

Farm to Food

Autumn 1

Communication and Language

As speakers and listeners, we will

- Understand how to listen carefully and why listening is important.
Listen and follow carpet time rules in small and large groups.
- Use new vocabulary throughout the day.
Use weekly taught vocabulary at activities.
- Describe events in some detail.
Retell stories with puppets and props, talk about their holidays and past experiences at farms or in shops.
- Develop social phrases.
Good manners modelled throughout the day.
Provide opportunities for teamwork to encourage social phrases such as 'Thank you', 'Nice to meet you', 'Please can you help me?'
- Engage in story times.
Listen to stories, asking questions and relate the information to their own experiences.

Writing

As writers, we will

- Form lower-case letters and capital letters correctly.
Learn to write their name independently in a range of contexts with the correct letter movements.
Be able to write anticlockwise movements and retrace lines to prepare to write letters correctly.
Begin to form lower-case letters correctly in letter movement groups.
- Spell words by identifying the sounds and then writing the sound with letters.
Identify the initial and final phonemes and sort objects to match.
Use taught initial and final phonemes to begin to write CVC words.

Personal, Social and Emotional Development

As happy and confident people, we will

- See myself as a valuable individual
Children are happy and confident coming into school, knowing that they are valued as part of the Reception class team.
- Build constructive and respectful relationships.
Introduce themselves and play cooperatively with a range of children.
Share and take turns with resources.
Listen and take into account what other children say.
Participate in small group activities, being confident to interact with others.
Teach the Springbank STARS story and share books based on the values.
Discuss teamwork relating to the Little Red Hen and Farmer Duck stories.

Physical Development

As athletes, we will

- Revise and refine the fundamental movements skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
Experiment with different ways of movement, both in taught Physical Development sessions and in outdoor play.
Use the acquired movements to represent farmyard animals.
- Develop my small motor movements so that I can use a range of tools competently.
Writing activities, tweezer activities, using scissors to cut patterns, eating with a knife and fork.
Teach basic cutting skills when making fruit salads.
- Know and talk about the different factors that support my overall health and wellbeing: healthy eating and having a good sleep routine.
Using farm foods to create healthy meals, fruit/vegetable tasting.
Discuss good sleeping patterns for school.

Reading

As readers, we will

- Read individual letters by saying the sounds for them.
Learn the phonemes to Phase 2 letters, in accordance with the Jelly and Bean books used to teach reading at a decodable level.
- Blend sounds into words.
Begin to blend simple CVC words containing previously taught phonemes.
- Demonstrate understanding of what has been read to them by retelling stories and narratives.
Be able to talk about and retell 'The Little Red Hen' and 'Farmer Duck'.

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Mathematics

As mathematicians, we will

- Count objects, actions and sounds.
Be able to count to 10.
Count farmyard counters, animals in the small world farm, count farmyard sounds, count animal movements.
- Subitise up to 5.
Use a range of dice that represent number in different ways including tally marks, fingers, dots etc.
Subitise animals in farm pens.
- Link the number symbol (numeral) with its cardinal number value.
Recognise numerals to 5, then 10.
Link numerals to amounts.
- Continue, copy and create repeating patterns.
Create farm/food patterns relating to colour, size and object to a repeating pattern of more than 2 variables.
Use 2D and 3D shapes, using mathematical vocabulary to create arrangements and pictures such as a scarecrow.

Understanding the World

As historians, geographers, scientist and positive citizen, we will

- Comment on images of familiar situations in the past.
Explore and investigate farming in the past.
Explore machinery used in the past and compare to new farming methods.
Look at local farms (where children may have visited) when they first opened such as White Post Farm.
Look at local fruit picking venues and relate to the school allotments and berry bushes.
Compare images of Eastwood in the past and present to discuss decline of farms- Link to local transport links to transport food.
- Talk about members of my community.
Discuss local farms and farmers.
Explore the websites of the local bread factories (Hovis and Warburtons). Discuss the positive impact for local people of Eastwood.
- Draw information from a simple map.
'Read' a simple farm map and provide opportunities for children to create their own farm maps.
Document seasonal walks with journey maps and journey sticks.
- Recognise that people have different beliefs and celebrate special times in different ways.
Look at how people celebrate Harvest Festival. (Discuss the links with upcoming Thanksgiving in America)
Participate within the traditional Springbank Harvest Festival.
- Understand the effect of changing seasons on the natural world around them.
Complete an autumn walk around school- looking at the changing colours of leaves on the trees.
Explore bread around the world with our senses. (Baguette, pitta bread, soda bread, bagel, brioche, naan, ciabatta and their corresponding countries).

Expressive Arts and Design

As artists/ dancers/ musicians/ performers, we will

- Return to and build on my previous learning and refining ideas.
Build on the Nursery learning and vocabulary taught. (Animal names)
- Create collaboratively sharing ideas, resources and skills.
Create props for role play including masks and backdrops.
Bake bread in small groups for the Harvest Festival.
Work as a team to build a small world farm.
Make a class/small group scarecrow.
- Sing in a group or on my own, increasingly matching the pitch and following the melody.
Sing farm songs such as Dingle, dangle scarecrow, Old McDonald, Combine Harvester, The farmer plants his seeds, Baa Black Sheep, Jumping up and down on a tractor.
Sing Farmers in his den.
Poem- Farmyard.
- Develop storylines in my pretend play.
Farm, factory, shop, kitchen role plays, small world farm, animal hand puppets.

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Children's Ideas

