

# Do Cows Drink Milk? Autumn Term (1) 2017

## Half Termly Planning Objectives Reception (SM)

	<b>4<sup>th</sup>-8<sup>th</sup> Sept 2017</b> <i>Do cows drink milk?</i> Engage <i>Q: What does a farmer do?</i> <i>What grows on a farm?</i> <i>What types of food do the animals eat?</i> <i>What would happen if there were no farms?</i> <i>Why do pigs roll in mud?</i> <i>How is the farm the same or different from the place you live? Would you like to work on a farm? What we know about farms.?</i>	<b>11<sup>th</sup>-15<sup>th</sup> Sept 2017</b> Develop food and crops	<b>18<sup>th</sup>-22nd Sept 2017</b> Develop animals	<b>25<sup>th</sup> - 29<sup>th</sup> Sept 2017</b> Develop animals	<b>2<sup>nd</sup> - 6<sup>th</sup> Oct 2017</b> Develop farmyards	<b>9<sup>th</sup> - 13<sup>th</sup> Oct 2017</b> Innovate	<b>16<sup>th</sup> - 20<sup>th</sup> Oct 2017</b> Express
Communication and Language	<b>Talk Boost Role Play</b>  To be able to identify farm machinery <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36952&amp;CategoryID=792">http://www.watchknowlearn.org/Video.aspx?VideoID=36952&amp;CategoryID=792</a> To identify what a farmer does? To answer questions about farms and farming.	<b>Talk Boost Role Play</b>  To be able to identify what grows on a farm? What do animals produce? Display photographs on interactive whiteboard and encourage the children to talk about what the photographs show, using a range of tenses. More able to choose a photograph and write a sentence. Growing beanstalks. Investigate more closely and observe changes to beans. Some beans could be planted in pots outside.	<b>Talk Boost Role Play</b>  To be able to identify a range of different animals and be able to answer questions about them – ie What do animals eat? Baa Bingo. Guess who game. All muddled up – Share the story Muddle Farm by Axel Scheffler with a small group of children at a time. Children to put animals in the right places on each page using prepositions such as next to, under and behind. Talk about misconceptions as they arise.	<b>Talk Boost Role Play</b>  To be able to discuss what would happen if there were no farms? Herding sheep – show children footage of sheepdogs in action. Play outside taking turns in being sheepdogs and sheep. Put two or three instructions together to make the activity more challenging – instructions – stop, go, to me and rest. Use a whistle – one blow for go and two blows for stop.	<b>Talk Boost Role Play</b>  To be able to identify how a farm is the same or different from where they live. To explain whether they would like to work on a farm and give reasons for their choice.	<b>Talk Boost Role Play</b>  Children to answer questions about making bread for sale in their own farm shop. Q: Which bread did you prefer? Why?	<b>Talk Boost Role Play</b>  To identify what they have learnt during the project and be able to identify their best bits.  Range of photographs from the project for the children to look at. Ask them to take turns to choose a favourite photograph and explain why they like it. Invite parents and carers into school for children to share their best bits.

