



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



On the Farm

Where does our food come from?

Core Values:
Service and
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
	<p>Year 1 Animals, including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals- fish amphibians reptiles birds and mammals Identify and name a variety of common animals that are carnivores herbivores and omnivores Describe and compare the structure of a variety of common animals- fish amphibians reptiles birds and mammals 	<p>Year 1 What the Ladybird Heard Julia Donaldson What the Ladybird Heard Next Julia Donaldson</p> <p>The children are encouraged to explore the busy farmyard- and, answer simple questions about the animals found in this new habitat. Identify- and, name the animals roaming in the farmyard Sorting activities- using, photographs of the farmyard Matching (lotto) games (ie) mammal: sheep hog horse dog cat cow bird: hen duck (drake) goose owl fish and amphibians in the pond</p> <p>Video and photographs of the farm animals -make simple comparisons (similarities/ differences) between the animals -observe the photographs closely (with magnifying glasses)</p> <p>The children are encouraged to work scientifically: Find different ways to sort (and classify) the farm animals -introduce some animal classification -and, begin to describe the characteristics of each animal group (ie) fish amphibians birds and mammals Sorting activities- using, photographs of the farm animals</p> <p>What do the farm animals eat? -and, where does their food come from (ie) grassland- with, maize wheat and barley for cattle (winter)</p> <p>Sorting activities- carnivore herbivore and omnivore</p>	<p>Year 1 habitat farmyard- duck pond</p> <p>animal fish amphibian bird and mammal</p> <p>mother and baby animal names sheep (lamb) hog horse (foal) cow (calf) dog (puppy) cat (kitten) hen (chick) duck (duckling) goose (gosling) owl fish</p> <p>fish: scales fin tail amphibian mammal: hair fur lungs bird: feathers wings beak</p> <p>carnivore herbivore and omnivore</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Year 2 Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants- and how they depend on each other Identify- and, name a variety of plants and animals in their habitats (including micro habitats) Describe how animals obtain their food from plants and other animals using the idea of a simple food chain -and identify and name different sources of food <p>Animals, including human Lifecycle of a hen</p> <ul style="list-style-type: none"> Notice that animals, including humans have offspring which grow into adults 	<p>Year 2 What the Ladybird Heard Julia Donaldson What the Ladybird Heard Next Julia Donaldson</p> <p>The children are encouraged to explore- and, compare differences between things that are living dead and things that have never been alive -the characteristics of living things (ie) movement breathing sensitivity growth reproduction excretion nutrition Sorting activities- using, photographs (and classroom artefacts)</p> <p>On the Farm (habitat) There will be an opportunity to explore the farm -and, describe each part of the farm -and, name animals living in each part of the farm (mother/ father/ baby) (ie) the field: sheep cow horse pig the farmyard: dog cat hen the pond: duck (drake) goose (gander) fish Sorting activities- using, photographs of the farm animals Matching (lotto) games</p> <p>How does each part of the farm provide for the basic needs of different kinds of animals living in this habitat (ie) food shelter (micro habitats)</p> <p>A simple food chain In each habitat there are different types of food- plants and animals Create a simple food chain for a farm animal -and, note the different sources of food for each animal in the chain -what is the hen's prey (and who is her predator) (ie) A hen is an omnivore A free range hen eats raw fruit and vegetable/ grass/ worm/ slug/ berry The hen's predators include fox/ weasel/ bird of prey (eagle hawk)</p> <p>Life cycle of the hen -this can be observed through video/ photographs/ nonfiction text Draw- and, label each stage of the process</p>	<p>Year 2 habitat farmyard- duck pond barn field</p> <p>animal fish bird and mammal</p> <p>sheep (ram) lamb hog (pig) horse dog cat cow hen (cockerel) duck (drake) goose (gander) owl fish</p> <p>fish: scales fin tail mammal: hair fur lungs bird: feathers wings beak</p> <p>carnivore herbivore and omnivore</p> <p>living dead never alive characteristics of living things -movement breathing sensitivity growth reproduction excretion nutrition (food)</p> <p>food chain predator and prey</p> <p>life cycle hen egg chick chicken</p>
