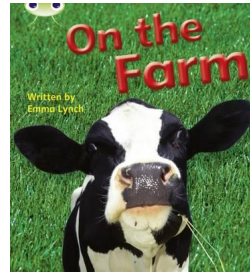
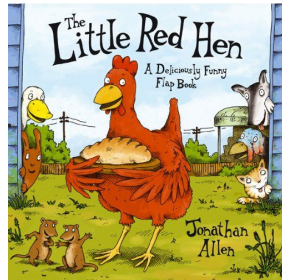


Year Foundation Stage

Down on the Farm



Term	Topic Name	Key Text / supporting texts	Key Focus
Summer 1	Down on the Farm	The Little Red Hen Non fiction texts on farm animals Farmer Duck / What the Ladybird heard	Farm animals / Growing

Understanding of the World objectives coverage

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>What do you know about farms and farm animals?</p> <p>Which food comes from farms?</p>	<p>What happens on a farm?</p> <p>Which animals live on a farm?</p> <p>What are baby animals called?</p> <p>What do you know about a pig/cow/sheep/donkey/hen/horse?</p> <p>What does a farmer do?</p> <p>Where does ham/ burgers/ milk / chicken nuggets/ bread/ cheese/ butter / cereal come from</p> <p>How is bread made?</p>	<p><u>The World</u> ELG They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>40-60months Look closely at similarities, differences, patterns and change</p>	<p>To identify different farm animals and their babies</p> <p>To describe what animals look like using correct vocabulary (tail, snout, trotters, bek)</p> <p>To sort and classify different types of animals.</p> <p>To investigate what plants need to grow</p> <p>To sequence events/ stages of a story</p> <p>To sequence the growth of a plant</p> <p>To sequence the steps of making bread</p> <p>To reason and speculate where different foods come from</p>

PSHE

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>How can we work as a team? (Collaboration)</p> <p>Linked to the Little red Hen/ Farmer Duck)</p>	<p>Using the stories as a starting point to discuss: 'The Little Red Hen' How did hen feel when nobody would help? Should the animals have helped? Why? Should the hen have shared the bread? 'Farmer duck' Was it fair that the duck did all the work? Why not? How did the other animals help the duck? How did they all work together at the end of the story?</p>	<p><u>Making relationships</u> ELG Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity</p> <p><u>Managing Feelings & Behaviour</u> ELG They work as part of a group or class, and understand and follow the rules.</p>	<p>To explore ways of working together on an idea, game, project, creation with a shared outcome. Which roles will you take?</p> <p>To discuss how they can work together on joint activities.</p> <p>To recognise each other's skills and how they can be useful e.g. " You hold it there and I'll put the tape on" if building a junk model.</p> <p>To recognise when they are working together as a team and discuss how this has worked.</p>

Expressive Arts and Design

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>What will you use?</p>	<p>What does it look like? How will you make it? What will you use? How will you join it together? Does it work? Do you need to change it? How could you make it better? How do vehicles move?</p>	<p><u>Media and Materials</u> (40-60) •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Being Imaginative</u> (40-60) •Create simple representations of events, people and objects • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>To select appropriate materials and resources to make a range of models using a range of resources</p> <p>Outside To select appropriate materials and resources to create and construct farm vehicles / animal pens</p>
<p>What is going to happen?</p>	<p>Who are you going to be What will happen in your game? What will you need (props)</p>	<p>•Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>To represent different roles and events according to their own interests as well as through farm role play/ acting out stories (key texts)</p>

Physical Development

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>What is healthy eating?</p> <p>What makes us a healthy person?</p>	<p>Which foods are good for us?</p> <p>Why are these foods good for us?</p> <p>Which healthy foods do you like?</p> <p>How many fruits and veg should you eat every day?</p> <p>Can you eat unhealthy foods?</p> <p>What is exercise and why is it good for you?</p> <p>Why do we wash our hands?</p> <p>Why do we brush our teeth?</p>	<p><u>Health and Self Care</u> ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>To identify and sort healthy/non healthy foods</p> <p>To discuss which fruits and vegetables they enjoy</p> <p>To discuss what makes us healthy</p> <p>To recognise what exercise is important and what effect it has on our bodies</p>

English coverage

<u>Text types</u>	<u>Outcomes</u>
The Little Red Hen	Write instructions for making bread Sequence the story
Nonfiction - Facts about buses and other transport	Write facts about animals