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Personal, social and Emotional Development	<p>To introduce children to circle time and special person.</p> <p>To understand the school rules for playtimes, lunchtimes, assembly, classroom routines etc.</p> <p>To know that I belong to my class/group. To know the people in my class group/school.</p>	<p>Challenge a small group of children to share the resources and work together to create farmyard scenarios.</p> <p>To be able to tell if I am happy or sad, excited or scared. To know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).</p>	<p>To be able to identify their favourite farmyard animal and explain why.</p> <p>Send cards home for children to do finding out with the help of parents.</p> <p>Dough animals</p> <p>To be able to tell you something special about me.</p> <p>To understand and celebrate the ways that we are all different.</p>	<p>To know some ways to calm myself down when I am feeling scared or upset.</p> <p>To know that everybody in the world has feelings.</p>	<p>Encourage children to play together with a farmyard model.</p> <p>Challenge the children to work together to decide how to set up the model, including where buildings go, machinery and farm animals and why.</p>	<p>To be able to share in a group.</p> <p>To be able to take turns. To join in with other children when playing a game.</p>	<p>To know how to be kind to people who are new or visiting the classroom.</p> <p>To know what to do in my classroom/setting.</p>
Maths	<p>Same or different.</p> <p>Children to sort farm animals according to their own criteria. How many different ways can you sort the animals? Can they explain their choices? Can they talk about similarities and differences between the animals?</p> <p>Can you make a pattern using seeds? (Pattern Provocation)</p>	<p>The hens have laid their eggs. Hide 10 or 20 brightly coloured eggs in the outdoor setting and encourage children to find the eggs and bring them back to you one at a time. First – where found, second – where found etc. Count them to find the total.</p>	<p>To be able to identify their favourite farm animal and make a graph to represent their choices.</p> <p>Reinforce positional language on farmyard scenes using language such as next to, behind, in front and under. Use to ask graph related questions.</p>	<p>Little Bo Peep keeps losing her sheep! Put toy sheep or laminated cut out sheep onto a green tray or carpet tile. Ask the children to count the number of sheep in the flock.</p> <p>Do this to 20, allowing children to handle, point or remove sheep as they count them.</p> <p>When confident begin to take away from various amounts.</p>	<p>To be able to follow directions on a model/map of a farmyard – forward, backward, turn left, turn right etc. using bee-bots.</p>	<p>To sell their bread in their farm shop and be able to identify how much money they have made.</p>	<p>To bake bread and sell to parents/carers at best bits assembly. How much money have we made?</p>

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English	Display a range of books, posters and leaflets on the theme of farms and farm animals. Do the children show an interest in print? Do the children enjoy looking at the range of materials? Can the children talk about things they have read?	Read the book Farmyard Hullabaloo by Giles Andreae to a small group of children. Ask them to listen out for rhyming words and predict which words might be at the end of each verse. Read the book a few times and ask children to join in with phrases and rhymes as they become more familiar.	To identify their favourite farm animal – children to come up with one thing they would like to know about that animal and write it as a question on a 'My favourite farmyard animal card'. To read their question aloud with help where needed.	Share to story Pig Gets Lost by Heather Amery with the children. Encourage them to listen carefully and make predictions about what might happen next and how the story might end. After sharing the story, provide cut up sentences for the children to re-arrange to tell the story.	Provide a selection of laminated farmyard picture cards with space for writing below. Ask the children to choose a card and decide what they would like to write. Model an example, saying your ideas out loud before writing them down. Children can write words, sentences, facts or stories on the cards. <b>Phase 2</b>	To be able to write a list of ingredients that they would need to make their bread. To be able to follow a recipe to make their bread.  <b>Recap Phase 2 sounds and introduce phase 3</b>	Read the story The Cow That Laid an Egg by Andy Cutbill. Ask the children to make predictions about what might happen in the end. Ask the children to write a letter or draw a picture with a caption to send to the farmer. Ask them to tell the farmer all about their project, including their favourite bits and all the things they have learned. <b>Introduce Phase 3</b>
Phonics	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 2</b>			