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History	<p>Year 1 Historical Enquiry</p> <ul style="list-style-type: none"> • Use words and phrases like: before after past present then now • Know how to ask and answer questions about old/ new objects -and, use words like old new a long time ago • Spot old/ new things in a picture <p>Significant events beyond living memory</p> <ul style="list-style-type: none"> • Give examples of things that were different when my grandparents were children <p>Year 2 Historical Enquiry</p> <ul style="list-style-type: none"> • Know how to use books and the internet to find out more information about the past • Know what certain objects from the past might have been used for • Know how to find out things about the past by talking to an older person 	<p>The Harvest (1888) Vincent Van Gogh Ploughed Fields (1888) Wheatfield with a Reaper (1889) Vincent van Gogh - The Harvest - Van Gogh Museum Vincent van Gogh's Harvest Series (vangoghgallery.com)</p> <p>The Harvest (1882) Camille Pissaro Apple Harvest at Eragny-sur-Epte (1888) Camille Pissaro Pea Harvest (1887) Camille Pissaro</p> <ul style="list-style-type: none"> • The internet can be used to learn more about the past- harvest time -paintings and drawings (ie) The Van Gogh Museum: The Harvest series In June 1888, Vincent Van Gogh created The Harvest Series- a set of paintings (and drawings) to show the stages of harvest. These were created in one week/ ten days- when, a storm halted the harvest. -artefacts (farm tools/ machinery) <p>Vincent Van Gogh: Harvest Series The children are encouraged to explore these images of the harvest -ask, and answer questions about what they can see in the paintings -begin to develop a sense of time and, visualise farming life at the end of the nineteenth century (ie) What can you see in the painting What is growing in the field- and, how is it harvested by the farmer Who is working in the field- and, what are they doing with the wheat How is the wheat stored- or, transported from the field</p> <p>Camille Pissaro (ie) What can you see in these harvest paintings What is growing in the field- and, how is it harvested by the farmer Who is working in the field- and, what are they doing with the harvest How is the harvest stored- or, transported from the field (baskets)</p> <p>Dairy farming (William Whiskerson) see Geography -describe changes to dairy farming from Victorian times to present day</p> <p>Would you like to work on the farm- during, the busy harvest time -and, encourage children to give a reason for their answer</p> <p>The children are encouraged to make simple comparisons with modern farming methods used during the harvest period (ie) machinery- tractor and trailer (horse and cart) combine harvester plough (pulled by tractor/ horse) sprayer What is this machinery used for on the farm Would you like to be a farmer (then/ now)</p>	<p>Year 1 past and present then and now before and after</p> <p>farm and farmer reaper harvest</p> <p>wheat field with sheaves (stacks) horse and cart basket ladder scythe</p> <p>tractor and trailer plough combine harvester sprayer scarecrow</p> <p>Year 2 a long time ago old and new past and present</p> <p>farm and farmer reaper harvest</p> <p>wheat field with sheaves (stacks) horse and cart basket ladder scythe</p> <p>tractor and trailer plough combine harvester sprayer scarecrow</p>
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Geography	<p>Year 1 Place Knowledge</p> <ul style="list-style-type: none"> Know where I live and tell someone my address Know what I like and do not like about the place where I live <p>Geographical skills and field work</p> <ul style="list-style-type: none"> Know the four main directions on a compass: North East South West <p>Year 2 Place knowledge</p> <ul style="list-style-type: none"> Know what I like and do not like about a place that is different to the one I live in Know how jobs may be different in other locations <p>Human and physical geography</p> <ul style="list-style-type: none"> Know the key features of a place from a picture using words like: beach coast forest hill mountain ocean valley Know about the facilities that a village town and city may need and give reasons 	<p>What the Ladybird Heard/ What the Ladybird Heard Next J Donaldson</p> <p>Bluebell Dairy Farm (Brunswood Farm) Locko Road Derby DE21 7AR Teachers-Pack-A4-Doc_v2.pdf (bluebelldairy.co.uk)</p> <p>Dairy Farming: William Whiskerson Geography KS1: How our milk gets from the farm to the shop - BBC Teach</p> <p>The children are encouraged to describe Bluebell Dairy Farm- and, make simple comparisons with the town (Normanton/ Derby) -using, illustrations in the quality texts -aerial photographs of each location (Google Maps) -videos (and short films) featuring the farm on YouTube</p> <ul style="list-style-type: none"> What can you see on the farm- and, in the surrounding countryside -identify, and name the key physical features of this rural location (ie) farm vegetation- field forest (woods) soil hedge grassland hill (undulating) and valley -identify, and name the key human features of this rural location (ie) farm- farmhouse barn pen shed sty kennel hutch (chicken) coop dairy pond road farm track across the field ridge and furrow ditch Can you describe these farm buildings -materials used to construct these farm buildings -consider which animals can be found in these farm buildings- and why (ie) a chicken coop (and