

Owlets Spring 1 Curriculum Overview 2018 – “Down on the farm” - Farms and animals, including habitats

	01.01.2018 Week 15	08.01.2018 Week 16	15.01.2018 Week 17	22.01.2018 Week 18	29.01.2018 Week 19	05.02.2018 Week 20
Key Events	Weds – Inset Day					
Personal, Social and Emotional Development	Free-flow choosing time within a planned Early Years Environment provides children with opportunities to develop self-confidence, their sense of self and begin to make established friendships within their class group. Children will make independent choices about their learning by carefully selecting resources both on their own and with others, which will enable them to use and apply their knowledge of the world around them, subsequently leading to a greater level of understanding. Children will converse with one another, negotiate, take turns, learn about each other’s feelings and begin to understand how their actions can affect these.					
Communication and Language	<ul style="list-style-type: none"> • Talk Partners provide regular opportunities for children to converse, discuss and peer assess their learning • Free-flow choosing time promotes an expanse of communication – listening, talking, responding, understanding • Weekly Spanish lessons planned and taught by Mrs Hamilton (MFL Teacher) • Small group learning provides adult modeling and substantial time to support individual’s needs • Daily phonics teaching, including the introduction and discussion of new vocabulary <p><i>Ideas could include:</i> Small world farm scene, including a variety of textures (hay/straw, grass, stones, mud, corn), small world animals, farm buildings and tractors/diggers Role play areas such as farmers cottage, outdoor farm role play, veterinary surgery, farm shop Indoor garden – plant pots, gardening tools, seeds, compost, watering cans and plastic plants</p>					
Physical Development	<p>Weekly Physical Education lessons planned and taught by Mrs House (HLTA)</p> <p>Outdoor Environment supporting gross motor development through activities/resources such as: trim trail, bikes and scooters, mud kitchen, stage, den building, large scale construction resources</p> <p>Sensory/Fine Motor Tray provides children with opportunities to develop muscle tone, develop hand-eye coordination and experience and explore different textures</p> <p><i>Ideas could include: Root vegetables with magnifying glasses and photos of how they grow, living plants with clipboards, cameras and magnifying glasses for children to explore (including close-up photos of plants showing details such as veins), mud and tractors, washing muddy farm animals, bird seed/popcorn and tractors</i></p>					
Literacy (Reading and Writing)	<p>Phonics – Discrete phonics teaching Tuesday-Friday. Opportunities to apply phonological understanding on Monday during Big Write and through regular 1:1 reading</p> <p>Phonics is taught in line with Letters and Sounds, although aspects of other schemes are used such as the Read Write Inc formation rhymes</p> <p>Home reading encompasses a range of resources including pre-reader books, initial sound packs and a variety of CVC/CVCC/CCVC sound packs</p> <p>Weekly BIG Write provides a routine opportunity for children to develop their writing skills as well as apply and use their phonological understanding and awareness.</p> <p>Talk Homework is issued on a Friday – a discussion point/topic/picture for children to talk about at home with their family in preparation for Big Write on Monday.</p> <p>Ideas could include:</p> <ul style="list-style-type: none"> • Think of some animals that often live on farms. Do you know what their babies are called? • Draw some pictures of some different foods that farmers grow in their fields – can you label them? • Describe the animals that you might find on a farm e.g. muddy, smelly pig, fluffy sheep... • Which is your favourite farm animal and why? – Use of the word ‘because’. If you could be a farm animal, which one would you be? • Descriptions of animals e.g. A cow is... has... /A pig is... has.../A horse is... has... <p>Gold Write is introduced later in the year as a half termly/termly assessment tool; whichever is felt best appropriate for the cohort of children.</p> <p>Daily Story Telling promoting a love of reading/stories and broadening the range of books that children enjoy</p>					

