Vocabulary</u> how, why</p>
<p><u>Physical Development</u> by:</p> <ul style="list-style-type: none"> <li>Physical Education lessons will take part on a Wednesday morning. Throughout Summer 1 we shall be covering Outdoor Adventure - Fun Games with Friends. Summer 2 will be Athletics - Fun with Quoits and Cones.</li> <li>On-going provision both inside and outside the Foundation Stage</li> <li>Finger gym activities also covered during our morning busy activities</li> <li>Being healthy</li> <li>Dressing will be ongoing through modelling, supporting and planning resources through the enabling environment for instance role-play self-care tasks such as eating, dressing and washing</li> <li>Developing fine motor skills such as: using scissors, glue sticks, paintbrushes, jigsaws etc</li> </ul> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>Plant wheat grass and talk about healthy foods that help us to remain healthy people</li> <li>Try a range of vegetables and talk about the importance of healthy meals and healthy options</li> <li>Participate in structured PE sessions and talk about the importance of keeping active to help us to remain healthy</li> </ul> <p><u>Key vocabulary:</u> Healthy food, variety, exercise, eating, sleeping, safety</p> <p>This area of learning and development is supported by the IPEP scheme of learning.</p>	