

### As **geographers**, we will...

- Explore different types of farms.
- Label main geographical features of a farm
- Explore how are farms set out and make maps of farms.
- Identify what farmers do in different seasons? Understand the effects the seasons have on animals.
- Identify natural and man-made features in local environment.
- Visit farms in and around Madley.

### As **writers**, we will...

- Write instructional texts on how to look after animals/grow and plant vegetable and fruit plants.
- Write non-fiction information texts about the different machinery that is used on farms
- Make a non-fiction fact files about farm animals.
- Write recipes and make the meals with the types of vegetables, herbs and fruits that we are learning how to grow.
- Write explanation texts on the lifecycles of seeds and farm animals.

### As **mathematicians**, we will...

- Use Tally charts/pictograms and graphs of favourite farm animals/favourite
- Sort animals according to criteria
- Make animals using 2D shapes

### In **PE**, we will

- Explore contrasting movements through moving like animals or birds e.g. short, hurried, fast, turning; the light steps of hens; the long, slow, heavy steps of cows.
- Develop idea of a seed growing in the field to explore stretching, smooth, twisting, slow movements. Start curled up. Isolate body parts as they start to grow e.g. fingers, hands.

### As **artists and designers**, we will...

- Make observational drawings of the cross sections of a range of fruit and vegetables.
- Decorate hard-boiled eggs
- Weave wool
- Cook using farm produce– garden vegetables, milkshakes, ice cream, fruit kebabs, burgers, butter etc.
- Look at works of art from the past from a range of sources showing rural life and farming. What do they tell us?
- Explore colour mixing. Give children a grid of fields. Children mix a different shade of green to paint each field
- Make a series of seasonal collages using grasses, seeds, wool and other items found in farm environments at this time of year. Use as a visual representation of the change in seasons.

### As **scientists**, we will

- Identify animals that live in local environment
- Look at the Life cycles of both animals and plants.
- Match food products to the animal.
- Cooking eggs in different ways (fried, scrambled, boiled and observe the differences.
- Learn about the process of making butter
- Learn about what crops need to grow and identify the different parts of the fruit and vegetable.

## 'Down on the Farm' Summer Term 2021 Year 1

### In **ICT**, we will...

- Record images: record aspects of a farm visit.
- Use audio recording: record comments, interviews, accounts of a farm visit
- Use BeeBot: make a large farm floor map or mark out a floor area with obstacles. Attach several pens to the toy so that, as it moves over the map, the marks left 'plough' the field. Is there a sequence of instructions that will plough the whole field without going over existing tracks?

### As **historians**, we will...

- Learn about Victorian farms (farming traditions today compared to long ago)
- Look at farm artefacts – shearing machines, milking tools, horses and tractors, machinery – mowing grass by hand versus tractors
- Make a timeline of a day spent at farm; a farmer's day; a milking cow's day.
- Sequence the journey of milk from cow to milking to shop
- Compare old and new - machinery, vehicles, milking styles, tools; discuss differences, sort pictures.
- Divide photographs/pictures into past and present, order and place on time line.
- Look at jobs on farm: discuss changes, look at pictures of milking in past/milking today. How many people worked on these farms? Harvesting using a sickle v combine harvester.

### As **linguists**, we will...

- Ask simple questions
- Develop our own narratives and explanations by connecting ideas or events.
- Answer 'how' and 'why' questions about experiences and in response to stories and events.

### As **Musicians**, we will...

- Select an instrument to make the sound of our favourite farm animal.
- Use contrasting percussion instruments and find appropriate matching sounds eg wooden agogo for horses, song whistle for cockerel, guiro for tractor.
- Read a farm story book. Stop at interesting moments and play our percussion instrument appropriately to illustrate that part of the story.
- Use percussion instruments to accompany a familiar farm song such as 'Old Macdonald';

### As **global citizens**, we will...

- Learn about organic farming and fair trade.
- Use photographs of farming or food from around the world;
- Explore different foods; discuss where they are from; find places on a map; discuss the farmer's role in the production of these foods
- Gather a selection of different breads e.g. naan, loaves, pitta, bagels etc. Discuss how they came from different parts of the world; introduce differing religious beliefs about food eg Jewish, Muslim etc
- Other celebrations of harvest:- Holi, the Hindu spring festival of colour marks the time when the first wheat and barley crops are harvested