

Reception, Term 3A

Topic: Farms	
Summary of learning	
<p>The new topic 'Farms' is introduced through teaching time and adult led activities during freeflow. Small group directed activities continue; guided reading with the Class Teacher, language support with a Teaching Assistant, and maths directed time. Phonics (letters and Sounds) and P.E. continue. Children are split into guided reading and writing groups based on their skills and ability demonstrated in the previous term. Homework enables children and carers to refine and consolidate learning from school at home. During this half term Reception experience a working farm on an educational visit.</p>	
Summary of Freeflow Activities	Overview of directed teaching time
<ul style="list-style-type: none"> Group games Suitable activities for spring weather. Re-introducing activities on the field and Activities that require developed understanding and social skills such as the bikes. Activities that support and consolidate learning of phonics and writing 	<ul style="list-style-type: none"> Children have a 20 minute Topic Teach lesson In small groups children receive guided reading time with the class teacher on a weekly basis In addition children also receive small group language support with a Teaching Assistant Phonics continues, moving onto Phase 4 of 'Letters and Sounds'. Previously learned phonemes are revised when appropriate to consolidate learning P.E. returns to dance Children develop their writing skills with the Class Teacher in small groups during freeflow Before lunch a 15 minute music, ICT and circle time lessons continue and develop skills introduced in Term 1, and introduce new skills. After lunch there is a 15 minute maths lesson followed by small group directed time with both the Class Teacher and Teaching Assistant during the week.
Stories read in Term 3A:	
<ul style="list-style-type: none"> Rosie's Walk, by Pat Hutchins The Little Red Hen, a traditional tale Don't Forget the Bacon, Pat Hutchins Handa's Surprise, by Eileen Browne Farmer Duck, by Jez Alborough Hide-and-Seek-Pig, by Julia Donaldson 	
Songs introduced in Term 3A:	
<ul style="list-style-type: none"> Five little Ducks Went Swimming One Day Down on the Farm Oats and Beans and Barley Grow I Went for a Walk on the Farm Today 	

Learning Intentions during freeflow	Learning Intentions during teaching time
Communication and Language	
<ul style="list-style-type: none"> I can play shops, 'buying' with money and using number language I can talk about the rule I need to remember in school I can pretend to work as a vet I know what sick animals need to make them better I can use resources to build scene and make a story I know how to look after animals and crops I can write down ingredients to make a recipe in the mud kitchen and explain why chose them I can retell a story and use complex words and sentences to describe it I can use mathematical language in my play I can use a walkie-talkie to talk to my friends I can make a map and talk about the directions and places I have put on it 	<ul style="list-style-type: none"> I can talk about the differences between farm and wild animals I can share what I already know about farms I can use descriptive language to talk about different farm animals I can retell and describe the events in a story I understand that we keep cows for their milk and meat I can talk about why we keep hens I can talk about how wheat is grown, milled and made into bread I can retell the story by putting the pictures in the correct order and talking about it I can talk about what is sold in a farm shop and why it is different to a supermarket I can listen to a description and name the animal I can match pictures to instructions for baking I can describe how horses can help on the farm I understand what a dairy product is I can talk about what dairy products I eat or drink I can describe the differences between different types of farms I can think of lots of describing words for a vegetable with my partner I can discuss and explain my own experiences I can talk using full sentences I can say which foods I like or dislike I can describe the taste of different fruits and vegetables I can talk about what we saw on our visit I can think of my own rhyming words I understand what plants need to grow and how we look after them I can use positional language to describe the position of an item I can play a game on the computer and explain what to do next I can talk about what I think I will see on the farm I can listen to a story carefully I can join in with phrases in a story I can talk about why a farmer needs a tractor I can recall my experiences on the farm
Physical Development	
<ul style="list-style-type: none"> I can write about what I did in the holidays I can experiment with mark making I can use resources to build scene and make a story I can click and drag using the graphics tablet I can click and drag using a mouse I can follow and trace a pattern I can use a pincer grip to pick up small objects I can mix colours and paint independently I can use my imagination to make a farm animal I can be creative using a variety of materials I can make a pathway and follow it 	<ul style="list-style-type: none"> I can use my phonic knowledge to label a picture I can join in with the actions of a song I can join in with rhythmical drawing I understand how rhythmical drawing helps our writing

