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**Hollinsclough Academy Medium Term Planning**

**Year Group(s): Nursery/ Reception Topic: On the Farm**

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| **Prior Learning & Knowledge** *(what knowledge of this topic do the children already have/ include pupil interests)*In this unit, there will be opportunities to learn lots of new aspects as well as recap things the children have covered in past topics. Children will learn about the importance of farms and farmers (linking back to local heroes from previous topic), where certain produce comes from, such as milk and vegetables (covered in previous topics), animals and their babies (life cycles), farms in this country compared with farms around the world, how farming has changed through the years with the introduction of new technology and how the changing seasons affect farming and crops growing (covered in previous topics). The children will also have the opportunity to visit a farm park to observe all the different kinds of animals. |

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| **Learning outcomes and skills:** *(make it clear which objectives relate to which year group if mixed age)***Nursery:***Show an understanding of different occupations (people who help us)**To explore key features and objects related to the current season**To begin to talk about how things change**To talk about the different seasons**To talk about places that are familiar to them or what they have seen in books and stories**Talk about what they see**To talk about different settings and communities based on personal experiences**Explore and begin to talk about how things work***Reception:***Talk about the lives of the people around them and their roles in society**Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps**Explore the natural world around them, making observations and drawing pictures of animals and plants**Understand the past through settings, characters and events**To talk about the similarities and differences of two different environments/ locations**Know some similarities and differences between the natural world around them and contrasting environments**Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter* |

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| **Key concepts:**In this unit, the children will:• Understand the importance of the role farmers have in our communities• Understand how farming has changed through the years and compare farming equipment then and now• Compare different kinds of farms, where in the world they are and what they look like, e.g. dairy farm, mushroom farm etc.• Have a good understanding of where a lot of our food comes from• Understand how different times of the year are important for farmers, such as when to plant seeds and when to harvest the produce, and how the seasons and weather influence this• Use a wide vocabulary linked to farms | **Key vocabulary:**Farm, animals, produce, transport, tractors, machinery, seasons, weather, planting, growing, farmer, jobs, farm house, field, soil, climate, hay, insects, stable, grass, flock, harvest, cattle, agriculture, nature, nutrients, pesticides, sowing, dairy, eggs, milk, fruits, vegetables, hive, honey, meat, fair trade, land, landscape, environment, adaptation |

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| **Continuous Provision:See weekly planning sheet** |

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| **Resources:See activites**  |

