

Hill View Primary School - EYFS

Project Overview



Down on the Farm

4 Weeks

Rationale

During our visit to Farmer Palmers will help us to raise lots of questions about farming. The children will develop their questioning and research skills. They will have the opportunity to develop an understanding of jobs on the farms, roles and responsibilities and maps. The children will become **aspiring** farmers, **successfully** deciding what research skills to use to decide what we want to find out about farm animals and crops. They will research the answers using books, the internet and our personal experiences as well as bringing any prior knowledge they may have about farms and growing. They will carefully **nurture** plants and animals in the hub and learn about how things grow as well as the names of animals and their young. At the end of the project we will be demonstrating our value of **excellence** to create a class models of our own farms, creating our own clay animals as well as sharing maps and facts about our farms.

Hook

A letter from Farmer Palmer will arrive. To start off this project, we will be discussing what we already know about farms. What do we not know? What would we like to learn? What do farmers do? Why do we need farms? There's only one way to find out- We need to visit a farm and see for ourselves!

Outcome

Parents and carers will be invited into school to look at our model farms and listen to our amazing farm facts.

The children will give their parents a tour of the farm, talking about what they have created and share the work completed.

The session will end with a performance of 'Dingle Dangle Scarecrow'

Literacy

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Week 1 - Farm Plan - Animals that live on the farm.
Designing/Describing.

Week 2 - Animals and their young.
Sorting/Fact writing

Week 3 - Healthy food choices - Growing Vegetables. Veg Patch party.
Ordering/Instructions

Week 4 - Farm Equipment. - Vehicles, machinery.
Fact Files/Amazing farm fact.

Writing skills to cover

- Writing captions and phrases
- Writing simple sentences

Linked Texts - TTS

What the Ladybird Heard
Farmer Duck
Cock a Moo Moo
Duck in a Truck

Extra Texts to support

Non-Fiction texts about the farm.

How things grow?

Farmer Duck

Veg patch party

Little Red Hen

Usborne book of Farms.

<ul style="list-style-type: none"> Capital letters Finger spaces Full stops 		
<p align="center">Specific Areas</p>		
<p align="center"><u>MAIN FOCUS</u></p> <p align="center"><u>Understanding of the World -Geography</u></p> <p align="center"><u>Map of the farm</u></p> <p align="center"><u>Understanding how a farm works.</u></p> <p align="center"><u>Animals and their young.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p align="center"><u>MAIN FOCUS</u></p> <p align="center"><u>Expressive Arts and Design - ART</u></p> <p align="center"><u>Designing and making a clay animal.</u></p> <p align="center"><u>Making a shoebox animal house</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p align="center"><u>Mathematics - Power Maths</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p align="center">Prime Areas</p>		
<p align="center"><u>PSED</u></p> <p align="center"><u>Looking after animals</u></p> <p align="center"><u>Healthy food choices - growing vegetables.</u></p> <p align="center"><u>Life cycles.</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p align="center"><u>Communication & Language</u></p> <p align="center"><u>Retelling a story and rhyme</u></p> <p align="center"><u>Facts about animals on the farm.</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p align="center"><u>Physical Development</u></p> <p align="center"><u>Making a clay animal</u></p> <p align="center"><u>Animal Drawing</u></p> <p align="center"><u>Maps of the Farm</u></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Visits and visitors- Visit to Farmer Palmers (Observing and feeding farm animals, layout of farm, equipment used)</p>		
<p>Cultural capital; IT</p> <p>Mini Mash.</p> <p>Maths – See Power Maths Planning.</p>		
<p>British Values – Mutual Respect.</p>		
<p>Home Learning</p> <p>Shoe Box Farm House - Where do different animals live?</p> <p>Farm Facts</p>		