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Guided Reading	<a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36952&amp;CategoryID=7920">http://www.watchknowlearn.org/Video.aspx?VideoID=36952&amp;CategoryID=7920</a> Tractor in trouble by Heather Amery A squash and a squeeze by Julia Donaldson	On the farm – Anna Milbourne and Allesandra Roberti. Farmyard Hullabaloo by Giles Andreae The Naughty Sheep by Heather Amery Sheep (Farm Animals) by Katie Dicker <a href="https://www.bing.com/videos/search?q=sheep+video+for+children&amp;view=detail&amp;mid=506F544952DA5877215C506F544952DA5877215C&amp;FORM=VIRE">https://www.bing.com/videos/search?q=sheep+video+for+children&amp;view=detail&amp;mid=506F544952DA5877215C506F544952DA5877215C&amp;FORM=VIRE</a> <a href="https://www.bing.com/videos/search?q=sheep+shearing&amp;view=detail&amp;mid=CB9D94E34CCE22ADB68BCB9D94E34CCE22ADB68B&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=sheep+shearing&amp;view=detail&amp;mid=CB9D94E34CCE22ADB68BCB9D94E34CCE22ADB68B&amp;FORM=VRDGAR</a>	Stop that Cow! Mairi Mackinnon Cow (Farm animals) Katie Dicker Cuddly cow by Axel Scheffler <a href="https://www.youtube.com/watch?v=RBvHrG87Jiw">https://www.youtube.com/watch?v=RBvHrG87Jiw</a> <a href="https://www.youtube.com/watch?v=G_EmRR2Ljmo">https://www.youtube.com/watch?v=G_EmRR2Ljmo</a> <a href="https://www.youtube.com/watch?v=4DxK4yYSEZ4">https://www.youtube.com/watch?v=4DxK4yYSEZ4</a> <a href="https://www.youtube.com/watch?v=y9wLhRrj5Ug">https://www.youtube.com/watch?v=y9wLhRrj5Ug</a> Muddle Farm by Axel Scheffler	Peg the little sheepdog Sandra Klaassen The very best sheepdog by Pinny Grylls <a href="https://www.bing.com/videos/search?q=Herding+Sheep&amp;view=detail&amp;mid=0C090FD3C49439928D7C0C090FD3C49439928D7C&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=Herding+Sheep&amp;view=detail&amp;mid=0C090FD3C49439928D7C0C090FD3C49439928D7C&amp;FORM=VRDGAR</a> Pig Gets Lost by Heather Amery <a href="https://www.youtube.com/watch?v=dCii-DS6t1A">https://www.youtube.com/watch?v=dCii-DS6t1A</a> <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=57771&amp;CategoryID=2562">http://www.watchknowlearn.org/Video.aspx?VideoID=57771&amp;CategoryID=2562</a>	A farmers life for me by Jan Dobbins Diary of a farmer by Angela Royston Horse (Farm Animals) by Katie Dicker <a href="http://www.watchknowlearn.org/Video.aspx?VideoID=57750&amp;CategoryID=758">http://www.watchknowlearn.org/Video.aspx?VideoID=57750&amp;CategoryID=758</a>	Pig (Farm Animals) by Katie Dicker Portly Pig by Axel Scheffler <a href="https://www.youtube.com/watch?v=TYImP3RDf5o">https://www.youtube.com/watch?v=TYImP3RDf5o</a> Tractors everywhere Tedding, raking and lifting <a href="https://www.youtube.com/watch?v=8-czzheo6QU">https://www.youtube.com/watch?v=8-czzheo6QU</a> Baling and wrapping by the river <a href="https://www.youtube.com/watch?v=gtsQ6Rlqf0">https://www.youtube.com/watch?v=gtsQ6Rlqf0</a>	The cow that laid an egg by Andy Cutbill Rabbits don't lay eggs by Paula metcalf
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Knowledge and Understanding of the World	<p><b>Food</b> Do the children know the names of the different types of food? Do the children know the source of the food? Plant? Animal? Can the children describe the properties of any of the foods? Beans – put the beans in clear plastic bags with a strip of damp cotton wool. Hang them up and observe them over a number of weeks. Can the children predict what might happen to the beans? Can the children suggest where to hang the beans?</p>	<p><b>Observing and sorting seeds.</b> Set out a table top with a variety of different seeds. Display baskets with an example of each sort of seed stuck on a card. Ask the children to look closely. Challenge children to work together to sort the seeds into their correct baskets.</p>	<p><b>Digital art!</b> Ask children to 'paint' farm animals using basic graphics software. Make sure they have drawn their animal with all the correct body parts. Check that they can use a mouse or a touchpad and tools such as fill and select when using colours.</p>	<p><b>My baby!</b> Children to match animals to their babies using correct language.</p>	<p><b>My farm:</b> Children to draw their own maps of farmyards in small groups identifying all the different sections ie. Barn, wheat field etc. Then to use their map to play with toy animals and machinery on.</p>	<p>To design and make their own bread to sell in their own farm shop. To be able to identify how the bread mixture changes when it is baked. To identify how their bread tastes and be able to describe it.</p>	<p>Bringing all the best bits together for parent assembly.</p>
TOPIC Expressive Arts and Design/Understanding the World	<p>Set up farm role play area with farm shop.</p>	<p>To use fruit and vegetables for printing. Making shakers using seeds and pulses.</p>	<p>Digital art – using paint to create farm animals. Create new songs using familiar tunes – for example – this is how we milk the cows, milk the cows, this is how we milk the cows, on the farm. Work with KS1 to create a farm animal using different textures (wool, patches, speckled)</p>	<p>To be able to use vegetables to create farm animals. Sing: Old MacDonald had a farm using vegetable farm animals and music basket. Work with KS1 to create big footprints of animals using paint dipped sponges or large brushes.</p>	<p>Going round a farmyard musical activity using shakers and a range of musical instruments and body/vocal sounds. Work in groups with KS1 to create a home for a farm animal.</p>	<p>Developing the areas/sections of the farmyard and adding to the score.</p>	<p>Section added to the best bits assembly for parents.  Create a painting of their favourite farm animal for the animal gallery for visitors to buy. Work with KS1 to make items.</p>