**Teaching sequence suggestion**

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|  | **Learning Objectives** *(for each year group)**EYFS- include area of learning and TMPF score E.G. EAD(BI)7* | **Teaching Activities** (To include adaptations in task, questioning and skills for each year group and mixed age year group) |
| W.C.08/04/2024Book:Farmyard HullabalooAnimals and their homes | Nursery- UTW (PC&C) - *To talk about different settings and communities based on personal experiences and information gathered from stories and texts.*Reception- UTW(PC&C) 8- *Can describe and compare different settings and environments based on personal experiences and information gathered from stories and texts.* | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week1Remind the children of what our topic is this term. Ask the children if all animals live on farms and where other animals live. Ask if any of them know what an animals’ home is called. Explain that they are called habitats.Read the story ‘This is a Home’, stopping for discussions. Encourage discussions about different environments and what they look like, feel like (e.g. wet, snowy, dry, etc.). After the story, give some more examples of where different animals live, (e.g. camels, snakes, sloths, etc.). Nursery- Animal and their habitat matching cards as a group with supportRec- Animal and their habitat matching cards independently | **C&L**N- Can sort objects into simple groups and links vocabulary by groupingsR-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
| W.C.15/04/2024Book:F is for FarmBaby pictures-Your own history(Children to bring in pictures of themselves as babies) | Nursery- UTW (P&P) 6- *Begin to make sense of their own life-story, using photos and other special objects.*Reception- UTW (P&P) 9- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class* | Go over the 4 season with the children. Ask children if they know what season we are in. Explain that we are in Spring and ask them what happens in Spring. Remind them that they will be seeing lots of baby animals soon as this is when a lot of them are born. What species of animal babies will we be seeing? (E.g. lambs, calfs, chicks). Ask the children how these animals change as they get older. Ask the children if they can remember being babies. Hold each picture of the children up as babies one at a time and ask if they know who it is. Ask the child to talk about how they have changed from when they were a baby to now.Nursery- Draw a picture of themselves nowRec- Write a simple sentence about how they have changed from a baby | N- Answers questions about the past, present and futureR- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| W.C.22/04/2024Book:Farmer DuckWhat jobs does a farmer have to do? | Nursery- UTW (P&P) 6- *Show interest in different occupations.*Reception- UTW (P&P) 8- *To talk about the roles of people in their community and from the past.* | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week3From this mornings book, ask if they can remember any of the jobs that Farmer Duck did.Go through the PP with the children.Nursery- Cutting and sticking farm animals in the correct place on the farmRec- Write a sentence about each picture on what farmers have to do | N- Readily learns new words from their experiences, including specific labels for thingsR- Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’ |
| W.C.06/05/2024Book:Little Red HenFairtrade | Nursery- UTW (PC&C) 6- *Continue developing positive attitudes about the differences between people*Reception- UTW (NW) 9- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class* | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week4Ask the children if they have ever heard of Fairtrade. Ask if they know what it means. If not, explain it by breaking the word into fair and trade and talk about those words individually before putting it all together.Go through the PP.Nursery- Colouring the rainforestRec- Matching foods with their source | N- Engage in non-fiction booksR- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary |
| W.C.13/05/2024Book:Cock-a-moo-mooFarms/cities | Nursery- UTW (P, C&C) 6- *To talk about places that are familiar to them or what they have seen in books and stories.*Reception- UTW(NW) 9- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week5Ask the children if they know where they live. Is it a farm? A village? A town? A city? How do they know it’s that? What features does it have? Explain that we will be looking at comparing a city and a farm. Ask if they know any features of a farm and then a city.Go through the PP with the chn.On the IWB, draw a line down a clean page on paint. On one side, draw a farm together, going through the features of a farm. On the other, draw a picture of a city, again going through the features.Nursery- Draw their houseRec- Draw a picture of 2 different environments- a farm and a city | N- Uses longer sentences of 4-6 wordsR- Links ideas and sentences, sticking to a main topic |
| W.C.20/05/2024Book:Lucy LambFarming then vs. now | Nursery- UTW (P&P) 6- *Show interest in different occupations.*Reception- UTW(P&P) 9- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week6Ask the children if they know how farmers do their jobs and what equipment they use to do this.Go through the pictures with the children and encourage discussion about each oneNursery- Sorting farming then vs. now in a group with supportRec- Sorting farming then vs. now independently | N- Answers questions about the past, present and futureR- Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’ |
| W.C.27/05/2024Book:Baa! Moo! What Shall We Do?Farming life in other countries | Nursery- UTW (P, C&C) 6- *To talk about other people and places in a positive manner.*Reception- UTW(P, C&C) 9- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. | Resources saved in Curriculum>EYFS>Summer1>Resources>History&Geography>Week7Discussion about different kinds of farms and what produce we can get from different farms.Go through the PP.Nursery- Making a farm mapRec- Write in the country where the produce is from | N-Understands and can answer simple ‘how’ and ‘why’ questions.R- Hold conversation when engaged in back and forth exchanges with their teacher and peers. |
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| **Assessment**  *(linked to learning outcomes for each year group)* |
| **Emerging** | **Secure** | **Exceeding** |
| N-UTW (P&P and P,C&C) 5- Has a sense of their own immediate family.UTW (P&P and P,C&C)5 - In pretend play, imitates everyday actions and events from their own family and cultural background.R-UTW (P&P) 7- To talk about the different jobs people, do within the communityUTW (P&P) 7- To talk about the different seasons.UTW (P&P) 7- Comment on images of familiar situations in the past.UTW (P, C&C) 7- Talk about their immediate community/ locality *for example village, street, town etc*UTW (P, C&C) 7- *Can talk about how some environments are different to the one in which they live.* | N-UTW (P&P) 6- Show interest in different occupations.UTW (P&P) 6- To explore key features and objects related to the current season.UTW (P,C &C) 6- To talk about places that are familiar to them or what they have seen in books and stories.UTW (P,C &C) 6- To talk about other people and places in a positive manner.UTW (P,C &C) 6- Notice differences between people.R-UTW (P&P) 8- To talk about the roles of people in their community and from the past.UTW (P&P) 8- To begin to talk about objects from the pastUTW (P&P) 8- To explore seasonal change | N-UTW (P&P) 7- To talk about the different jobs people, do within the communityUTW (P&P) 7- To talk about the different seasons.UTW (P&P) 7- Comment on images of familiar situations in the past.UTW (P, C&C) 7- Talk about their immediate community/ locality *for example village, street, town etc*UTW (P, C&C) 7- Can talk about how some environments are different to the one in which they live.R-UTW (P, C&C) 9- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and mapsUTW (P, C&C) 9- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in classUTW (P, C&C) 9- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.UTW (P&P) 9- Talk about the lives of the people around them and their roles in society.UTW (P&P) 9- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUTW (P&P) 9- Understand the past through settings, characters and events encountered in books read in class and storytelling. |