

YR Farmyard Fun Learning Sequence

Synopsis: Children will explore the farmyard through hands-on experiences, texts and technology. They will understand the purposes of a farm, where food comes from and why it is important to look after plants and animals. Children will record their experiences with animals and create non-fiction texts.

In **Literacy**, children write labels and captions in meaningful contexts, using their own lived experiences

In **Understanding The World**, children observe animals and understand how to take care of them, including feeding and maintenance

In **Expressive Arts and Design**, children explore colour and how it can be changed. They experiment to create textures

In **Communication and Language**, children begin to introduce 'story language' into their role-play opportunities

In **Physical Development**, children construct with a purpose in mind, thinking about uses of materials and how to join them

In **Personal, Social and Emotional**, children learn about and embed methods to resolve conflict without needing adult intervention

In **Mathematics**, children use the language of 'more' and 'fewer' and find the total number in two groups. They count beyond ten and explore the composition of numbers to 10.

Literacy

OBJECTIVES

Children in Reception will be learning to:

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

LEARNING SEQUENCE

- When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through individual school phonics programmes.
- Recognise and form capital letters; use alphabets to practise writing capital letters, label different animals with capital letters, order alphabet using capital letters

<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> ➤ Captions of what animals do on the farm; write labels for animals; write labels for the noises animals make; write captions for a page in the book about what the animal does on the farm. ➤ Write a list of jobs for Farmer Duck; label jobs around the farm; practise instruction writing using key words; write a letter to Duck from the farmer to apologise ➤ Speech bubbles that say what the ladybird could have said when she keeps silent; look at speech bubbles and their uses; add speech bubbles to different parts of the story; practise freeze-framing parts of the story and talking about what she is saying. ➤ Write captions for the beginning, middle, end of The Three Little Pigs; act out different parts of the story; freeze-frame and add sentences; create actions for different parts of the story so children remember; first/next/last sentence starters. ➤ Write captions/sentences for beginning, middle, end of The Three Billy Goats Gruff; act out the story; build a bridge together; label different sections of the story; create freeze-frames and write sentences; record using microphones; role-play, first/next/last sentence starters. ➤ Instructional writing for making bread; make bread; look at pictures and order them; create a list of ingredients; write instructions using first/next/last.
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Understanding the World

OBJECTIVES	LEARNING SEQUENCE
<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. • Explore the natural world around them. 	<ul style="list-style-type: none"> ➤ Using 'Dear Zoo' compare the differences between animals on a farm and in the zoo; organise using hoops; organise into Venn diagram; organise in different ways; compare size using different measures; create artwork for both. ➤ Living Eggs experience: children get the opportunity to watch eggs hatch into chicks and feed/water/hold them. Record what they see and how the chicks change over the two-week experience. ➤ Visit a farm: record experience using technology and note taking. Reflect on experience and what the animals were like; make

	<p>‘sense maps’ that explore what children saw, heard, felt, smelt and tasted at the farm.</p> <ul style="list-style-type: none"> ➤ Look at farms in different countries and compare the environments for the animals, look at life in this country and life in other countries, explore maps for the countries ➤ Use beebots to explore simple maps ➤ Habitats: explore where different animals live and compare their environments. Include in this Arctic animals, jungle animals, farm and zoo animals; create representations of each, explore maps ➤ Children independently record a performance of the story using microphones, tablets etc
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Expressive Arts and Design

OBJECTIVES

Children in Reception will be learning to:

- Create collaboratively, sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

LEARNING SEQUENCE

- Farm animal masks to support role play; look at pictures of animals and details; explore different materials and how they feel in comparison to the animals; create different textures by layering different resources.
- Split-pin animals; safety of using split pins; use scissors to cut straight lines and curves; explore different materials for joining materials.
- Act out and freeze-frame different parts of ‘What The Ladybird Heard’; explore concept of first/next/last; use role play masks to support; record with photographs; label/write on the photographs.
- Design and build a house for the three little pigs; explore materials and how they can be manipulated; explore what is strong/weak and what would be the best materials; design/make.
- Design and build a bridge for the Billy Goats Gruff; explore materials and how they can be manipulated; explore what is strong/weak and what would be the best materials; design/make.
- Little Red Hen – make bread; explore weight and capacity; record recipes.
- Sing songs about animals e.g. Old MacDonald, Animal Fayre

Communication and Language

OBJECTIVES

Children in Reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

LEARNING SEQUENCE

Through the theme and learning opportunities, children develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language should be considered when planning other areas of the curriculum and be a central part of linking the curriculum together. Weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Use role-play to enhance language
- Focus on first/next/last/story language
- Create opportunities where children can talk whilst they work
- Look at different rhymes/poems associated with traditional tales
- Introduce humour by looking at different versions of traditional tales
- Explore descriptive language for materials

Physical Development

OBJECTIVES

Children in Reception will be learning to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

PE session focus;

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop overall body-strength, balance, co-ordination and agility.
- Combine different movements with ease and fluency.

LEARNING SEQUENCE

- Animal rescue mission with animals wrapped in elastic bands; writing letters in mud; using different containers to move flour/mud/hay etc; threading animals.
- Split-pin farm animals; animal herding with balloons; cutting in lines and curves; tweezing corn of corn on the cob.
- Playdoh farm animals with cutters and rollers etc; pinboards, peg boards for patterns; put the dots on the ladybird; use cotton buds to make spot pictures.
- Build, shape, mould, assemble and join a house for the three little pigs.
- Build, shape, mould, assemble and join a bridge for the Billy Goats Gruff
- Mixing materials; filling containers and transferring them; decorating cakes and bread; using tweezers to move pompoms into egg boxes.
- Experiment with movement: Dance/move like animals

FORMATION (Observations) Develop the foundations of a handwriting style which is fast, accurate and efficient

Focus should still be in place for handwriting/fine motor, but this will need to be considered in line with individual school's handwriting/phonics policies.

Personal, Social and Emotional Development

OBJECTIVES

Children in Reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

LEARNING SEQUENCE

Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour eg turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child- and adult-led activities. Each child will have developing needs which will need to be planned for accurately.

Some supporting ideas for this term are as follows:

- Circle times focused on sharing, respect and resolving conflict
- Role-play opportunities focused on sharing, respect and resolving conflict
- 'My Time': a time for children to share their experiences and what they would like to talk about
- Sharing stories that the children bring in and explain why it is their favourite

Mathematics

OBJECTIVES

Children in Reception will be learning to:

- Compare length, weight and capacity.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Count beyond ten
- Compare numbers

LEARNING SEQUENCE

- Daily counting to 20 and beyond
- Estimate and more/fewer; pictures of farm animals – how many do we think?; guess how many eggs are in the basket and count to find the answer; different jars with large/small items guess how many and compare.
- One more; how many legs on the animals – what if there were one more?; build towers and find one more; one more snap game; sand write how many animals they can see with one more; animals in 'pens' with one in one and different number in the other.

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| | <ul style="list-style-type: none">➤ Find the total; two pens with different numbers of animals; roll dice and count all; different numbers of eggs in baskets – how many altogether; footprints from animals – how many altogether?➤ Length/height; measure how tall children are and compare using a chart; look at different animals on farm trip and order by height; find out how long our feet are; create farmhouses and find out how tall they are.➤ Weight/capacity; make bread and measure the ingredients; explore containers with bread-making materials; weigh the chicks once they are big enough; compare the weights of different vegetables found on farms. |
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