

Year R

Baa, Oink, Quack, Who said that?

(Down on the Farm)

Summer 2

	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Wks 1 and 2</b>	<b>Entry Point:</b> <i>Old Macdonald had a Farm</i> - Old Macdonald has forgotten which animals live on his farm. Can you help him? Have a selection of farm and non-farm animals to sort.						
<b>Focus:</b> <i>Old Macdonald had a Farm</i>	What animals live on a farm? Ask and answer questions. How should we care for them?	Joining in with rhyme and repeated refrains in stories  Build up vocabulary related to farm animals/farms - use in discussions and play	Can you move like a...?  'Feed the pig': have a cardboard pig with a hole for its mouth - children have to throw 'food' (beanbags/balls) into its mouth to feed it.	<b>Books:</b> <i>Farmer Duck</i> <i>Pig in the Pond</i> Non-Fiction books <b>Writing ideas (inclu. Role play):</b> - Simple sentences about farm animals - simple sentence/caption for pictures from story - story map with labels - Labels/captions of animals and their young	Sorting animals - which ones have 2 legs? 4 legs? Which ones have a beak? How else could you sort them?	Animals and their young - what is a baby cow called? Etc.  Occupations - What does a farmer do?  Have they ever visited a farm? What did they see? Do?  Where does milk come from? Milk a pretend cow!	Paintings/drawings of farm animals  <b>Songs/rhymes:</b> <i>Old Macdonald had a Farm</i> <i>The Farmer's in the Dell</i> <i>Baa, baa, black sheep</i> <i>BINGO</i>
<b>Wk 3</b>	<b>Entry Point:</b> Letter from Little Red Hen explaining how fed up she is. Can the children help her because her friends won't?						
<b>Focus:</b> <i>The Little Red Hen</i>	Discuss the behaviour of the animals towards the Little Red Hen - should they have helped? Why? Is it alright for them to eat the bread? Why? What should Little Red Hen do?	Oral story telling of <i>The Little Red Hen</i> - use words such as <i>first, next, finally</i>  Respond to/give simple instructions to make bread/ something new for Little Red Hen	Uses equipment and tools safely and effectively when making food.	<b>Books:</b> <i>The Little Red Hen</i> <b>Writing ideas (inclu. Role play):</b> - "Not I" said the... - Recipe for bread or something else the hen wants help with -Wanted poster "Who will help the Little Red Hen?" - Rhyming words with red and hen	Measuring items for recipe.  1:1 correspondance - is there enough bread/ plates/etc for everyone? Have we got too much or not enough? How many more do we need?	Where does bread come from? Look at wheat and follow a recipe to make bread.  How do plants grow? Recap conditions for plants to grow.	Make little red hens - collage/paint  Drama/role play - <i>Little Red Hen</i> story. Could 'hot seat' the Little Red Hen and/or one of the other animals <b>Songs/rhymes:</b> Can children help change <i>5 currant buns to 5 loaves of bread or 5 bread rolls...?</i>

<p><b>Wk 4</b></p> <p><b>Focus:</b> <i>Dingle, Dangle Scarecrow</i></p>	<p><b>Entry Point:</b> Help! Can you design and make a Millhouse Scarecrow to keep the birds away from our sunflowers over the Summer holidays?</p>						
	<p>How did the animals help Betty and Harry in <i>The Scarecrows' Wedding?</i> How can we help others?</p>	<p>Joining in with rhyme and repeated refrains in stories</p>	<p>Act out <i>Dingle, Dangle Scarecrow</i> as warm up for PE</p>	<p><b>Books:</b> <i>Dingle, Dangle Scarecrow</i> <i>The Scarecrows' Wedding</i> <i>Tattybogle</i></p> <p><b>Writing ideas (incl. Role play):</b></p> <ul style="list-style-type: none"> <li>- Labelling scarecrows (using simple adjectives to describe clothes)</li> <li>- Continuing rhyming strings</li> <li>- Write captions, thought bubbles or speech bubbles for illustrations for stories.</li> <li>- Write instructions for how to make a scarecrow</li> </ul>	<p>Scarecrow / planting patterns using beans/seeds</p> <p>Capacity: which container will hold the most water to help the scarecrows in <i>The Scarecrows' Wedding?</i></p>	<p>What are scarecrows used for? How else could we persuade the birds to stay away from the sunflowers (e.g. make bird feeders, put streamers or wind chimes up)</p> <p>Make bird feeders with cups, bird feed and fat.</p>	<p>Making life size scarecrows</p> <p>Scarecrow pictures - collage/</p> <p>Make wind chimes/ streamers</p> <p><b>Songs/rhymes:</b> <i>Dingle, Dangle Scarecrow</i></p>
<p><b>Wks 5 and 6</b></p> <p><b>Focus:</b> <i>What the Ladybird Heard</i></p>	<p><b>Entry Point:</b> Millhouse Newsflash - the ladybird is a hero. Let's find out why...</p>						
	<p>Discuss the robbers? Is it alright to steal the cow? Why?</p>	<p>Oral story telling of- <i>What the Ladybird Heard</i> use words such as <i>first, next, finally</i></p>		<p><b>Books:</b> <i>What the Ladybird Heard</i></p> <p><b>Writing ideas (incl. Role play):</b></p> <ul style="list-style-type: none"> <li>- story maps</li> <li>- What sounds do the animals make?</li> <li>- Writing simple sentences about the robbers.</li> <li>- Continuing rhyming strings</li> </ul>	<p>Counting spots on ladybirds - including doubles to 5+5</p>	<p>Animals - what noise does a cow make? Etc.</p> <p>Create a map of the farm and use/ program beebots to follow the route taken.</p>	<p><b>Songs/rhymes:</b> <i>Ladybird, Ladybird</i></p>

<b>Wk 7</b>	<b>Entry Point:</b> A bandaged fox arrives - whatever happened to it?!						
<b>Focus:</b> <i>Rosie's Walk</i>	Why do you think the fox is following the hen? Does he want to be her friend? Or eat her? Ask and answer questions.	Joins in with rhymes and stories  Link with music - go on a listening walk: what sounds can you hear? Are they long/short, high/low, loud/quiet.  Shows understanding of prepositions	Travelling over, under, through and around PE equipment.	<b>Books:</b> <i>Rosie's Walk</i> Nursery rhyme books  <b>Writing ideas (incl. Role play):</b> -simple sentences with prepositions - speech/thought bubbles for what the animals are thinking -Where might Rosie go next/at Millhouse?	Positional Language - under, over, next to, etc...	ICT: Farm picture on art package	<b>Songs/rhymes:</b> Add sounds (using musical instruments) to a retelling of Rosie's Walk - e.g. fox hitting his head on rake.

<b>Suggested Role Play:</b>	
<b>Indoors:</b> - Farm - Small world Farm - Retelling stories with puppets - Farm shop	<b>Outdoors:</b> - Farm -Digging/planting -Tractors - Milking a 'cow' - Herding sheep - counting