

Enrichments

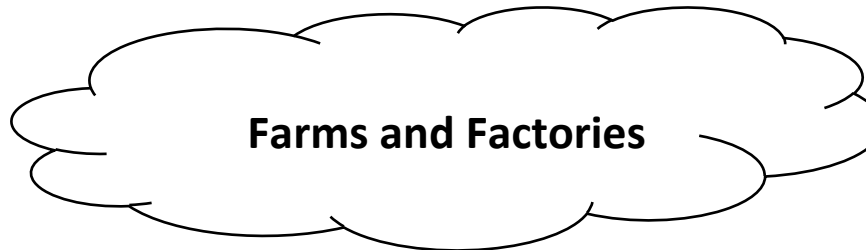
Farm shop/factory role play

Portrait gallery

Farm Trip

Design and make a chocolate bar

Farm themes stay and play session



Farms and Factories

Key texts

The Enormous Turnip, Oliver's Vegetables, Oliver's Fruit Salad, Pumpkin Soup, Charlie and the Chocolate Factory, Swimming in Chocolate.

Word of the week

recognise	produce (food)	vast	struggle	patience	donate	suggest
manufacture	risk	ruined	produce (make)	unwrap	scented	anticipate

	What will I know?	How will I learn it?	Vocabulary
History	<p>Did our Grandparents eat the same food as we do now?</p> <p>Finds answers to simple questions about the past from sources.</p> <p>Uses words and phrases: old, new, young, days, months.</p> <p>Tell the difference between past and present in their own and other peoples lives.</p> <p>Begin to identify and recount some details from the past</p>	<p>Through enquiry questions:</p> <p>Who are Grandparents? – learn about our family tree, ask questions to a visitor</p> <p>What did our Grandparents eat?- interview a grandparent, use books to research</p> <p>How did our Grandparents get food?- visit a farm and interview a farmer</p> <p>How do we get food?- research factories (particularly the Cadbury's factory in Moreton), discuss farm to fork journey</p> <p>Did our grandparents eat the same foods as us?- compare and contrast food from the past and today</p> <p>What happened to the Cadbury's factory?- compare Moreton now and in the past, discuss changes in Moreton, research and complete a fact file on the Cadbury Factory</p>	<p>Grandparent, past, present, before I was born, then, now, same, farm, factory, production line, vegetable, fruit, source, produce, product, different, where, when, Moreton, Wirral, Cadbury's, farmer, field, shop, transport, recent, tractor, machine, evidence, modern, a long time ago.</p>

<p>Geography</p>	<p>Ask simple geographical questions</p> <p>Use simple maps of the local area</p> <p>Use locational language to describe routes</p> <p>Make simple maps and plans</p> <p>Name, describe and compare familiar places</p> <p>Know about present changes in the local environment eg. At school</p>	<p>Through enquiry questions:</p> <p>Where do we get food from?-begin to explore farm to fork journey</p> <p>How does my dinner get on my plate?- begin to explore farm to fork journey</p> <p>What does Moreton look like?- go on a local walk, record features with photographs and maps, create a travel brochure</p> <p>How do I get to school?- make a simple map to show the journey to school</p> <p>Where can I get food in Moreton? – visit two shops in the local area and compare (greengrocers and supermarket)</p> <p>What has changed in Moreton?- use pictures to compare moreton in the past and moreton now</p> <p>What has changed/is changing in Christ Church?- use pictures/artwork/writing to monitor building progress and comment on change in the school grounds</p>	<p>Geography, place, local, school, grounds, map, area, food, journey, farm, produce, plan, feature, human, physical, Moreton, town, shop, church, walk, route, change, develop, compare, contrast</p>
<p>Art / DT</p>	<p>Who is Guiseppe Arcimbaldo?</p> <p>How to make marks in print using objects and basic tools and use them to create repeating patterns</p> <p>Drawing- observational drawing</p>	<p>What is a portrait? – draw a self portait, create a portrait of a friend, create a portrait in the style of Giuseppe Arcimboldo</p> <p>Create a fruit/vegetable pattern</p> <p>Draw plants, fruits and vegetables</p>	<p>Artist, artwork, materials, create, technique, improve, natural, print, repeated pattern, relief printing, drawing, pattern, line, form, colour, texture, shape, space, pencil, pens, crayons, chalk, pastels, mark making, control, tone, stippling, cross-hatching, blending, tone, tools, hands, stamps, area, malleable, clay, modelling, purpose, carve, observation, sculpture, impressions, decoration, cutting hygiene, cooking, measuring, nutrients, safety, purpose,</p>

