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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:**  *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*  *Talk about what they see*  *Explore and begin to talk about how things work*  *Explore natural materials indoors and outside*  *Use all their senses in hands on exploration of natural materials.*  *Explore the natural world and objects from the natural world.*  **Reception:**  *To explore seasonal change*  *Begin to talk about and sort animals and plants by their features*  *Record their observations of plants and animals through drawings and labels*  *Understand the key features of the life cycle; of a plant and an animal*  *Explore the natural world around them, making observations and drawing pictures of animals and plants*  *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:   * Observe and draw a picture of an animal and use related vocabulary to label them (e.g. hooves, tail etc.) * Understand how the seasons and weather affect farming * Understand and talk about the life cycle of an animal * Undertand and talk about the life cycle of a plant * Be able to name a variety of animals * Be able to group animals by certain features or similarities * Use a wide vocabulary linked to farms | **Key vocabulary:**  Farm, animals, cow, calf, bull, sheep, lamb, goat, kid, horse, donkey, foal, cat, kitten, dog, puppies, chicken, chicks, duck, duckings, goose, geese, gosling, life cycles, 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, herbivores, carnivores, omnivores, fair trade, fish, mammal, bird, reptile, insect. |

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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.  08/04/2024  Book:  Farmyard Hullabaloo  Sorting animals | Nursery- UTW (NW) 6- *Talk about what they see, using a wide vocabulary.*  Reception- UTW (NW) 8- *Begin to talk about and sort animals and plants by their features.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week1  Ask the children if they have ever seen or visited a farm before. Allow children to tell their past experiences. Then ask if they can name an animal that lives on a farm. Ask the children why they think these certain animals live on farms. Tell the children that each animal that lives on a farm has a very important job. Go through the PP with the children.  Nursery- Discussions about what the different animals look like, e.g. colours, their features, where they live etc.  Rec- Sorting types of animals | | | **C&L**  N- Holds simple conversations but may jump from topic to topic  R-Use talk to help work out problems, share feelings and organise ideas. |
| W.C.  15/04/2024  Book:  F is for Farm  Animal lify-cycles | Nursery- UTW (NW) 6- *Talk about what they see, using a wide vocabulary.*    Reception- UTW (NW) 8- *Understand the key features of the life cycle; of a plant and an animal.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 2  Show the children some pictures of farm animals with their babies and ask if they can say the animals name and the correct term for their baby (e.g. horse and foal, cow and calf). Start off by talking about their own history, (e.g. we start off as babies, then toddlers, then children, then teenagers, then adults, then elderly. Explain that all animals have their own life cycles and all look different depending on the animal. Explain to the children we will be looking at the life cycle of a hen. Note any similarities or differences to the human life cycle as you go through the PP.  <https://www.youtube.com/watch?v=1mGgj-F8pvc>  (Video of chicks hatching)  Nursery- Matching animals with their babies  Rec- Order the life cycle of a hen and write a simple word about each stage (e.g. hen, egg, crack, chick) | | | N- Readily learns new words from their experiences, including specific labels for things  R- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary |
| W.C.  22/04/2024  Book:  Farmer Duck  Seasons and weather | Nursery- UTW (NW) 7- *Understand the effect of changing seasons on the natural world around them.*  Reception- UTW (NW) 9- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 3  Ask the children what they all had for breakfast. Explain that if it wasn’t for farms and farmers, they may not have been able to have their favourite thing for breakfast. Each item the children have for breakfast, ask them where they think it comes from. If they cannot guess, explain where each thing came from (e.g. toast is bread that has wheat and grains in that farmers grew, if they had cereal both the cereal and milk is most likely from a farm in the UK).  <https://www.funkidslive.com/learn/the-grain-chain/the-farming-year/>  Watch this video with the children, stopping for discussions and relating it to their own experiences.  Nursery- Draw a picture of the weather in each box  Rec- Draw a picture of the weather in each box with discussions about what happens on the farm during that season | | N- Briefly talks about past or future events  R- Uses past, present and future tenses with grammar that is generally correct | |
