

Planning Theme: Down on the Farm (Autumn 1 2021).

Down on the Farm

1. What sort of animals to you find on a farm? What is your favourite story about farmyard animals? Can you describe the characters and events in the story? Why do you like the story? **(English, Communication and Language, Literacy, PSHE)**
2. What is it like to live in Worcestershire? What is the countryside like around Abberley? What sort of different farms can you see? **(Understanding the World)**
3. What is harvest time? Why do we celebrate harvest? Why are fruit and vegetables important in our diet? **(Understanding the World, RE)**



Hook:

Introduce the children to the school chickens. What is their favourite animal that lives on a farm and why? Do they have a favourite story about a farm?

Areas of Learning.

English (including Communication and Language and Literacy).

We will be using a variety of texts based on farms as a basis for our English and literacy work including

The Enormous Turnip (traditional tale)

The Little Red Hen (traditional tale)

Rosie's Walk by Pat Hutchins

What the Ladybird Heard by Julia Donaldson

Cock-a-moo-moo by Juliet Dallas-Conte

Click, Clack, Moo, Cows that Type and Giggle, Giggle, Quack by Doreen Cronin

Oliver's vegetables, Oliver's fruit salad and Oliver's milkshake by Vivian French

We will be using these texts to

- Use our voices and drama to retell parts of the story
- Sequence the events in the story
- Explore vocabulary to describe the characters in the story
- Write speech bubbles for the characters
- Write simple sentences to retell parts of the story
- Suggest alternative endings to the story.

Year 1.

Year 1 will recap the single letter phase 2 and 3 sounds that they learnt in reception and practise this knowledge when reading and writing simple sentences. They will also continue to practise constructing and writing words and sentences, moving towards being able to do this skill independently. Year 1 will progress to learning phase 3 digraphs and trigraphs and apply these when blending to read and segmenting to spell words and sentences. Year 1 will also be continuing to learn and apply their knowledge of "tricky" (non-phonetic) high frequency words.

Year 1 will continue to read individually with adults in school on a regular basis and are encouraged to practise their reading regularly at home. In addition Year 1 will have weekly guided reading sessions where they explore a text as a group and answer questions collectively based on the different reading role skills.

Reception.

Reception will recapping sound discrimination through Phase 1 phonics and then working through the single letter sounds in Phase 2 phonics. They will be learning how to sound out phonemes and write graphemes and practise blending and segmenting skills with CVC words. They will be introduced to the first set of "tricky" (non-phonetic) high frequency words.

Reception will read individually with adults in school on a regular basis and are encouraged to practise their reading regularly at home.

Mathematics.

Reception. Reception will be using the Numberlies to learn about numbers to 10. They will be practising recognising and writing numbers and careful counting. We will be looking at how to represent numbers in different ways and how numbers are used in everyday life. We will be learning how to categorise, sort and compare objects and mathematical language associated with this. We will also begin to explore size, measure and mass.

Year 1. Year 1 will be exploring place value focussing on numbers to 10. They will learn how to represent numbers in different ways and compare them using concepts such as more and less. Year 1 will then apply this knowledge to solving addition and subtraction number sentences, including number bonds to 10. They will initially be using resources to support their learning before moving onto mental strategies for addition and subtraction.

Understanding the World.

Geography

We will be learning about our local environment. We will be using maps and aerial photographs to investigate our school and village of Abberley. We will be finding out what features we find in a village and how this differs from what we find in a town. We will be looking at the agricultural land around Abberley and find out about the different types of land use.

Science

We will be thinking about our bodies and how we keep them healthy through eating a balanced diet. We will learn about the 5 different food groups and why it is important we make healthy choices. We will use our knowledge to design and create our own healthy meals.

RE

Being Special - where do we belong? We will be finding out what it means to belong including what it means to belong to a faith community. We will be also be celebrating the Christian festival of Harvest.

Expressive Arts and Design.

Music

We will be learning about rhythm and how to use our different parts of our bodies to create body percussion. We will also be learning a range of songs associated with farms and harvest.

Art

We will be exploring a range of media and materials to create some collaborative pieces of artwork to reflect the books we have been exploring in class.

PE (Physical Development) (Personal, Social and Emotional).

Multi skills.

We will be focussing on moving our bodies with control and coordination. We will also be using a variety of PE equipment, including balls of different sizes to develop our hand eye coordination skills. We will introduce simple games and encourage the children to learn and follow rules in order to play a game successfully.

Outdoor learning.

The children will learn to appreciate the natural world and seasonal changes during outdoor learning sessions where they will explore our forest school area and work in our school garden. They will have the opportunity to develop team working skills through building dens and obstacle courses, learning to follow instructions and embrace new challenges.

PSHE (Personal, Social and Emotional)

Both Reception and Year 1 will be focussing on **Being Me in my World** using the Jigsaw Scheme of Work.