<ul style="list-style-type: none"> • I can fill a bucket to make a sandcastle • I can mark make to create my own picture • I can practise the sounds I know so far and write them • I can write a sign, label, or list for the shop • I can write about my favourite farm animal • I can make a collage using paint and different materials to make a representation of a landscape • I can write about a farm animal or farm • I can use a range of mark making tools accurately • I can think of a character and write a story about them with a beginning, middle, and an end • I can make a character for my story • I can paint a picture of the place my story is set • I can make a puzzle using a picture from our visit, cutting out jigsaw pieces • I can throw, kick, and catch a ball with my friends • I can mould, squash and squeeze playdough and plasticine into shapes and patterns • I can record numbers • I can move around the climbing frame safely • I can ride the bikes being careful of my friends • I can write about what I saw and liked on the farm • I can make my own number line • I am starting to write numbers to 10 • I can make a map and talk about the directions and places I have put on it 	
Personal, Social and Emotional Development	
<ul style="list-style-type: none"> • I can mix colours and paint independently • I can check my construction is safe • I can talk about the rule I need to remember in school • I can throw, kick, and catch a ball with my friends • I can move around the climbing frame safely • I can ride the bikes being careful of my friends • I can independently choose a book and read it • I can use a walkie-talkie to talk to my friends 	<ul style="list-style-type: none"> • I can sing hello to my friends • I can think of lots of describing words for a vegetable with my partner • I can describe the taste of different fruits and vegetables • I can say which foods I like or dislike
Literacy	
<ul style="list-style-type: none"> • I can write about what I did in the holidays • I can experiment with mark making • I can use resources to build scene and make a story • I can follow and trace a pattern • I can practise the sounds I know so far and write them • I can write a sign, label, or list for the shop • I can write about my favourite farm animal • I can write about a farm animal or farm • I can use a range of mark making tools accurately • I can think of a character and write a story about them with a beginning, middle, and an end • I can make a character for my story • I can paint a picture of the place my story is set • I can retell a story and use complex words and sentences to describe it • I can independently choose a book and read it • I can write about what I saw and liked on the farm • I can use 2Publish to draw a picture and write a sentence about my visit to the farm • 	<ul style="list-style-type: none"> • I can retell and describe the events in a story • I can use my phonic knowledge to label a picture • I understand how rhythmical drawing helps our writing • I can retell the story by putting the pictures in the correct order and talking about it • I can match pictures to instructions for baking • I can think of my own rhyming words • I can use a computer to create my own story • I understand a story has a beginning, middle, and an end • I can listen to a story carefully • I can join in with phrases in a story

Maths

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| <ul style="list-style-type: none"> I can play shops, 'buying' with money and using number language I can experiment with heavy and light loads I can write down ingredients to make a recipe in the mud kitchen I can use shapes to make a picture I can make a puzzle using a picture from our visit, cutting out jigsaw pieces I can identify objects that float and sink I can mould, squash and squeeze playdough and plasticine into shapes and patterns I can find out how many I can use mathematical language in my play I can record numbers I am starting to solve mathematical problems I can tell the time (on the hour) I can order numbers up to 20 I can make my own number line I am starting to write numbers to 10 I can make a map and talk about the directions and places I have put on it I can program a Beebot to move around a farm I can sort objects into two groups evenly | <ul style="list-style-type: none"> I can sort farm and wild animals I can play a remembering game and remember a pattern I can identify the correct number to 10 I can match the numeral with a number card I am holding I can use positional language to describe the position of an item I know how to use money to play a game I can sort objects into two groups and say if there is an odd one out I can sort objects into two groups fairly I can say if the number of objects is an odd or an even number I can count the even numbers I can count in twos |
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Understanding the World

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| <ul style="list-style-type: none"> I can find out about farms ready for the visit I can make a small world with trains and cars and other resources I can pretend to work as a vet I know what sick animals need to make them better I can build a farm with fields and fences I know how to look after animals and crops I can write about a farm animal or farm I can plant grass seeds to make a 'field' I can plant different beans and understand that seeds grow into plants I can write about what I saw and liked on the farm I can use 2Publish to draw a picture and write a sentence about my visit to the farm I can make a map and talk about the directions and places I have put on it | <ul style="list-style-type: none"> I can share what I already know about farms I can talk about the differences between farm and wild animals I can learn about sheep and why farmers keep them I can talk about how farmers look after sheep and use sheep dogs I can use descriptive language to talk about different farm animals I understand that we keep cows for their milk and meat I can talk about why we keep hens I can talk about how wheat is grown, milled and made into bread I can talk about what is sold in a farm shop and why it is different to a supermarket I can listen to a description and name the animal I can sequence the order we need to bake bread in I can match pictures to instructions for baking I can describe how horses can help on the farm I understand what a dairy product is I can talk about what dairy products I eat or drink I can think of lots of describing words for a vegetable with my partner I can discuss and explain my own experiences I can describe the taste of different fruits and vegetables I can describe the differences between different types of farms I can say which foods I like or dislike I can talk about what we saw on our visit I understand what plants need to grow and how we look after them I can sort food that is grown, and food that is made I can use a computer to create my own story |
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	<ul style="list-style-type: none"> • I can talk about why a farmer needs a tractor • I can recall my experiences on the farm • I can learn a Muslim story, telling how looking after living creatures is important to Muslim people • I can discover why having good people to copy is important for all human beings • I can explore the Christian sacred text called the Bible. • I can discuss why the Bible is special to Christians • I can understand how Jesus helped people
Expressive Arts and Design	
<ul style="list-style-type: none"> • I can use resources to build scene and make a story • I can use my imagination to make a farm animal • I can be creative using a variety of materials • I can mix colours and paint independently • I can explore sounds with the boom box and instruments • I can use the mud kitchen to make recipes • I can fill a bucket to make a sandcastle • I can explore different textures and patterns • I can make a collage using paint and different materials to make a representation of a landscape • I can pretend to work as a vet • I know what sick animals need to make them better • I can build a farm with fields and fences • I know how to look after animals and crops • I can write down ingredients to make a recipe in the mud kitchen and explain why chose them • I can think of a character and write a story about them with a beginning, middle, and an end • I can use shapes to make a picture • I can make a character for my story • I can paint a picture of the place my story is set • I can make a puzzle using a picture from our visit, cutting out jigsaw pieces • I can mould, squash and squeeze playdough and plasticine into shapes and patterns • I can use 2Publish to draw a picture and write a sentence about my visit to the farm • I can make a map and talk about the directions and places I have put on it • I can use a walkie-talkie to talk to my friends 	<ul style="list-style-type: none"> • I can sing hello to my friends • I can join in with the songs and actions • I can learn a new song • I can create my own story using a computer program • I can make the sounds of different animals