

Topic Name: On the Farm
Class and Year Groups: Lower Unit – Reception and Year One

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the season of spring. • Identify, name and describe the structure of common animals. • Label common animals. • Handle clay confidently, making marks and joining pieces together. • Create their own clay model of a farm animal. • Help make some pancakes. • Talk about where milk, eggs and flour come from. 		<p>KEY FOCUS AREAS:</p> <p>Seasonal and daily weather patterns - spring</p> <p>Science - Identify, name and describe the structure of common animals - Use the vocabulary of fish, mammals, reptiles, birds and amphibians.</p> <p>Art and Design - Exploring clay to make a farm animal</p> <p>Design and Technology - Cooking and Nutrition - Pancakes - milk, eggs and flour.</p> <p>PE - Gymnastics</p> <p>Computing - Animated Story Books</p>	
<p style="text-align: center;">TOPIC FOCUS and CONTENT:</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>	
<p>Design Technology – Year One: Cooking and Nutrition – Pancakes:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from. <p>PHYSICAL DEVELOPMENT – Reception: Cooking and Nutrition – Pancakes: ELG</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Science – Year One:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Identify and name a variety of common animals including 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, including pets) <p>Understanding the World – Reception: ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • What is it like in England in the spring? • What clothes might you need to wear in spring? • Why does a lion have sharp claws? • Can you name two different groups of animals? • How do we join two pieces of clay together? • Where does milk come from? • What is the name of a baby cat? 	
		<p style="text-align: center;">Opportunities for Extension</p>	
		<ul style="list-style-type: none"> • Differentiated activities • A focus on questioning to deepen understanding • More able children paired with those who need support, in order to help more able children explain their understanding • Moving to more independent working. 	

<p>ENGLISH: Three Billy Goats Gruff - Story maps, character descriptions and retelling the story. Rosie's Walk - positional language and creating a book. Easter Story</p> <p><u>Year One:</u> Key writing focus - writing paragraphs with full stops, capital letters and finger spaces, reading their writing aloud to the class, making changes to their work, confidently spelling phase 3 and 4 tricky words. Handwriting - Robot letters - r, n, ,m, b</p> <p><u>Reception:</u> Key writing focus - independently writing simple sentences, writing for a variety of purposes, spelling phase 2 and 3 tricky words, writing in all areas of the classroom Handwriting - Robot letters - r, n, ,m, b</p>		<p>MATHS: Year One:</p> <ul style="list-style-type: none"> • Measurement - length and height • Measurement - Weight and volume • Multiplication and division <p>Reception:</p> <ul style="list-style-type: none"> • Measurement - length and height • Measurement - Weight and volume 	
<p>COMMUNICATION AND LANGUAGE – Reception: ELG</p> <ul style="list-style-type: none"> • 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. • 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>PHYSICAL DEVELOPMENT – Year One: Gymnastics</p> <ul style="list-style-type: none"> • Master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <p>PHYSICAL DEVELOPMENT – Reception: Gymnastics ELG</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>MUSIC – Year One: Charanga: Hey you!</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen with concentration and understanding to a range of high-quality live and recorded music. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Charanga: Big Bear Funk ELG</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	<p>KEY VOCABULARY: (Some examples – more will be covered.)</p> <p>Spring, buds, fish, mammals, bird, reptiles, amphibians, legs, scales, fin (and other body parts), clay, moist, join, connect, sculpture, ingredients, growing, corn, fields, names of adult and baby animals...</p>
<p>ENRICHMENT and VERTICAL DRIVERS:</p> <ul style="list-style-type: none"> • Vertical Driver - Staying Safe and Christian Values • Trip to a Farm • SM to bring in a lamb • Making pancakes 		<p>Art and Design – Year One: Clay Animals:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use sculpture to develop and share their ideas, experiences and imagination. <p>EXPRESSIVE ARTS AND DESIGN – Reception: Clay Animals: ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	

SMSC/PSHE/BRITISH VALUES – Reception and Year One:**PSHE/HRE – SCARF – Rights and Responsibilities:**

- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how people and other living things have different needs; about the responsibilities of caring for them
- about things they can do to help look after their environment
- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- that money needs to be looked after; different ways of doing this

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF – Rights and Responsibilities:**ELG**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

COMPUTING – Year One:**PurpleMash – Animated Story Books**

- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Art and Design Targets: As a Year One Artist

Exploring and developing ideas(ONGOING)

- Record and explore ideas from first hand observation, experience and imagination.
- Ask and answer questions about the starting points for their work, and develop their ideas.

3 D form

- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
- Explore sculpture with a range of malleable media, especially clay.
- Experiment with, construct and join recycled, natural and man-made materials.
- Explore shape and form

Design Technology Targets: As a Year One Designer

- Select and use appropriate fruit and vegetables, processes and tools
- Use basic food handling, hygienic practices and personal hygiene

Music Targets – As a Year One Musician:

- To find their singing voice and use their voices confidently.
- Follow pitch movements with their hands and use high, low and middle voices.
- Sing a melody accurately at their own pitch.
- Recognise phrase lengths and know when to breathe.
- Sing with an awareness of other performers.
- Respond physically when performing, composing and appraising music.
- Identify different sound sources.
- Identify the pulse in different pieces of music.
- Identify the pulse and join in getting faster and slower together.
- Begin to internalise and create rhythmic patterns.
- Identify long and short sounds in music
- Identify and name classroom instruments.
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.

Science Targets – As a Year One Scientist

- ask simple questions and recognise that they can be answered in different ways
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions
- Enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them
- They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

PE Targets – As a Year One child

- Perform balances making their body tense, stretched and curled.
- Take body weight on hands for short periods of time.
- Demonstrate poses and movements that challenge their flexibility.
- Remember, repeat and link simple actions together.