	<p>Text – What the Ladybird Heard by Julia Donaldson <i>Ideas could include:</i> Draw/match and label animals on the farm, sticking the animals from the story in order of appearance in a story map style, thinking of words that describe how someone could talk (the ladybird always whispers) – shout, hiss, chatter, scream, WANTED poster to catch Hefty Hugh/Lanky Len</p>		<p>Text – The Scarecrows' Wedding by Julia Donaldson <i>Ideas could include:</i> Designing wedding outfits, Scarecrows can/have/are..., Making wedding invitations, label picture of scarecrow</p>		<p>Text – What the Ladybird Heard Next by Julia Donaldson <i>Ideas could include:</i> Similarities and differences to the original story, retell the story, newspaper report for missing eggs HAPs – Scaffold writing a sentence, supported.</p>		<p>End of Half Term Assessments To include: phonics update (phase 2 and 3), reading bands and Gold writing</p>
<p>Mathematics (Number and Shape, space and measures)</p>	<p>1:1 Correspondence Counting</p> <ul style="list-style-type: none"> Favourite farm animal survey and pictogram (Purple Mash) – children to do their own on clipboards 	<p>Sort the animals (venn or carroll diagram) – Which ones have 2 legs? A beak? How else could you sort them?</p>	<ul style="list-style-type: none"> More and less – which shoulder does the scarecrow have more crows sitting on? 2D Shape scarecrows or tractors 	<ul style="list-style-type: none"> Comparing size of eggs/animals in story Weight – primarily of compare bears and classroom objects – comparing light/heavy/same 	<ul style="list-style-type: none"> Weight – of farm produce – potentially leading into baking or cooking activity? Bread? 	<p>End of Half Term Assessments To include: number recognition, ordering numbers, shape recognition, 1:1 correspondence</p>	
<p>Understanding the World (including Technology)</p>	<p>MFL - Spanish</p> <p>Child-Led Planning What do I know about farms already? What would I like to learn about farms? Have I ever been to a farm or seen animals that might live on a farm?</p>	<p>MFL - Spanish</p> <p>Science Sorting farm animals into their habitats – sticking/sorting where they live</p> <p>Science What produce/meats do we get from farms/animals? Including wool etc. (not just food)</p>	<p>MFL - Spanish</p> <p>Geography Why do farmers put scarecrows in their fields?</p> <p>Science What do crops need to grow?</p>	<p>MFL - Spanish</p> <p>Science Animals and their young Carnivores, herbivores and omnivores</p> <p>Geography Farm machinery and harvest</p>	<p>MFL - Spanish</p> <p>History How did farms used to operate? What equipment did they use? What jobs had to be done?</p>	<p>MFL - Spanish</p> <p>RE Origin of Pancake Day (Shrove Tuesday)</p>	
<p>Expressive Arts and Design</p>	<p>Art</p> <ul style="list-style-type: none"> Painting a picture of a farm using animal sponges Drawing farm animals using step-by-step instructions Hanging ladybird decorations for the window 	<p>Outdoors Making a tractor using plastic crates and tyres</p> <p>Design Technology</p> <ul style="list-style-type: none"> Junk modelling tractors Tyre tracks (rolling wheels in paint) <p>Art</p> <ul style="list-style-type: none"> Farm animal art to create new topic display in classroom 	<p>Art</p> <ul style="list-style-type: none"> Vegetable printing <p>Design Technology</p> <ul style="list-style-type: none"> Making a scarecrow using old socks, old school jumpers, straw and bamboo sticks, tied together with string <p>Design Technology</p> <ul style="list-style-type: none"> Make a paper scarecrow hat 	<p>Art/Design Technology Designing a farm – imagine how a bird would see it from the sky – make sure you have enough space for all of the animals and the farmer to live To extend – can you make your farm design using construction or small word?</p>	<p>Cooking/baking Making bread/cakes using produce from farm (e.g. flour/eggs/milk)</p>	<p>Art/Design Technology Valentine's Day cards Design Technology Farm animal masks</p>	

