



**Federation of Penny Acres and Wigley Primary Schools – Topic
Map**



F/KS1 – Down on the Farm

<p><u>Curriculum driver(s) -</u></p> <ul style="list-style-type: none"> • Science • Design Technology • The World (EYFS) 	<p><u>Aims/Values drivers (taken from school's key aims/values) -</u></p> <p>To develop the children's respect for our world and provide opportunities for them to make positive contribution to improving the environment.</p> <p>To instill in the children the key skill and attitudes necessary for them to become motivated and independent learners, leaders and co-operative team players.</p>
<p><u>Key Question drivers -</u></p> <ul style="list-style-type: none"> • Where does our food come from? • Can we grow our own food? 	<p><u>Authentic Outcome -</u></p> <ul style="list-style-type: none"> • Design a Big 'Non- Fiction' Book all about Farms for the Reading Area (PA) • Create a 'Wonder Wall' for children to ask their own questions about the topic. (W)
<p><u>Visits/Visitors -</u> Lower Hurst Farm Day Trip</p>	<p><u>Role play -</u> Farm Shop</p>

English

Reading (including key texts)	Writing
<p>FS/Y1/2 3 Billy Goats Gruff, The Troll, Farmer Duck, A Squash and a Squeeze, The Scarecrow's Wedding, Rosie's Walk, The Little Red Hen, Oliver's Fruit Salad, Oliver's Vegetables, Oliver's Milkshake, What the Ladybird Heard, Peter Rabbit.</p> <p>Additional texts: 'Harvest Fire', Tim Lerwill 'Oliver's Milkshake', Vivian French and Alison Bartlett 'Oliver's Fruit Salad', Vivian French and Alison Bartlett 'Wiggling worms at work', Wendy Pfeffer 'Emma's Lamb', Kim Lewis 'Little Baa', Kim Lewis 'Farmer John's Tractor', Sally Sutton 'Mrs Wishy Wash's Farm', Joy Cowley 'Farm Yard Hullabaloo', Giles Andreae</p>	<p>FS/Y1/2 Writing signs and labels for the farm shop, Troll descriptions. (adjectives/noun phrases), dge words (bridge), consonant blends (e.g. tr for troll, ck for duck/quack), Retelling stories using props/ puppets, Writing lists- e.g. jobs for Farmer Duck. (commas for Y2), Speech/ thought bubbles for the animals, Diary entry. (old woman), Wedding invitations, Story Writing: write about a farm set in the 1940s; a problem on the farm; an animal escaping; or a trailer tipping over. Labelling: label a map or a life cycle with vocabulary learnt on the farm. Descriptive: describe scarecrow/night on farm. Diary: day in life of chosen farm animal or farmer. Speech bubbles: pictures of animals with speech bubbles, children complete bubbles. Letters: to farmer asking question/thanking them for visit; to the vet; to farming organisations asking for</p>

'Duck in the Truck', Jez Alborough
 'The Rhyming Rabbit', Julia Donalson
 'Farmer Duck', Martin Waddell
 'Tadpole's Promise', Jeanne Willis
 'Underwater Farmyard', Carol Ann Duffy
 'Misery Moo', Jeanne Willis
 'A Squash and a Squeeze', Julia Donalson
 'The Very Busy Spider', Eric Carle

information; as an animal to a farmer.
 Poems: simple alliteration using adjective and name of animal; animal noise poems; list of animals to which children add adjectives; acrostic poems. Non Chronological report: about chosen animal, or building on the farm, or farm machinery.

Reception
 Match picture to word - 'hen' to picture of hen; extend by matching word to word.
 Practise initial sound collections - 'p' is for pig, pen, pink.
 Free writing about the farm and what they saw or create a simple story board. Each child contributes drawing to a class 'big' book of animals seen on farm visit.
 Structured writing - using word cards with pictures or a sentence maker.
 Draw a picture of farm and write a caption.
 Find words for sentences: 'Here is a (farm noun)', 'This is a (farm noun)', 'I can see a (farm noun).'
 Make a pop-up book and stick in pop-up animals, find the word for the animal in the picture name cards and write it in.
 Make book of animals with names underneath.
 Pictures of animals with speech bubbles - children fill in speech.