| W.C.  06/05/2024  Book:  Little Red Hen  Plants life cycles  (Can chn send in pictures of their growing plants before lesson) | Nursery- UTW (NW) 6- *Observe and talk about growing plants.*  Reception- UTW (NW) 8- *Understand the key features of the life cycle; of a plant and an animal.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 4  Ask the children if their plants are still growing at home and if so, what does it look like now? If children have sent in pictures, have a look at them as a class and discuss each one. What have they done to look after it? What has it needed? How tall is it?  Explain that on farms, there are loads of growing plants. Ask the children if they can remember any of the stages of a growing plant. Go through the PP, stopping for discussions and relate to their experiences.  Nursery- Sequence the life cycle of a plant  Rec- Sequence the life cycle of a plant and write a word for each stage (e.g. seed, roots, leaves, flower) | N- Answers questions about the past, present and future  R- Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’ | | |
| W.C.  13/05/2024  Book:  Cock-a-moo-moo  Wind farms- electricity | Nursery- UTW (NW) 7- *Explore and talk about different forces they can feel, such as wind.*  Reception- UTW(NW) 9- *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 5  Ask the children what we are learning about this term. Explain that we are learning all about farms and farm animals and why they are important. Explain that not all farms grow crops. Ask if they can think of what else comes from farms. If they cannot guess, explain that there are such things as wind farms. Ask the children if they know what that means. Show the PP to the children and ask if they know what the pictures are of. If they cannot guess, explain that they are called wind turbines. Then ask if anyone knows that they do and what they are for. Look at all of the different pictures, looking at the backgrounds aswell, thinking about where the wind turbines are. Explain that these are wind farms and what happens at a wind farm. Give the children a super simple explanantion of how wind can be used to give things power.  Children can make their own windmills and take them outside to see what happens when wind hits them.  Nursery- Decorate pre-made windmills  Rec- Making a windmill | N- Understands and can answer simple ‘how’ and ‘why’ questions.  R- To explain how things, work and why they might happen (real events) | | |
| W.C.  20/05/2024  Book:  Lucy Lamb  Signs of Spring | Nursery- UTW (NW) 6- *Explore the natural world and objects from the natural world.*  Reception- UTW(NW) 8- *Record their observations of plants and animals through drawings and labels.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 6  Ask the children if they can remember what the 4 seasons are and recap. Remind the children that as previously learnt, each season has it’s own weather. Go through the seasons and ask the children if they can say what the weather is like. Ask the children if they know what season we are in now. Explain that we are in Spring and that there are lots of things around us that tell us Spring is here. Go through the PP with the children.  Nursery- Find a spring flower and draw it  Rec- Find a spring flower and draw and label it | | N- Understands instructions containing 3 key words  R- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | |
| W.C.  27/05/2024  Book:  Baa! Moo! What Shall We Do?  Sorting animals by features | Nursery- UTW (NW) 7- *To talk about the main features of plants and animals.*  Reception- UTW(NW) 8- *Begin to talk about and sort animals and plants by their features.* | Resources saved in Curriculum>EYFS>Summer1>Resources>Science>Week 7  Ask the children to name as many animals as they can in a minute and write them on WB as they name them. Once the minute has finished, ask if these animals all look the same and how are they different (e.g. some have 2 legs, some 4, some have tails, some do not, etc.) Explain that all animals are different and have unique features. Go through the PP with the children, stopping for discussions.  Nursery- Sorting animals by how many legs they have  Rec- Sorting animals by features | | N- Can sort objects into simple groups and links vocabulary by groupings  R-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. | |

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| **Assessment**  *(linked to learning outcomes for each year group)* | | |
| **Emerging** | **Secure** | **Exceeding** |
| N-  UTW (NW) 5- Notices detailed features of their environment.  UTW (NW) 5 - Explore and respond to different natural phenomena in their setting and on trips.  R-  UTW (NW) 7 Explore and talk about different forces they can feel, such as wind.  UTW (CM) 7 Understand the effect of changing seasons on the natural world around them.  UTW(NW) 7 Begin to understand the need to respect and care for the natural environment and all living things. | N-  UTW (NW) 6- Explore the natural world and objects from the natural world.  UTW (NW) 6- Explore and begin to talk about how things work.  UTW (NW) 6- Observe and talk about growing plants.  UTW (P&P) 6- To explore key features and objects related to the current season.  R-  UTW (NW) 8- Begin to talk about and sort animals and plants by their features.  UTW (NW) 8- Record their observations of plants and animals through drawings and labels.  UTW (NW) 8- Understand the key features of the life cycle; of a plant and an animal.  UTW (NW) 8- To talk about the similarities and differences of two different environments/ locations. | N-  UTW (NW) 7- To talk about the main features of plants and animals.  UTW (NW) 7- Understand the effect of changing seasons on the natural world around them.  UTW (P&P) 7- To talk about the different seasons.  R-  UTW (NW) ELG 9- **Explore the natural world around them, making observations and drawing pictures of animals and plants;**  UTW (NW) ELG 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;**  UTW (NW) ELG 9- **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.** |