



St Chad's CofE Nursery and Infant School Medium Term Plan – Year C



At the Farm

What is a farm?

Core Values:

service/perseverance

	Credibility (<i>head</i>)	Coherence (<i>head</i>)	
	Composite knowledge and skills (<i>refer to subject grids</i>)	Component knowledge and skills	Associated vocabulary
Science	Nursery <ul style="list-style-type: none"> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Notice detailed features of objects in their own environment and from photographs. Talk about some of the things they have observed such as plants, animals, natural and found objects. 	Nursery Quality Text. <u>What the Ladybird Heard: A Push, Pull and Slide Board Book.</u> Talk about sights, sounds and smells in the natural environment. Go in their local area to listen, smell and look carefully (cars, birds, people talking etc.). Name animals that live in the farm- cow, pig, horse, sheep, chicken, goats. Recognise these animals in books and during small world play. Through stories and videos, observe these different animals- what noise do they make? how do they move? Where do they live? What do they like to eat? Encourage children to demonstrate these observations in their own play. Small world play; acting out 'At the Farm' based on the stories/ clips they have watched.	Nursery <ul style="list-style-type: none"> calm still quiet listen look smell cars birds people shops roads cars cow pig horse sheep chicken goat
Science	Reception <u>Working Scientifically.</u> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Show care and concern for living things and the environment. Talk about the features of their own immediate environment and how environments might vary from one another. 	Reception Quality Text. <u>What the Ladybird Heard: A Push, Pull and Slide Board Book, Julia Donaldson.</u> <u>Farmyard Hullabaloo, Giles Andreae.</u> Explore animals that live on the farm. Name, and describe the sounds that they make. Using stories, and videos, make observations of these animals and describe what they look like.	Reception <ul style="list-style-type: none"> cow pig horse sheep chicken goat chick calf piglet foal

