




Reception Curriculum Map – YEAR 1 Spring 2 – Farms

	<p>Possible Ideas / Lines of Enquiry</p> <p>Explore the life cycle of a chick - hatch and care for our own chicks What animals that live on a farm? Which animals are awake in the day or the night? Where does food come from a farm What makes a 'Happy Habitat'?</p>		<p>Experiences and Trips - Spring Term</p> <p>Trip to a large farm, Spring walk and a small local farm. Details of dates to follow.</p> <p>Multi Sports Festival at Lacon Childe School TBC</p>		<table><tr><th colspan="2">Subject Vocabulary</th></tr><tr><td>Farm</td><td>A farm is an area of land, together with the buildings on it, that is used for growing crops or raising animals.</td></tr><tr><td>Lifecycle</td><td>A life cycle is the different stages of life for humans, animals and plants.</td></tr><tr><td>Hen</td><td>A female chicken that lays eggs</td></tr></table>		Subject Vocabulary		Farm	A farm is an area of land, together with the buildings on it, that is used for growing crops or raising animals.	Lifecycle	A life cycle is the different stages of life for humans, animals and plants.	Hen	A female chicken that lays eggs		
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Non-fiction books about Farm Animals																
<p>Core Nursery Rhymes</p> <p>Five little Chicks Baa Baa Little sheep Underground Veg song Jumping up and Down on a tractor Chick Chick Chicken There was an old lady that swallowed a fly</p>		<p>Phase 3 Sounds:</p> <ul style="list-style-type: none">Consonant digraphs: ch, sh, th, ng.Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, oy, ear, air, ure, er. <p>Spell irregular common (tricky) words: he, she, we, me, be, was, you, they, all, are, my, her</p> <p>Begin to orally compose and write a simple sentence with support:</p> <p>Orally compose (say) a phrase /sentence. Tap, clap, stomp the sentence Count how many words. Say first word / sound arm / write the word.</p>		<p>Word Aware Concepts</p> <p>Below, forwards, backwards, both, few, enough, half</p>		<p>Jigsaw PSHE Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<table><tr><td>Diary</td><td>Anything made from milk is called 'dairy' - cheese, yoghurt, butter (and milk itself).</td></tr><tr><td>Root Vegetables</td><td>A vegetable that is grown under the ground, such as potatoes, carrots and onions</td></tr><tr><td>Arable</td><td>Involves growing crops such as barley and wheat.</td></tr><tr><td colspan="2">Sticky Knowledge</td></tr></table>	Diary	Anything made from milk is called 'dairy' - cheese, yoghurt, butter (and milk itself).	Root Vegetables	A vegetable that is grown under the ground, such as potatoes, carrots and onions	Arable	Involves growing crops such as barley and wheat.	Sticky Knowledge		
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<p>Music</p> <p>Music Express Activities "Going Places"; focus on high and low Sing songs in relation to topic Identify high and low sounds; match pitch and melody Move in time with music</p>		<p>Maths</p> <ul style="list-style-type: none">Revisit symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.Continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.Explore the composition of odd and even numbers, looking at the 'shape' of these numbersBegin to link even numbers to doublesBegin to explore the composition of numbers within 10.Compare numbers, reasoning about which is more, using both an understanding of the 'how many-ness' of a number, and its position in the number system. <p>Comparison and measure (Length)</p> <ul style="list-style-type: none">To compare length and see the purpose of measuring length/s.To compare several lengths and use the language of shorter, shortest, longer, longest.Measuring length using a uniform non-standard unit:To compare lengths and understand what tape measures are for.To measure a distance using a repeated unit.		<p>RE</p> <p>Why is Easter Special to Christians?</p> <p>Recognise and retell stories connected with celebration of Easter (What do Christian's believe happened to Jesus? Why is this important? • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter</p>		<ul style="list-style-type: none">A farm is a part of land that is used for raising animals or growing crops.There are different types of farms e.g. dairy and poultry farmsUK farms often grow crops such as wheat, barley and vegetables to eat or to sell.Milk comes from cows - these farms are called dairy farmsMost of the animals live in the fields, in barns, in pig sties, in stables and chicken coops.Animals we may find on a farm are pigs, cows, sheep, goats, horses, chickens, dogs, cats, donkeys, geese, ducksAnimal babies have special names: <table><tr><td>Pigs have piglets</td><td>Chickens have chicks</td></tr><tr><td>Cows have calves</td><td>sheep have lambs</td></tr><tr><td>Geese have goslings</td><td>horses and donkeys have foals</td></tr><tr><td>Goats have kids</td><td>dogs have puppies</td></tr><tr><td>Cats have kittens</td><td>ducks have ducklings</td></tr></table>	Pigs have piglets	Chickens have chicks	Cows have calves	sheep have lambs	Geese have goslings	horses and donkeys have foals	Goats have kids	dogs have puppies	Cats have kittens	ducks have ducklings
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<p>UTW Experiences (Science, History, Geography)</p> <p>Harvest - crops to shops Bread making Mapping out our own farm Growing Cress - Easter garden Farming around Stottesdon Animals & their babies and how baby animals change over time. Life cycle of a Chick Hatch our own chicks History of Farming Where do foods come from....milk, eggs, cheese, pork, beef, ham etc Observe, measure and record changes to materials by heating and cooling in cooking (milk, eggs, butter, cheese, cake) Planned Field Work: Visit a local farm, creating a map of a ideal farm.</p>		<p>ART:</p> <p>Artist Focus: Van Gogh - Sunflowers Matisse</p> <p>Drawing To draw on a range of surfaces and scales Draw accurate representations of people and objects</p> <p>Painting Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination.</p>		<p>ICT:</p> <p>Programming toys - programmable toys (beebots) and code-a-pillar</p> <p>Using the computer to draw pictures (Spring Tree)</p> <p>Continue mini mash and 2dos</p> <p>Numbots</p>		<p>DT: Sculpture</p> <p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Develop the language to describe structures achieved. Modelling with malleable materials, exploring the tactile qualities of materials.</p> <p>Structures can be made by putting separate objects or units together. Structures can be made by moulding a malleable material with hands and simple tools.</p>		<p>Imagination</p> <p>Indoor and Outdoor Role Play Area changed to children's reflect the children's interests.</p> <p>Outdoor Farm Shop</p> <p>Using small world to retell the story of Talk for Writing stories / news/ experiences</p>								