

Down on the Farm



Spring 2

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p><i>Checkpoint</i></p> <p><i>Can they shift from one task to another if attention is fully obtained? (Age 3)</i></p> <p><i>Is the child using sentences of 4-6 words? (Age 4)</i></p> <p><i>Can they answer simple "why" questions? (Age 4)</i></p> <p><i>Is the child using "because", "or" "and" to join sentences? (Age 4)</i></p> <p><i>Is the child using future and past tense? (Age 4)</i></p>	<p><i>Checkpoint</i></p> <p><i>Can they take turns and share with others, with adult support? (Age 3)</i></p> <p><i>Can they settle at activities for a while? (Age 3)</i></p> <p><i>Do they play alongside others or on their own (Age 4)</i></p> <p><i>Do they take part in pretend play? (Age 4)</i></p> <p><i>Do they take part in pretend play with different roles? (Age 4)</i></p> <p><i>Can they negotiate solutions to conflicts in play? (Age 4)</i></p>	<p><i>Checkpoint</i></p> <p><i>Discuss healthy eating with children</i></p> <p><i>Talk with parents about oral hygiene (Brushing Buddies)</i></p> <p><i>Are children dry during the day? (Age 4)</i></p> <p><i>support with toilet training</i></p>

Communication and Language		Personal, Social and Emotional Development	Physical Development
<p>Talk about what they see using a wide range of vocabulary.</p> <p>Use longer sentences of 4 to 6 words</p> <p>Use talk to organise themselves and their play.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>		<p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can play Spider-man in the game.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb apparatus using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent meeting their own care needs.</p>
Literacy	Mathematics	Understanding of the World	Expressive arts and design
<p>Birth to Three</p> <p>Notice some print, such as the first letter of their name or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Three and Four Year Olds</p> <p>Engage in extended conversations about stories learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their writing.</p>	<p>Birth to Three</p> <p>Compare amounts saying lots, more or same.</p> <p>Three and Four Year Olds</p> <p>Say a number for each item in order 1, 2, 3, 4, 5</p> <p>Link numerals and amounts.</p> <p>Experiment with own marks and symbols as well as numerals.</p> <p>Compare quantities using language more than and fewer than.</p> <p>Understand position through words alone.</p> <p>Make comparisons between objects relating to size, weight.</p>	<p>Talk about what they see, using a wide range of vocabulary.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment.</p> <p>Show interest in different occupations.</p>	<p>Begin to develop complex stories using small world equipment like animal sets.</p> <p>Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing detail and complexity, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p>

PSED

- Set up a farm small world area. Children to think of rules for playing with the farm. How will they look after it? How many children should play with it at one time? How can they share the toys fairly?
- Play a parachute game to encourage children to work together and place a soft animal on the parachute and ask the children to work together to make it jump high or low.
- Talk about the feelings of the characters and how they change throughout the story.

Literacy

- Read a range of traditional farm stories e.g. 3 little pigs, 3 billy goats, farmer duck, Rosie's walk and Pig in the Pond.
- Sing familiar nursery rhymes and songs.
- Introduce initial sounds for animal names.
- Set up the small world for children to retell stories.
- Farm themed mark making trays.

Mathematics

- Weigh the food in the farm role play.
- Count the eggs in the hen coop, how many have you got? Record the number.
- Use a soft toy farm animal to explore positional language.
- Sing counting songs e.g. 5 little ducks.
- Sort animals in different ways.
- Practise writing numbers in mark making trays.

Communication & Language

- Explore vocabulary related to farms.
- Sing farm themed nursery rhymes such as "Old McDonald Had a Farm"
- Children to use the Three Little Pigs story spoons to retell the story. Imagine the conversations the characters might have with each other.
- Farm animals listening game.
- A range of description animal games to practise listening skills.

Understanding the World

- Talk about who works on a farm. What jobs need to be done?
- Talk about how to look after the animals on a farm. Do any of them have experience looking after a pet?
- Sort animals into two groups - which animals live on a farm? Which live in the jungle?
- Learn in depth about an animal of the children's choice.
- Set the Beebot up as a pig or wolf, Use it to follow the Three Pigs Map.
- Create a small world farm tray for the children to explore, cereal, grains, real vegetables alongside small world animals.
- Children to explore matching adult and baby animals.

Physical Development

- Play a farm themed movement game. Decide an action for each animal. Children do the action when the animal name is called out.
- Use scissors to cut up leafy greens for the farm animals.
- Create a cow to milk. Draw a large picture of a cow fill a rubber glove with water to "milk".
- Pretend to be a horse and jump over the "Fences".

Expressive Arts

- Farm role play area. Children to role play looking after the animals.
- Provide a range of musical instruments for children to play along to "Old McDonald Had a Farm".
- Explore colour mixing by providing children with red and white paint to create pink piglets.
- Make paper plate animal masks.
- Make a farm using a variety of large construction.
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Vocabulary

Barn	Pig	Weight
Farmer	Piglet	Heavy
Tractor	Horse	Light
Field	Foal	Big
Goose	Goat	Small
Cockerel	Kid	Middle sized
Hen	Frog	More
Duck	Frogspawn	Less
Duckling	Tadpoles	Behind
Sheep	Eggs	In front
Lamb	Stable	Next to
Chicken	Hay	In
Chick	Animal food	Under
Cow	Grass	On top
Calf	Crops	Through

Children's Ideas:



P4C Prompts

(Starting points - may change with children's responses)

What does hungry mean?

Which of these scarecrows would be best at scaring the birds away? Why?

Why didn't the first little pig let the wolf into his house?

Why are houses made of bricks?