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	<ul style="list-style-type: none"> • Make observations of animals and plants and explain why some things occur, and talk about change. • Explore the natural world around them, making observations and draw pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Draw images of animals- identifying key features of each animal (e.g. cows have black spots/ pigs can be other colours than pink).</p> <p>Explore how farmers care for the animals that live on their farm- shelter, food, care. Compare with how their mummies and daddies take care of them.</p> <p>Explore the farm- identify parts of the farm and discuss where each animal lives.</p> <p>Quality Text. <u>From Egg to Chicken, Camila Bedoyere</u> Life cycle of a hen- learn about the life cycle of a hen through observing 'Happy Chicks' in the classroom.</p>	<ul style="list-style-type: none"> • Normanton • Derby • farm • farmer • care • smell • taste • touch • hear • see • cars • birds • people • shops • roads • cars
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A long time ago...	<p>Nursery</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background 	<p>Nursery</p> <p>Quality Text. <u>Six Little Chicks, Jez Alborough</u></p> <p>Explore stories and photographs of life on the farm, and encourage children to talk about what they can see.</p> <p>'Old MacDonald had a Farm' - pretend to be the animals on the farm. How do they behave?</p> <p>Share photographs of them from the previous half term (learning about farms) so they can talk about what they were doing.</p> <p>Observe the 'Egg to Chicken' take place and talk about the changes that happen. E.g. first they were an egg.</p>	<p>Nursery</p> <ul style="list-style-type: none"> • a long time ago • old • new • farm • egg • baby • grown-up
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<p>A long time ago...</p>	<p>Reception Historical enquiry.</p> <ul style="list-style-type: none"> Identify similarities and difference between physical objects e.g. farms then/ farms now <p>Changes within living memory.</p> <ul style="list-style-type: none"> Order images into a plausible chronological order e.g. egg to chicken 	<p>Reception Quality Text. <u>Six Little Chicks, Jez Alborough</u></p> <p>Observe the 'Egg to Chicken' take place and talk about the changes that happen. Sequence the changes in plausible chronological order.</p> <p>Look at photographs from the farm in the past and photographs from when we went to visit. How has it changed? Is it the same? What can you see then/ now? Which do you prefer?</p> <p>The Role of the Farmer (people who help us). Farmer in the past- jobs he had. Farmer now- jobs he has. Camille Pissaro (Harvest paintings) Explore the harvest paintings and talk about what they can see; how it is harvested by the farmer; who is working in the field; how the harvest is stored. Celebrate harvest festival and talk about how it is different to the past.</p>	<p>Reception</p> <ul style="list-style-type: none"> a long time ago old new farm egg baby grown-up order same different before now
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<div style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">The world</div>	<p>Nursery</p> <ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. • Notices detailed features of objects in their environment. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Enjoys playing with small world reconstructions, building on first-hand experiences. 	<p>Nursery Quality Text. <u>Who's on the Farm? Julia Donaldson.</u> <u>Busy Day- Farmer, Dan Green.</u> <u>What the Ladybird Heard: A Push, Pull and Slide Board Book, Julia Donaldson.</u></p> <p>Share objects, stories and clips of the farm to develop children's curiosity and interest.</p> <p>Share small world reconstructions with the children of the farm. What can they see? Encourage children to talk about what they can see using the key words. Model to chdn how to play using the stories and experiences of the farm they have had.</p> <p>Recognise their own home in photographs, and talk about who lives there. Chdn to know we live in Normanton, Derby. What do they live about their house?</p>	<p>Nursery</p> <ul style="list-style-type: none"> • farm • barn • animals • farmer • hay • field • home • house • flat • Normanton • Derby
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The World	<p>Reception</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live, or the natural world. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Reception Quality Text. <u>Who's on the Farm? Julia Donaldson.</u> <u>Busy Day- Farmer, Dan Green.</u></p> <p><u>Normanton/ Derby</u> Go on a local walk in Normanton- encourage children to ask questions about what they can see/ comment on what they like and dislike. Talk about the environment we live in. Identify places and features of where we live- roads, cars, houses, busy, people.</p> <p><u>Bluebell Dairy Farm</u> <u>- Bluebell Dairy</u> Talk about the features of the farm, using stories, photographs, video clips and small world reconstructions. What can we see on the farm and what are these features called? field, farm, farmhouse, barn, pen, shed, sty, kennel, hutch, pond, road</p> <p>Create their own small world construction of the farm, using different materials to construct the farm buildings. Place animals inside these buildings, who lives where.</p> <p><u>Similarities and Differences.</u> Compare Normanton and Bluebell Dairy Farm – what is the same and what is different? E.g. lots of fields near the farm; lots of roads and houses in Normanton</p> <p>Using their own experiences and everything they have learnt, create a basic map of either the farm, or their route to school.</p> <p><u>Jobs at The Farm.</u> The role of a farmer- people who help us. What does the farmer do? Dress up as a farmer and act out their job. Where does our milk come from? Dairy farm- so it is the farmers job to get the milk from the cows (an important process in the world). Milk then used to make ice cream, share images of Bluebells and the ice cream shop.</p>	<p>Reception</p> <ul style="list-style-type: none"> Normanton Derby road car pavement house busy people field farm farmhouse barn pen shed sty kennel hutch pond road Bluebell Dairy Farm same different map farmer milk food
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Art	<p>Nursery Being an Artist.</p> <ul style="list-style-type: none"> • Experience a range of art work. • Make connections to their own lives. • Notice colour and pattern in art work. <p>Drawing.</p> <ul style="list-style-type: none"> • Know how to create a range of marks using up, down, circular and cross over motions. • Begin to show controlled marks. • Know how to create spaces. <p>Painting</p> <ul style="list-style-type: none"> • Explore and experiment with a range of multi-sensory experiences. • Name different colours. 	<p>Nursery Artist- Paul Cezanne. Look at Paul Cezanne's fruit artwork and describe what they can see. Do they like these fruits? Bring some of these fruits in for them to try. Say the colours that they can see in the paintings.</p> <p>Give children a variety of resources to make marks with (pencils, felt tips, pencil crayons, thicker pencils, chalk). Model up, down and circular motions (big and small movements).</p> <p>Paint fruit using different coloured paints (focus on the primary colours- fruit that is red, yellow and blue e.g. strawberry, banana, blueberry).</p> <p>Allow children to paint in a variety of ways- on the easel, on the floor, paper stuck on the wall, paper stuck underneath the table.</p>	<p>Nursery</p> <ul style="list-style-type: none"> • Paul Cezanne • fruit • colours • yellow • red • blue • pencil • felt tip • pencil crayon • chalk • crayon • marks • up • down • around
Art	<p>Reception Being an artist</p> <ul style="list-style-type: none"> • Share their creations, talk about and explain the process they have used. • Talk about what they can see in famous pieces of art work, and say if they like it or not. <p>Drawing</p> <ul style="list-style-type: none"> • Know how to draw shapes and features in drawings e.g. head, body, arms. • Know how to use a correct pincer grasp when using a variety of drawing tools e.g. pencil, chalk. <p>Painting</p> <ul style="list-style-type: none"> • Know to choose a colour for a purpose. • Experiment with colour mixing and name the secondary colour it makes. 	<p>Reception Artist- Paul Cezanne. Share and explore images of Paul Cezanne. Talk about what they can see, and say if they like it or not. Bring some of these fruits in for them to try.</p> <p>"Pincer Parrot" children need to use the pincer parrot to hold a variety of drawing tools.</p> <p>Observation drawing- draw the fruit like Paul Cezanne, focusing on the shape and colour. Give children a variety of drawing tools in the writing area- pencils, chalk, crayons, felt tips.</p> <p>Work on discussing a colour for purpose- what colour would I choose to paint a banana? Why? Describe the fruit. What colour would I need to paint a green apple? Green. Use these to discuss the different ways we can mix colours. Name the secondary colours, whilst colour mixing.</p>	<p>Reception</p> <ul style="list-style-type: none"> • Paul Cezanne • fruit • shapes • shadows • colours • yellow • red • blue • pincer parrot • drawing tools • felt tip • pencil • crayon • chalk • colour • colour mixing • red, yellow, blue, green, pink, purple, brown