Information Technology	I know what a pictogram is	Create a pictogram of our favourite animals at the farm	
Music	<p>Sing unison songs from memory. (limit range to minor 3rd), call and response songs (broaden to a 5th)</p> <p>Follow directions to change tempo</p> <p>Listen and move to music Find, copy and maintain a beat</p> <p>Improvise, compose and perform in the key sets of C major, G major, D major and minor</p> <p>Create a graphic score using symbols representing sounds, rhythm and pitch.</p>	<p>Focus: Beat</p> <p>Core piece: Piano No. 11-11 Rondo Alla Turca (Turkish March) by Mozart</p> <p>Key Styles: Hip hop, jazz, Pop, Classical period</p> <p>Instruments: Percussion, tuned and untuned</p> <p>Charanga: Hey you!, Rhythm in the way you walk/Banana rap</p>	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.
Science	<p>Observe changes across the four seasons</p> <p>Plants: Identify and name a variety of common wild and garden plants</p> <p>Plants: Identify and describe the basic structure of a variety of plants</p> <p>Animals including humans: Identify and name a variety of common animals</p> <p>Animals including humans: Identify, name, draw and label the basic parts of the human body</p> <p>Working Scientifically: Perform simple tests</p> <p>Working scientifically: Observe closely using simple equipment</p>	<p>Complete a weather diary, observe weather and monitor rainfall during provision</p> <p>Name a selection of fruits and vegetables that grow in the garden – design a new garden for Grandad, plant vegetables and monitor growth, taste fruits and vegetables</p> <p>Identify the parts of a plant that we can eat- create an edible plant model</p> <p>Visit the farm- name and identify the animals we see</p> <p>PSHE link- name and label parts of the human body</p> <p>Melting chocolate experiment- what colour chocolate melts fastest?</p> <p>Observe plants and weather using tools and</p>	<p>Season, weather, spring, summer, autumn, winter, change, temperature, observe, rainfall, monitor, plant, root, stem, leaf, petal, fruit, vegetable, edible, name, identify, human, animal, body, internal, external, test, perform, experiment, observe, equipment, classify.</p> <p>A variety of common plants</p> <p>A variety of common animals</p> <p>Body parts</p>

	Working scientifically: Identifying and classifying	measuring equipment Identify and classify animals at the farm, identify fruits and vegetables to make patterns and portraits.	
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	What will I know?		How will I learn it?
<p>Maths sequences</p>	<p><u>Arithmetic</u></p>	<p>Counting to ten and counting objects to ten</p> <p>Counting to zero</p> <p>Comparing numbers of objects</p> <p>Ordering and comparing numbers to ten</p> <p>Make number bonds and number bond stories</p> <p>Addition within ten- add by using number bonds</p> <p>Addition within ten- add by counting on</p> <p>Making addition stories</p> <p>Subtraction- subtract by crossing out</p> <p>Subtraction- subtract by using number bonds</p> <p>Subtraction- subtract by counting back</p> <p>Subtraction- making subtraction stories</p> <p>Subtraction- solving picture problems</p> <p>Addition and subtraction</p> <p>Counting to 20</p> <p>Add by counting on, making ten and adding by adding ones</p> <p>Comparing height and length</p> <p>Measuring length using things</p> <p>Measuring height using a ruler</p> <p>Naming positions</p> <p>Naming positions in queues</p>	<p>Maths no Problem Chapter 1</p> <p>Maths no Problem Chapter 2</p> <p>Maths no problem Chapter 3</p> <p>Maths No Problem Chapter 4</p> <p>Maths No Problem Chapter 6</p> <p>Maths No Problem Chapter 7</p> <p>Maths No Problem Chapter 9</p> <p>Maths No Problem Chapter 5</p> <p>Opportunities in Continuous Provision to practise, apply and consolidate skills daily</p>

	<u>Mental / Fluency</u>	<p>Number bonds to and within ten</p> <p>Subitising numbers to ten</p> <p>Counting to and from 20 forwards and back</p>	<p>NCETM fluency sessions four times per week</p> <p>Opportunities in Continuous Provision to practise, apply and consolidate skills daily</p>
English sequences	<u>GPAS</u>	<p>Use key skills in a sentence- capital letter, full stop and finger spaces.</p> <p>Begin use adjectives</p> <p>Recognise and use question marks</p>	<p>Write a simple sentence</p> <p>Describe fruits and vegetables using adjectives.</p> <p>Describe fireworks using adjectives</p> <p>Write a setting description using adjectives</p> <p>Write a question for a farmer using a question mark</p>
	<u>Reading/Phonics</u>	<p>Use phonics knowledge to read and write words</p>	<p>Read three times per week to build fluency using Little Wandle guided reading with a carousel</p> <p>Opportunities in Continuous Provision to practise, apply and consolidate skills daily</p>
	<u>Writing</u>	<p>Write lists, labels and captions</p> <p>Begin to independently write sentences</p> <p>Write for a range of purposes</p> <p>Sequence and retell familiar stories, recalling key facts</p>	<p>Label vegetables and healthy meals, write about favourite foods, write shopping lists</p> <p>Write menus and recipes</p> <p>Retell The Enormous Turnip</p> <p>Create a travel brochure for the local area</p> <p>Write a simple story based on The Enormous Turnip to give to Pre-school children for use in their reading area</p> <p>Write The Nativity Story</p>
	<u>Vocab/Spelling</u>	<p>Use phase 3 and 4 sounds accurately in spelling</p> <p>Spell some phase 3 and 4 tricky words correctly</p>	<p>Independently use Grow the code and tricky word mats to write words</p> <p>Daily phonics lessons, keep up and catch up interventions</p>