Music/songs

- Dingle Dangle Scarecrow
- Old MacDonald
- Five Little Ducks

Topic Related Enhanced Provision

Reading	A comfortable area with a variety of cushions. Collection of fiction and non-fiction books from Norfolk Schools Library Service (chosen by children in School Library Van) displayed in a unique and inviting shelving unit which allows children to see the front covers of books. Colourful, key words relating to books and reading displayed on the wall e.g. fiction, story, information, front cover. Easy access to Writing Area. Pink reading books also stored here for ease of access to children.
Art/crafts	A range of art materials in organised coloured boxes which are accessible to the children at their height. Materials will change throughout the course of the year but include things such as pom-poms, buttons, sweet wrappers, ribbons, tissue paper, paper shapes, wooden beads, glitter circles, gummed shapes, coloured paper, paint, bottle tops, stamps, sponges, lollipops, googly eyes. Permanent resources include Selotape, PVA glue, Pritt-sticks scissors & paper. Playdough and junk modelling also in this area.
Construction	Contained within an IKEA Storage Unit which is accessible to both adults and children. Various construction materials stored, a different one for each coloured box. Construction includes things such as: large Lego, miniature Lego, Marble-run, inter-star, stickle bricks, wooden blocks, train tracks. Various games and jigsaws also in this area, also stored in a IKEA Unit.
Technology	Interactive Whiteboard used in teaching sessions. Free-flow use of Interactive Whiteboard on age appropriate software and games relevant to current learning e.g. Online games, drawing, writing/reading. iPads (Using apps and cameras). Child cameras and toy kaleidoscope cameras. Talking Clipboards. Keyboards, computer screens, laptops, hairdryers, tills and phones used in Role Play Area, dependent on theme.
Outdoors	Water tray which changes on a weekly or day-to-day basis e.g. coloured water, glitter water, bubbles, different temperatures of water, ice, floating materials, boats, sieves, scoops etc. Sand kitchen (made from various wooden units) containing water and sand, bowls, utensils, baking trays, cupcake trays, shelving, jugs with measurements, containers of different sizes and cups. Wooden picnic bench near to kitchen for children to serve food made in sand kitchen. Bug-themed blackboards and chalk. Whiteboard on wall with pens and rubbers. Plastic tube musical instrument. Hanging baskets on fence to store water and sand toys. Washing line to hang aprons/boiler suits. Coloured seating. Real-life steering wheel attached to railing with chairs to create imaginary cars or transport. Triangular painting stand. Small world table. Spray-painted tyres. Construction/Building Area containing rubber bricks stored on wooden stand, wheelbarrow, and builders' hard hats, trolley. Natural wooden materials stored in blue bucket and used in tuff trays. Raised wooden stage and mirror attached to wall opposite to enhance imaginary/dress-up play. Greenhouse and planters.
Role-play	Farmers cottage, Outdoor farm role play, Veterinary Surgery, Farm shop
Small world	Dolls house containing beds, household items and furnishings and dolls Garage with mechanical lift, helicopter pad and cars Farm scene including farm buildings, animals and various textured materials such as straw, hay, grass, mud and corn/bird seed
Sensory	See MTP for weekly coverage, supporting physical development.
Writing	An open unit at the children's height which allows them to access resources easily, positioned near to table. Including: scrap paper, colouring sheets, envelopes, notepads, stencils, phonics sound & alphabet mats of different themes for differing interests, coloured paper, colouring crayons, thin and thick-grasp HB pencils, rubbers, pencil sharpeners, pencil grips, paper clips, scissors, writing belts. Other resources across different topics may be interchangeable e.g. letter writing paper, invitation paper, shaped paper, clipboards
Maths	Open units and trays at the children's height which allows them to access resources easily. Including: compare bears, unifix, light shapes, threading shapes, 2D shapes, beads and shoe laces, counting puppets, wooden blocks, magnetic construction, numicon, number beanbags, numbered buckets, numbered wooden elephants, road themed number formation cut outs, number lines, counting elephants, puzzles, jigsaws, board games.