run) -protect the chickens from predators (fox hawk) -a safe place to lay eggs/ roost at night/ shelter from the weather Jobs at Bluebell Dairy Farm A list of jobs undertaken at the farm -dairy farm, which produces artisan ice cream from the milk of their cows Would you like to live (and/or work) at the dairy farm- why/ why not A visitors map for Bluebell Dairy Farm -include popular features of the farm (and compass directions) What can you see in the town (Normanton/ Derby) -identify, and name the key physical features of the town location (ie) hill vegetation (trees shrubs grass flowers) -identify, and name the key human physical features of the town location (ie) house shop (supermarket) school church mosque park road pavement (path) kerb street Why do we need these important facilities in the town -consider where our food comes from -leisure time (and make simple connections with personal experience) 	<p>Year 1 countryside field forest soil hedge grassland hill and valley</p> <p>(dairy) farm barn pen shed sty kennel hutch coop dairy</p> <p>pond road farm track ditch</p> <p>city town road street pavement (path) kerb shop (supermarket) school church mosque</p> <p>Year 2 countryside field forest soil hedge grassland hill and valley</p> <p>(dairy) farm barn pen shed sty kennel hutch coop dairy</p> <p>pond road farm track ridge and furrow ditch</p> <p>city town road street pavement (path) kerb shop (supermarket) school church mosque</p>
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		<ul style="list-style-type: none"> • Locate my house on a street map- and, tell someone my address -send a postcard/ letter/ birthday card/ invitation home with correct address • A poster (sorting activity) - likes (and dislikes) about the place where I live (with reasons- because...) 	
Art and Design	<p>Year 1 Being an artist</p> <ul style="list-style-type: none"> • Describe what I can see and give an opinion about the work of an artist • Ask questions about a piece of art <p>Drawing and painting</p> <ul style="list-style-type: none"> • Know how to use pencils to create lines of different thicknesses in drawings • Name the primary and secondary colours <p>Year 2 Being an artist</p> <ul style="list-style-type: none"> • Suggest how artists have used colour pattern and shape • Know how to create a piece of art in response to the work of another artist <p>Drawing and painting</p> <ul style="list-style-type: none"> • Know how to use charcoal pencil; and pastel to create art • Know how to use a viewfinder to focus on a specific part of an artefact before drawing it • Know how to mix paint to create all the secondary colours • Know how to create brown • Know how to create tints with paint by adding white <p>Cézanne was drawn to fruit- which often appears freshly picked in his paintings. He said "they [fruits] love having their portraits done. . . . They exhale their message with their scent. They reach you with all their smells and tell you about the fields they've left, the rain that made them grow, the dawns they watched. Cézanne: A Memoir with Conversations (London, 1991)</p>	<p>Drawing and painting Paul Cezanne Search Results - The Metropolitan Museum of Art (metmuseum.org) paul cezanne Search MoMA</p> <p>Cezanne and the Apple Boy Laurence Anholt</p> <p>Apples (1878-1879) Still Life with Apples and Pears (1891-1892) Three Pears (1878-1879) Dish of Apples (1876-1877) Still Life with Fruit Dish (1879-1880)</p> <p>The children are encouraged to ask questions about these paintings -and, use a viewfinder to explore different parts of the painting</p> <ul style="list-style-type: none"> • What can you see in the painting... different fruits/ bowl/ cloth/ table -where is the fruit (basket/ table/ plate/ bowl) -can you (name) describe the fruit -look at the shape (and size) of the apples and pears -talk about the patterns on the still life items (cloth/ basket/ screen) -note the different colours used in the painting (light/ dark tone shade) and, consider how the artist created these colours look at the texture of the paint (thick) Would you like to eat the fruit in these still life paintings- and, why <ul style="list-style-type: none"> • There is an opportunity to explore colour mixing with primary colours Colour charts (paint samples)- with, a name for each shade (ie) use powder paint to make thick paint add white powder paint (tints) a palette knife (lollipop stick) to create thick blocks of colour on paper -green apples and pears -orange peaches -muddy brown puddles (ploughed field) on the farm <ul style="list-style-type: none"> • Observational drawings (still life) fruit -pencils and coloured pencils -oil pastels 	<p>Year 1 Paul Cezanne drawing and painting colour pattern shape space</p> <p>colours red yellow blue orange green purple brown</p> <p>thick and thin light (lighter) and dark (darker)</p> <p>Year 2 Paul Cezanne drawing and painting colour pattern shape space</p> <p>colours red yellow blue orange green purple brown</p> <p>thick and thin light (lighter) and dark (darker) tint shade warm and cold</p>

