



Fantastic Farming

Children will be learning about farming along with how food grows and using the theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Science—

To work scientifically:
-asking simple questions and recognising that they can be answered in different ways
-observing closely, using simple equipment
-gathering and recording data to help in answering questions.

Year 1

To identify and describe the basic structure of a variety of common flowering plants, including trees.
To observe changes across the four seasons
To observe and describe weather associated with the seasons and how day length varies.

Year 2

To observe and describe how seeds and bulbs grow into mature plants
To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Geography -

Human and physical geography:
To identify seasonal and daily weather patterns in the United Kingdom
Geographical skills and fieldwork:
To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History -

Children will be taught about:
-changes within living memory.
-events beyond living memory that are significant nationally or globally.

RE— RE: Understanding Frieze.
Harvest 1:1

KUW— Skills based objectives to focus on:

History:

Continuity and change

- Discuss change and continuity in an aspect of life

Similarities and differences:

- Identify similarities and differences between ways of life in different periods including their own life.

Mastery opportunities for Literacy:

- To use adjectives to describe farming equipment and food
- To report on weather
- To describe and compare seeds
- To describe and compare Art
- To write instructions related to soups and bread making
- To describe and recount how farming has change
- To report on farming over time

Communication Language and Literacy

Genre- Stories with a familiar setting and Recipes/ Instructions

Focus: Settings and description

SPaG:

Year 1

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun I

Word

Regular plural noun suffixes -s or -es

Sentences

How words can combine to make sentences

Punctuation

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Year 2

- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Some features of written Standard English

Word

Formation of nouns using suffixes such as -ness, -er and by compounding. Formation of adjectives using suffixes such as -ful, -less

Sentences

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text

Correct choice and consistent use of present tense and past tense throughout writing

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list

Week 1, 2 and 3

Literacy - A lion in the Meadow (2 weeks)

ICT— How do you log on to school 360?

ICT— What resources are available on school 360?

Science/Geog — How can you track the weather?

Science/Geog—How can we record different weathers?

Literacy - Little Red Hen (3 weeks)

ICT— How do you navigate the turtle on screen?

Science—What does a seed need to grow?

Science— Are all seeds the same?

Week 4 and 5

26th September—European Languages Day

ICT— What series of instructions can be given to move the turtle?

Art — What are the features of William Morris' art?

Art — What do William Morris and Andy Warhol have in common?

ICT— How can we use an encyclopaedia to research?

Geog — How can we use fieldwork techniques to learn about farming?

DT — How do you make soup?

Art—What artist inspired patterns can you make?

Week 6, 7 and 8

Literacy - Instructions (3 weeks)

ICT— How can we research changes in farming?

History — How has farming changed over time?

History — Who has inspired change in farming?

ICT— How can we incorporate images and text on j2e?

Science — How are foods harvested?

Science/Geog — How does the weather effect Harvest?

ICT— What design would a recipe book have?

Science/DT — What makes a healthy meal with bread?

DT — How do you make bread?

Mathematical Development

Place value Y1 Y2 (italics)

Sort, count and represent objects

Count, read and write forwards and backwards from any number 0 to 10

Count one more and one less

To use one to one correspondence to start to compare groups

To compare groups and use language and symbols

To compare and order numbers, order groups of objects

Use ordinal numbers and a number line

Count object to 100 and read as numerals and words

To use tens and ones as a part whole model as well as addition

To use a place value chart

Compare objects and numbers

To order objects and numbers

To count in 2s, 5s, 10s and 3s.

Place value Y1 Y2 (italics)

To use part whole models, fact families and the addition symbol

To find number bonds to 10 and compare number bonds

To know addition is adding together and adding more

To know subtraction is taking away by crossing out

To use fact families—add and subtract bonds to 20

To check calculations

To use related facts and compare number sentences

To add and subtract 1s and 10s

FOREST SCHOOL -

What are the features of Autumn?

What is living in the pond?

How can we create natural repeated patterns?

How can we make a farming themed sculpture?

How can we build trust?

Creative Development

Art

-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DT -

To design and make appealing products for themselves and others based on design criteria.

To evaluate their ideas and products against the success criteria.

Physical Development

Wednesday—Yoga (Debbie)

Games - Y1 unit—focus on ball skills and games

To know and show different ways using a ball

To observe, copy and play games as an individual and in twos.

Mastery opportunities for maths:

- To read scales to interpret the weather
- To complete repeating patterns to match art work
- To see pattern in nature
- To look for variation in seeds and Art
- To use a ruler to create charts
- To use position and direction language to navigate on screen
- To use tally charts and numbers to record field work

PSED—Health and Wellbeing

Y1: To learn about healthy lifestyles

To recognise what the like and dislike

To learn about good and now so good feelings

To understand feelings of change and loss

To learn the importance of personal hygiene

To understand that people and other living things have rights

Y2: To learn about healthy lifestyles

To recognise what the like and dislike

To think about themselves, to celebrate strengths

To learn about good and now so good feelings

To understand feelings of change and loss

To learn the importance of personal hygiene

Key

Outside environment

Multiculturalism

Arts

Esafety:

Yr 1- going places safely

Yr 2—Staying safe online

ICT- School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work



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Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

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