



# Reception Spring 2: Down on the Farm

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests.

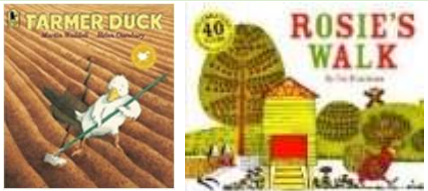
Subject Vocabulary	
<b>Farm</b>	A farm is an area of land with buildings, that is used for growing crops or raising animals.
<b>Lifecycle</b>	Life cycle is the different stages of life for humans, animals and plants
<b>Hen</b>	A female chicken that lays eggs.
<b>Farmhouse</b>	A farmhouse is the main house on a farm usually where the farmer lives.
<b>Dairy</b>	Anything made from milk is called 'dairy' - cheese, yoghurt, butter and milk itself
<b>Root vegetables</b>	A vegetable that is grown under the ground - potatoes, carrots and onions
<b>Arable</b>	Involves growing crops such as barley and wheat.
<b>Ploughing</b>	To prepare the ground for planting crops.

Sticky Knowledge
<ul style="list-style-type: none"> <li>A farm is a part of land that is used for raising animals or growing crops.</li> <li>A farmer works on a farm</li> <li>Farms often grow crops such as wheat, barley and vegetables to eat or to sell.</li> <li>Milk comes from cows - these farms are called dairy farms</li> <li>Farm animals live in the fields, in barns, in pig sties, in stables and chicken coops.</li> <li>Animals we may find on a farm are pigs, cows, sheep, goats, horses, chickens, dogs, cats, donkeys, geese, ducks</li> <li>Animal babies have special names: Pigs have piglets, hens 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 and ducks have ducklings.</li> <li>This time of year is Spring and the signs and changes of Spring (buds in trees, lambs in the field, birds in the garden)</li> </ul>

**Possible Lines of Learning**  
 What is a farm? What does a farmer do? What animals live on a farm? What food comes from a farm?

**Experiences and Trips for Spring Term**  
 Bikeability Session, trip to a large farm, spring walk and a visit to small local farm.  
 Multi Sports Festival at Lacon Childe School

**Talk For Writing Texts**



**Core Reading Texts**



**Phonics**  
 Reviewing Phase 3: ai ee igh oa oo ar or ur oo ow oi ear phonemes. Introducing 'chunking' up a word e.g. longer words  
 Words with two or more digraphs  
 Words ending in -ing  
 Compound words  
 Words with s in the middle  
 Words ending -s  
 Words with -es at end /z/  
**\*Reviewing Phase 3 tricky words**



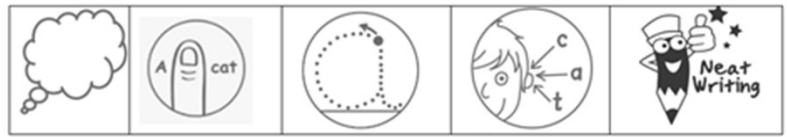
**Poems:**  
 A Little Seed  
 Spring Wind  
 Pitter Patter

**Nursery Rhymes:**  
 Old MacDonal had a Farm.  
 Five Little Chicks  
 Baa Baa Black Sheep  
 Underground Veg song  
 Jumping Up and Down on a Tractor

**Word Aware Concepts:**  
 Early Shiny Above  
 Both Second



**Writing**  
 To write simple sentences using capital letters, finger spaces, full stops.  
 To write a 3 step instructions.  
 To learn to write our surname.



tail in the rain	ai	sheep in a jeep	ee	cat in the fur	ur	nose out	ow
a light in the night	igh	soap that goes	oa	being being	oi	get near to hear	ear
zoom to the moon	oo	book a book	oo	chair in the air	air	a bigger digger	er
march in the dark	ar	born with a horn	or				

## PE Tuesday and Thursday afternoons

**Forest Fun (Tues)**- To be able to safely handle & use tools.  
**Gymnastics (Thurs)**- Stretching and curling, incorporating rolls.  
Creating a short sequence with a partner

**ICT:** Explore programming toys; code-a-pillar. Using the computer to draw pictures (Spring Tree). Continue mini mash and 2dos

**Fine Motor Skills:** Penpals Handwriting F2 Program  
Dough disco, crocodile song, drawing club and letter formation.  
Learning to use a knife and fork to cut correctly.

## PSHE Healthy Me

Begin to regulate their behaviour  
Show independence in managing their needs. Begin to show resilience in the face of challenge



## UTW Experiences

### History - Past and Present

Talk about the role of a farmer and what a farm is now. Noticing differences, changes and similarities artefacts, pictures and stories of farms now and then.

### The Natural World / Geography / Science

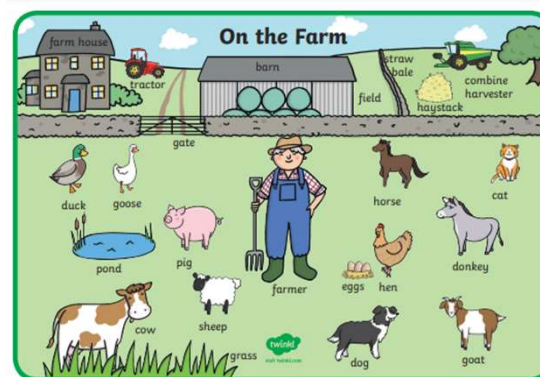
- know that this time of year is Spring and the signs and changes of Spring (buds in trees, lambs in the field, birds in the garden)
- know farms grow crops that are used to make food. (Wheat to flour to bread)
- know farmers plough, plant and harvest on a farm.
- know where milk, eggs, cheese, pork, beef, chicken come from.
- to find information on a simple map of a farm through play experiences and field trip (farmhouse, field, barn, pig sty, stable)
- Life cycle of a Chick

Observe, measure and record changes to materials by heating and cooling in cooking (milk, eggs, butter, cheese, cake)

## RE

### Why is Easter Special to Christians?

Recognise and retell stories connected with celebration of Easter (What do Christians 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



## EAD Experiences

### Drawing

To draw on a range of surfaces and scales  
Draw accurate representations of people and objects

### Sculpture

Explore malleable media such as clay, papier mache, salt dough, playdough, and sand.  
Develop the language to describe structures achieved.  
Modelling with malleable materials, exploring the tactile qualities of materials.  
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.

**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

**Mastering Number:** Symmetrical patterns/doubling, cardinality of numbers within 10, counting pattern beyond 20, odd and even numbers using the 'shape' of these, begin to link even to doubles, begin to explore composition within 10, compare numbers and reason using its 'how manyess'/position in the number system.

**Shape, Space and Measure:** Exploring, combining and naming 2D shapes; circles, triangles and shapes with four sides (including square and rectangle) and finding 2D shapes within 3D shapes. Using 3D shapes for tasks and identify 3D shapes in the environment.