

## Understanding the World

What does a farm look like?  
Identify & name features of the countryside  
Comparing environments – Countryside / Stockport  
Comparing farms today and from the past.

### F1: Which stories are special and why?

Talk about religious stories.  
Recognise some religious words, e.g. about God  
Identify some of their own feelings in the stories they hear  
Identify a sacred text e.g. Bible, Qur'an  
Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do

To notice differences between plants and to explain why some things occur. (Plants/vegetables at the farm – similar to plants at school or not?)

Naming farm animals. To notice and discuss about similarities and differences in relation to farm animals

J2E coding  
BeeBots  
Logging on and off with support  
Encourage to type own name and print own work with support  
Independent use of iPads  
Taking photographs using the iPads

## Communication and Language

Tales Toolkit - constructing stories and exploring vocabulary

Farm Shop SPA – encourage children to talk about what is happening, and to act out the scenarios in character

DEAL:

Use 'What the Ladybird Heard' story to focus children's attention on predictions and explanations. Which is your favourite section of the story?

Re-enact the story and use as a basis for further imaginative play.

Hot seating characters from 'What the Ladybird Heard' - thought tunnels / freeze frames / expressing feelings orally and talking about their experiences



## Banks Lane Infant & Nursery School



### Y Rec-Term 2:1 The Farm / Animals Why should I care?



## Literacy

Letters and sounds programme/Read Write Inc –regular systematic synthetic phonics sessions. Phase 3: Vowel digraphs: oo, ar, or, ur, ow, oi, ear, air, ure, er  
Non-decodable words (Phase 3) Read: you, they, all, are, her. Non-decodable words (Phase 3) Write: he, she, we, me, be, was, my  
Singing alphabet songs

Teacher model the use of theme related non-fiction texts. Provide texts in the book corner, SPA and computer programmes

Writing with teacher modelling to whole class and guided writing sessions

DEAL activities linked to 'What the Ladybird Heard'

Tales Toolkit—making stories, exploring vocabulary

## Personal, Social & Emotional Development

### How do we decide how to behave?

Adjusting behaviour to different situations – assembly

### How do we feel?

Discussing emotions and knowing what may make me to feel better

### Why am I a good friend?

Discussing other relationships –pets, caring for others

## Expressive Arts and Design

To make a picnic blanket for Lego people to sit on (Textiles)

Joining materials using glue/tape

Selecting different paper and weaving it to create a blanket

Keep the user and purpose in mind

Farm animals fingerprint pictures - printing and drawing, farm fruit and vegetables printing patterns - printing, farmyard scenes - collage

### Charanga - Our World

Listening and responding to different styles of music

Embedding foundations of the interrelated dimensions of music

Learning to sing or sing along with nursery rhymes and action songs

Improvising leading to playing classroom instruments

Singing and learning to play instruments within a song

Share and perform the learning that has taken place

**GHW: (Gill Henderson-Wilde):** Explore and use different voices, sing more accurately within a limited range, begin pitch-match individually with growing confidence, join in with rhythmical movements to a steady pulse, to move in time to songs and rhymes with more control, understand how our voice can change in pitch, demonstrate and respond to loud and quiet sounds, recall simple songs and patterns

## Physical Development

### Stretching and curling – B

Curled-up balances on different parts of the body. Travelling in different curled up positions. Stretched out balances on different parts of the body. High / low. Travelling in different stretched out positions. Travelling stretched out high, away from the ground / apparatus. Travelling stretched out low – as close to the ground as possible. Feeling the difference between stretching and curling. Joining together balances and travelling to show stretch/ curl. These ideas should be transferred to apparatus at every stage. High / low /off /over / under /along / against / in and out. Apparatus mats and benches  
Following Megs and Peas

Dough Disco, Squiggle Whilst You Wiggle

Holding a pencil, using whiteboard pens, scissors and paintbrushes

Writing the letters; Letter families; The Curly Caterpillar Family – c, a, d, e, s, g, f, q, o The Zig-Zag Monster Family – z, v, w, x

## Mathematics

**Addition and Subtraction – numbers to 5** (Number bonds to 5)

**Numbers and Place Value – numbers to 10** (Counting to 10 and beyond, 1 more/less, comparing groups)

**Addition and Subtraction – addition to 10** (combining two groups to find a whole, counting on from the biggest number)

**Geometry – shape and space** (positional language, 2D and 3D shapes)