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Forest School	<p>To identify the colours of nature: Which colours were easiest to spot?</p> <ul style="list-style-type: none"> <li>• Which were the hardest?</li> <li>• Were there any colours they found that they didn't include in their original drawing?</li> <li>• Were all of the colours natural or were any of them from something man-made?</li> <li>• Were any of the things they picked up left behind by an animal or a human?</li> </ul>	Outside sticky wall to add things that we find when on nature walk.	Growing carrot tops, then allotment for September jobs.	Setting up muddy pigs' activity.	Natural weaving	Bread dough spirals to cook on a campfire.	A Harvest Table
Religious Education Christian values: Thankfulness and responsibility							

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Physical Development	<p><b>Terrific tractors!</b> Show the children pictures and video clips of tractors ploughing fields. Ask them to describe what type of lines the tractors make and describe how the ploughs turn the soil. Outside, create rows using rope or cones and offer ride-on or remote control tractors for children to navigate the course. Why not encourage the children to walk and run down the rows first to become familiar with the layout?</p> <p><b>Enhanced provision</b> Set out a Tuff Tub filled with soil. Put a range of different sized toy tractors in the tub for tractor play.</p>		<p><b>The farmer's den!</b> Sing the action song The Farmer's in his Den. Ask the children to make a circle and hold hands. Choose a 'farmer' to stand in the middle of the circle then ask the circle of children to walk around the farmer as they sing the first verse of the song. Then, ask the children to stop, and allow the farmer to choose a husband or wife. The song and actions continue until the farmer has chosen a husband or wife, a child, a nurse, a dog and finally a bone. At the end of the song, everyone gathers round and sings the last line as they gently pat the child who was chosen to be the bone.</p>	<p><b>Milking time!</b> Half fill latex laboratory gloves with watered-down white paint and tie the opening shut. Poke tiny holes in the ends of the fingers, so the 'milk' spurts out when the children squeeze them. Ask the children to hold the gloves gently and squirt the milk into different-sized jars and containers. Can anyone get the milk into a milk bottle?</p> <p><b>Enhanced Provision</b> Fill the water tray with 'milk' and offer jugs, bottles, tubes, rubber gloves with holes in and whisks for 'milky' play. Add a small amount of white paint to the water to give it a milky appearance.</p>			
ICT							

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Other activities							
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This planning may change due to the children's interests, learning needs and creative partnership workshops.