Tiered vocabulary

Cow, sheep, hen, horse, swan, carrot, potatoes, barley, wheat, milk, beef, egg, field, sty, straw, farmer.
 lamb, foal, calf, goose, gosling, cygnet, hay bales, crops, herd, farm house, stable, seed, bulb, flower, vegetable names, stem, fruit, roots, leaves, shovel, soil, barley, coop, cattle, dairy, duck, duckling, fertilizer, fleece, stone, wool.
 combine harvester, plough, tractor, graze, harvest, machines.

Numeracy

Topic links: Rosie's Walk/ What the Ladybird Heard- positional & directional language, Farm shop- prices / money and counting or weighing out fruit and veg. Size language- Billy Goats Gruff.

FS (White Rose Autumn Progression) Matching, Sorting and Comparing within 3.

Sort: farm animals eg cows/not cows; hens/not hens, limit to two animals to start with and then increase number of animals to sort to three and then four. Develop by sorting animals that have four legs/two legs; animals that go into water/do not go into water; have feathers/do not have feathers/ etc.

Match: using any sorting apparatus to match *like to like*. Develop by matching two sorts of animals hens/cows; same number/more or less, etc.

Order: by height eg 'Here is a cow, can you find an animal which is smaller/one that is taller?'

Sequence: by twos - hens/sheep/hens/sheep, 'Can you copy that line of animals?' By threes - hens/sheep/pigs/hens/sheep/pigs, 'Can you copy this line of animals?' Extend 'Try and make your own line', by colour/number of legs, etc?'

Counting animals in pictures or on model farm.

Put toy animals in fields - ask children to find the field with three sheep or four pigs.

Put several toy animals into different fields - ask children how many animals in two, three or four fields, and how many animals altogether in all the fields?

Six egg boxes with different number of eggs (plastic) in each box - ask the children to find the box which has two, four, five eggs in it.

Can they find one more or less animal from a group?

Ask children to draw three pigs/one sheep/two cows.

Use different-shaped fields - ask children to put eg the sheep in the triangle-shaped field.

Use solid shapes/building blocks - let children investigate building farm buildings with the blocks. Show them pictures of the farm for ideas.

Use different milk containers in water play and discuss capacity - emphasise comparative vocabulary - biggest, smallest, tallest, shortest etc.; compare different animals for size; put pictures in order of animal size.

Discuss jobs - what does a farmer do? Sequence the day in order.

Class pictogram of favourite animals - children can find a picture of their favourite animal and stick on pictogram. Count out loud the different numbers of animals on the pictogram. Ask which animal do most children like.

Sort animals into categories ie types of animals, animals and birds, adults and babies, farm animals, zoo animals, pets.

Y1(White Rose Autumn Blocks) Place Value, Addition and Subtraction within 10

Y2 (White Rose Autumn Blocks) Place Value, Addition and Subtraction.

Tiered vocabulary

Y2/Y1

Tens, units, ones, addition, subtraction, sum, add, takeaway, equals, makes, more, less, greater than, less than.

FS

See Autumn 1 White Rose for Questioning. Number names, count, match, sort.

Science
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Plants/trees- identify & name; sow vegetable seeds outside; learn parts of a plant, Simple food chains related to farm animals. (e.g. grass, cow, human), Naming farm animals- young & adult.

Sorting: separate animals that you have discussed into herbivores, carnivores and omnivores. Can you identify the differences between them? E.g. teeth, powerful claws

Grouping: sort mixed seeds into different types of seed; plant them, observe and discuss. Make observational drawings, measure height, main structures of the plant. Investigation: what do plants need to survive? Plant cress/ whole lentils/ runner beans in a variety of conditions - no light, no water, no soil, no heat etc. Record, discuss and evaluate results.

Computing
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Paint project- Draw animals on a farm, Writing project (Y2)-Create a poster about where our food comes from, 2 Go- Instruct Rosie around a farm.

Geography
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Drawing maps of the Billy Goats route - identifying physical & human features and drawing symbols & a key.

Looking at maps of the local area, comparing and contrasting changes over time by studying old and modern maps of our local area. Compare farming from another country.