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Design and make	<p>Nursery</p> <ul style="list-style-type: none"> • Use tools with support. • Know the importance of washing hands with soap and water. 	<p>Nursery</p> <p>Explore fruit- talking about the colour, texture and taste. Know that we have to wash hands with soap and water, before preparing food. How to wash your hands NHS song NHS – YouTube Kids</p> <p>Use tools to cut up/ eat the fruit (potato masher, fork and knife). Create a smoothie with this fruit.</p> <p>Use and apply all of these skills they have learnt to create ice cream (to sell in our ice cream shop). No-churn strawberry ice cream recipe - BBC Food</p>	<p>Nursery</p> <ul style="list-style-type: none"> • fruit/ vegetables • wash • soap • tools • potato masher • fork • knife • smoothie • blender • ice cream • frozen
Design and make	<p>Reception Design, Make and Evaluate</p> <ul style="list-style-type: none"> • Explain what they have made and how they have made it • Follow verbal instructions • Name and use a range of tools • Develop their own ideas through experimentation <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Handle tools, objects, construction and malleable materials safely. with increasing control and intention in placement. • Show a preference for a dominant hand. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Know to drink water to stay healthy • Taste and try healthy foods 	<p>Reception Exploring fruit- colour, texture and taste</p> <p>Taste and try healthy foods (fruit/ vegetables) 'Healthy'- think about what this means and what foods are healthy/ not healthy. Use a sorting diagram.</p> <p>Know that we have to wash hands with soap and water, before preparing food. How to wash your hands NHS song NHS – YouTube Kids</p> <p>Experiment: glitter on hands to try and wash off (this is how germs spread).</p> <p><u>Making a Smoothie.</u> Learn how to handle tools safely (potato masher, knife, fork). Show a preference for a dominant hand. Cut up the fruit (describe textures and taste as they go). Use the blender and follow simple instructions to make the smoothie.</p> <p><u>Making an Ice Cream.</u> Children to create an ice cream for our ice cream shop. Make the ice cream- through following simple instructions. Choose a topping for the ice cream. Taste and describe the taste/ texture. No-churn strawberry ice cream recipe - BBC Food</p>	<p>Reception</p> <ul style="list-style-type: none"> • fruit/vegetables • wash • soap • hands • germs • smoothie • blender • cut/ chop/ slice/ mash • knife/ fork/ potato masher • healthy • unhealthy • ice cream • frozen • recipe • taste • texture

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Creativity (hands)	Community (hands, heart)	Compassion (heart)
<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> <i>(local links, wider links e.g. trips, visitors, events)</i>	<i>How will my learning help me to become the best version of myself?</i> <i>(links to Collective Worship)</i>
'BIG' start:	Bluebell Farm There will be an opportunity to see a variety of creatures from the farm- and, observe them in a familiar farmyard habitat. A trip to the local park An opportunity to see the local area and use their five senses to describe it.	Service. <i>"God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them." Hebrews 6:10</i> Exploring how we can take care of each other, and our world (with a focus on animals). When we do this how does it make us and others feel? Perseverance "You can do it!" Developing perseverance, even when we find something difficult. Exploring the feelings we have when we succeed, and celebrating our friends when they do.
Bluebell Farm There will be an opportunity to see a variety of creatures from the farm- and, observe them in a familiar farmyard habitat.		
'BIG' Finish:		
Learning Showcase. Parents will be invited in to see what their children have been up to, and share some of their delicious homemade ice cream.		

Quality Texts:	Significant individual(s)	Resources for continuous provision
Farmyard Hullabaloo, Giles Andreae What the ladybird heard, Julia Donaldson Noisy Farm, Rod Campbell Who's on the Farm?, Julia Donaldson Old MacDonald had a Farm, Music Book Six Little Chicks, Jez Alborough The Farmyard Jamboree, Margaret Read MacDonald The Vegetable Patch, Tim Lerwill From Egg to Chicken, Camila Bedoyere Busy Day- Farmer, Dan Green	Paul Cezanne (Artist) Camille Pissaro (Artist used in History)	Construction Area: loose parts, wooden blocks, farm animals, natural materials. Creative Area: junk modelling, scissors, tape, hole punch, staplers, large rolls of wallpaper, primary colours, real life fruit, crayons, thick pencils, chalk. Playdough Station: playdough, animal cutters, self-serve playdough station, ice cream pots, ice cream 'toppings'. Farm: farm animals, hay, tractors, combine harvester, farm animal puppets, farmers outfit, photographs, small world farm kit. Story Corner: basket of 'farm' books, including non-fiction.