

Reception – Term 5 Topic: Where does our food come from?



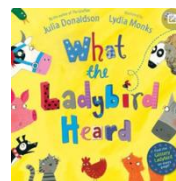
Curriculum Key Question:
Where have we come from? Where are we going?

We will be learning all about farms. We will think about food produced on a farm from the crops and animals on a farm. We will compare farms now and farms in the past.

We will develop our learning around two stories set on the farm. One is a



traditional tale – **The Little Red Hen** and the other, **What the Ladybird Heard**, is a story by a favourite author of our class – Julia Donaldson!



Questions and Activities you could ask and do at home:

- Find stories at home which are set on a farm. Bring them into school to share!
- Look in your kitchen at home – can you find a food which is grown as a crop? Can you find the food which is made from milk from a cow?
- Help your family to prepare a meal – write a shopping list, visit a shop and find all of your ingredients, then cook up a delicious feast!
- Grow your own crops – care for them, then harvest them and eat them with your family.



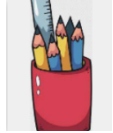


We will compare farms now and farms in the past.



We will grow and care for our own crops creating a Reception Farm in the outdoor area!

Key Vocabulary: (including definition)

Farmer	A person who works on a farm
Field	Area of land used for animals or growing crops
Soil	A layer of earth where plants grow
Farm animal names	Such as cow, pig, goat, horse, duck etc
Crop	A plant grown such as wheat, fruits or vegetables
Harvest	The activity of gathering the crops ready to be used
Tractor	A powerful machine with large rear wheels used on a farm
Combine Harvester	A large machine which helps farmers to harvest crops from the field
Past	Already happened
Present	Happening now

<h2 style="text-align: center;">Our Key Learning</h2> <h3 style="text-align: center;">Topic: Where does our food come from?</h3>		<h3>Literacy</h3>	<h3>Maths</h3>
<p>Personal Social and Emotional Development</p> <ul style="list-style-type: none"> To play a game with rules in a small group of peers. To find resolution without conflict. To set themselves a goal and talk about how they might achieve it. To show perseverance in the face of challenge. To follow instructions including several ideas or actions. To identify keys on a computer keyboard. To understand the rules of the computer suite. 	<ul style="list-style-type: none"> To read individual sounds including digraph 'special friends' by saying the sound for them. To read simple captions and sentences including taught red words with increasing fluency. To think of and write a short, simple sentence beginning to use finger spaces, full stop and capital letters. To be able to re-read writing to check for sense. To be forming most lower case letters correctly. To listen to stories and demonstrate their understanding through discussion. 	  <ul style="list-style-type: none"> To begin identify numbers beyond 10. To count verbally to 20 and beyond. To recognize the repeating pattern of the number system. To be able to find doubles in real life objects. To solve double number problems. To be able to halve a group of objects between two groups. To be able to complete a shape problem such as a jigsaw independently. To complete addition and subtraction problems. 	
<p>Communication and Language</p> <ul style="list-style-type: none"> To listen and ask questions to clarify. To use vocabulary learn in fiction and non-fiction texts, rhymes and songs in conversations including those shared on the IWB. To speak in full sentences, using correct tenses and joining sentences with connectives. To engage in meaningful conversations with others. 	<p>Understanding the World</p> <ul style="list-style-type: none"> To talk about similarities and differences between things in the past and now. Use simple geographical words to describe physical features e.g. river and human features e.g. city. To know the similarities and differences between materials. To begin to identify uses for materials. To know the names of the four seasons. 	<p>Expressive arts and Design</p> <ul style="list-style-type: none"> To draw with increasing complexity and detail To create collaboratively using a range of techniques and resources To begin to explore a range of joining techniques including split pins and hole punches To explore weaving with a range of natural and man-made products To develop and sustain narratives in play with a group of peers. 	
<p>Physical Development</p> <ul style="list-style-type: none"> To use a pencil effectively in a tripod grip to form taught letters and for drawing. To handle tools, objects, construction and malleable materials safely and with increasing control. To know how to use a mouse effectively on a computer. <p>Get Set 4 PE scheme</p> <ul style="list-style-type: none"> To develop rolling a ball to a target. To be able to stop a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To start to dribble a ball using their feet. To develop their skills at kicking a ball. 	<p>RE Understanding Christianity Scheme</p> <ul style="list-style-type: none"> To know that the word God is a name. To know that Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<p>Music Charanga Scheme:</p> <ul style="list-style-type: none"> To find the pulse and show others the ideas. To copy-clap 3 or 4 word phrases from songs. To perform in groups or individually adding actions or dance. <p>Links/texts that may support your child with their learning</p> <p><u>Tapestry</u> – Share photos and videos of learning happening in school, share learning and events from home https://www.bbc.co.uk/cbeebies/radio/ispay-farm - Listen to this podcast and solve the mystery at the farm! https://www.bbc.co.uk/cbeebies/radio/floellas-story-sack-the-little-red-hen - Share this version of the Little Red Hen Story https://www.youtube.com/watch?v=7NbyiDpY6Ww – Join Julia Donaldson to sing the 'What the Ladybird Heard' song!</p>	