History
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Looking at jobs which farmers used to do in the past and why? Comparing old and new - machinery, vehicles, milking styles, tools; discuss differences, sort pictures. Divide photographs/pictures into past and present, order and place on time line. Changes in food storage: look at examples of modern storage; tins, vacuum packed, freezers, pickle. What happens if we don't store food carefully?

RE/PSHE/Modern British Values
(Key Vocabulary and links to programmes of study)

FS/Y1/2

PSHE Matters- Modules 7 and 9.

Democracy / having a voice- choosing class rules, electing school council reps; Farmer Duck, Rule of Law- explore individual & shared responsibility using The Little Red Hen (all having responsibility to help with the work to gain the right to share in the reward. What do they think animals need (refer to children's pets)? Make a poster - how to care for an animal. Repeat activity for how to look after the plants.

Show different eggs. Explain how free-range eggs and battery-hen eggs are produced.

Investigate and observe the eggs inside and out, compare differences in yolk colour; darker yolks indicate hens have been fed corn and lived outdoors.

Discuss how farmers have to give back to the soil the food they have taken out.

Explain how fertilizers, manure and compost give food back to the soil.

Art/D&T/Food Technology
(Key Vocabulary and links to programmes of study)

Art & Design: farm animals - make an adult and baby, Weaving farm animals

Design Technology: Bridges: build using different construction toys; investigate the best materials and designs for bridges; look at designs of real bridges (photos) Can you find alternative ways for the Billy Goats to cross the river? Build a class scarecrow to protect our seeds Bake bread rolls Make vegetable soup Design and make a moving windmill or tractor.

Rubbings of bark, leaves to see patterns and marks- compare and contrast these.

Examine toy version of farm cart or tractor. Can you identify levers, sliders, wheels and axles? Make own frame, axle and wheels having seen toy version. Look at the building shapes around the farm. Can you make a "mock up" and test the shape of the designs?

We will be designing:

egg carrier

seed dispenser

shelter for an animal

feeder/waterer for animals

milk carton and logo and adverts

junk model farms- use this to teach different joining techniques eg paper hinges

Music
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Singing-The 3 Billy Goats Gruff story & songs, Instrument names and how to create sounds-pitch, dynamics and tempo.

Read a farm story book. Stop at interesting moments and ask children to play their percussion instrument appropriately to illustrate that part of the story. Use percussion instruments to accompany a familiar farm song such as 'Old Macdonald'; each child or group making the sound for a certain animal. Make up a piece of music to send animals to sleep and another to wake them up. Describe and compare music (fast, slow, loud, soft, scary, high, low, soothing, going up/down, jumping etc). Give opinions on musical pieces.

Decide which animals/birds they think are being played/represented. Move to the piece the way the animal or birds might be moving.

P.E

(Key Vocabulary and links to programmes of study)

FS/Y1/2

Qualitas

Fundamental movement skills- jumping, balancing, running etc.

Explore contrasting movements through moving like animals or birds eg short, hurried, fast, turning; the light steps of hens; the long, slow, heavy steps of cows.

Pretend it is night time. You are a farmer. The farmer is asleep. The naughty animals come out to play. Encourage tip-toeing, creeping. As the farmer stirs shake a tambourine. The children have to freeze and hold their shape. How would they tiptoe if they were a cow, rabbit, chicken, field mouse (Link to Farmer Duck).

Select a part or phrase or words from a favourite farm story or poem. Use as a stimulus to encourage different movements. Respond to poetry, story, music, imitating animals; expressing feelings to music; using imagination.

Develop idea of a seed growing in the field to explore stretching, smooth, twisting, slow movements. Start curled up. Isolate body parts as they start to grow e.g. fingers, hands. Or use arms only to explore seed theme.

Seeds blowing in the wind. Use seeded dandelion as a stimulus. Emphasise twisting, turning, high, low movements.

HOMEWORK OPPORTUNITIES

- Make a milkshake
- Make a cress head
- Research and find out what jobs people used to do on farms and why?
- Wheat grows on farms. Have a look in your cupboards can you find any foods that are made from wheat?