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Design and Technology	<p>Year 1 Design Make and Evaluate</p> <ul style="list-style-type: none"> Choose appropriate resources and tools Explain to someone else how I want to make my product <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Know the importance of washing my hands before cooking and eating Cut food safely <p>Year 2 Design Make and Evaluate</p> <ul style="list-style-type: none"> Think of an idea and plan what to do next Explain what went well with my work <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Know where food comes from (farm) Describe the ingredients I am using Prepare food safely 	<p>Food: preparing fruit and vegetables</p> <p>Investigative and Evaluative Activities (IEAs)</p> <ul style="list-style-type: none"> Examine a range of familiar (and new) fruit and/or vegetables <p>Use questions effectively to develop children's understanding</p> <p>(ie) What is this fruit (vegetable) called Who has eaten this fruit (vegetable) at home- or, at school/ restaurant Where is it grown (food labels)- and, when can it be harvested Can you name the different parts of the fruit (vegetable) Describe the variety of fruit (vegetable) using their senses carefully <p>(ie) What colour is the skin (and flesh) of the produce Can you describe the texture of the fruit (vegetable) What does the fruit (vegetable) taste like</p> <p>Draw- and, label the fruit (vegetable)</p> <ul style="list-style-type: none"> Investigate- and, evaluate products linked to the chosen project -fruit yoghurt/ smoothie/ ice cream dessert -explore and compare the products <p>(ie) Which is your favourite product- and, why Which are the best fruit and/or vegetables for our product- and, why</p> <p>Focused Tasks</p> <ul style="list-style-type: none"> Discuss basic food hygiene practices <p>(ie) Why is it important to wash your hands before handling food products Why do you need to follow instructions during food preparation</p> <ul style="list-style-type: none"> Demonstrate the use of simple utensils -and, provide opportunities to practise food processing skills -and, describe the effects of the different skills <p>(ie) wash peel grate slice squeeze Which parts of the fruit (vegetable) do you eat- and why/ why not</p> <ul style="list-style-type: none"> Discuss healthy eating advice <p>(ie) Why is it good to eat more fruit and/or vegetables How many different fruit (vegetables) to you eat everyday Why is it important to wash fruit (vegetables) before they are eaten</p> <p>Design Make and Evaluate Assignment (DMEA) The children will be provided with an authentic context for the assignment -consider the purpose of the product (and the customer)</p> <p>(ie) introduce a new ice cream dessert at Bluebell Dairy Farm shop</p> <ul style="list-style-type: none"> Discuss- and, plan possible ice cream desserts <p>(ie) Who is the customer (adult/ child) What will make this product unique- and, how will it be presented</p> <ul style="list-style-type: none"> Make the product- using, appropriate utensils and processes Evaluate ongoing work- and, the final product -drawing on the original design criteria for the assignment </p>	<p>Year 1 ice cream smoothie yoghurt</p> <p>name the fruit (or vegetables) -include unfamiliar fruit (or vegetables)</p> <p>skin seed pip core leaf stalk sensory vocabulary (ie) soft juicy ripe sticky sweet or sour crunchy hard crispy hard and soft/ smooth and rough</p> <p>apron name the equipment (ie) juicer peeler knife grater chopping board blender whisk</p> <p>peel cut slice grate squeeze core wash</p> <p>Year 2 dairy product healthy diet</p> <p>ingredients name the fruit (or vegetables) -include unfamiliar fruit (or vegetables) skin and flesh</p>
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Creativity (<i>hands</i>)	Community (<i>hands, heart</i>)	Compassion (<i>heart</i>)
<i>How will I be inspired to learn?</i>	<i>How will my learning help me to connect to the world around me?</i> (local links, wider links e.g. trips, visitors, events)	<i>How will my learning help me to become the best version of myself?</i> (links to Collective Worship)
‘BIG’ start:	Bluebell Farm (Key Stage One) There will be an opportunity to see a variety of creatures from the farm- and, observe them in a familiar farmyard habitat. A walk through Normanton A trip to the local park -and, identify key physical/ human features in the local area -leisure time -consider what you like (and dislike) about Normanton	
On the Farm		
‘BIG’ Finish:		
Bluebell Farm There will be an opportunity to see a variety of creatures from the farm- and, observe them in a familiar farmyard habitat. The children will enjoy an ice cream at the farm!		

Quality Texts:	Significant individual(s)	Resources for continuous provision
What the Ladybird Heard Julia Donaldson What the Ladybird Heard Next Julia Donaldson A Squash and a Squeeze Julia Donaldson Farmyard Hullabaloo Giles Andreae The Pig in the Pond Martin Waddell *Farmer Duck Martin Waddell *Rosie's Walk Pat Hutchins Where Oh Where is Rosie's Chick? Pat Hutchins Noisy Farm Rod Campbell A Year on Adam's Farm Adam Henson Look Inside a Farm (Usborne) Katie Daynes Peep Inside the Farm (Usborne) Anna Milbourne Cezanne and the Apple Boy Laurence Anholt *Reading Spine	Paul Cezanne Vincent Van Gogh Camille Pissaro	Role Play: On the Farm In the farm shop (ice cream) Paul Cezanne art pack -collection of photographs -oil pastels -powder paint On the Farm ✓ a variety of common farm animals ✓ farm buildings/ farmer ✓ play mat with appropriate farm vehicles - tractor and trailer combine harvester plough

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