

**Intent:** to understand where you can find farms and what they look like.

**Implementation:** looking at maps of farms, time lapse videos, images.

**Impact:** the children will have a good understanding of what animals / people live at a farm, what food grows at a farm, animal life cycles and the important role of the farmers. They will understand where you can find farms and that farms are different around the world.

## Early Years Foundation Stage – Nursery

### Autumn 2 Medium Term Planning

#### 3 Prime Areas of Learning

#### Down at the Farm (Geography link)

#### Where can you find farms and what do they look like?

#### Key Vocabulary:

Farm – an area of land and buildings, used for crops and animals.

Town – a built up area with a name.

Countryside – the land with lots of fields away from built up areas.

Life cycle – a series of changes in life.

Map - a picture that shows you the land and sea around the world / physical features, cities, roads etc.

Week	Personal, Social and Emotional Development	Communication and Language	Physical Development
1 Down at the farm – what does it look like?	Print off role play masks and teach the children the song 'Old McDonald had a farm'. Encourage them to practise during their choosing with a group. PSED: BR (nur): Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? PSED: BR (nur): Play with one or more other children, extending and elaborating play ideas.	Talking about our own experiences of going to the farm – what did it look like/what did they see? CAL: S (nur): Use a wider range of vocabulary. CAL: S (nur): Use longer sentences of four to six words. CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns.	Drawing developmental marks. PD: FMS (nur): Use one-handed tools and equipment, for example, making snips in paper with scissors. PD: FMS (nur): Use a comfortable grip with good control when holding pens and pencils. PD: FMS (nur): Show a preference for a dominant hand. PD: GMS (nur): Use large-muscle movements to wave flags and streamers, paint and make marks.
2 Farmyard Hullabaloo – farm animals.	Old McDonald farmyard adventure. Make a tractor and go on a journey looking at the surroundings – what can you see? PSED: SR (nur): Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. PSED: SR (nur): Develop appropriate ways of being assertive. PSED: SR (nur): Talk with others to solve conflicts. PSED: BR (nur): Play with one or more other children, extending and elaborating play ideas.	On the Old McDonald farmyard adventure use positional language to describe where you need to go and what you can see, e.g. through the muddy tracks, up ladders into hay lofts. CAL: S (nur): Use a wider range of vocabulary. CAL: S (nur): Know many rhymes, be able to talk about familiar books, and be able to tell a long story. CAL: S (nur): Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. CAL: S (nur): Use longer sentences of four to six words.	Moving like farm animals. PD: GMS (nur): Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
3 Baby animals.	What farmyard animal would they like to be for a day and why? Can they move and make the noise of the animal? PSED: SR (nur): Develop their sense of responsibility and membership of a community.	Looking at pictures of baby animals and adult animals and matching them up. CAL: LAAU (nur): Can find it difficult to pay attention to more than one thing at a time. CAL: LAAU (nur): Can the child answer simple 'why' questions? CAL: S (nur): Use a wider range of vocabulary. CAL: S (nur): Use longer sentences of four to six words.	Pretending to milk cows using gloves with holes. PD: FMS (nur): Use one-handed tools and equipment, for example, making snips in paper with scissors.
4 Chickens and chicks – life cycle.	Use the story 'The Little Red Hen' as a prompt for discussion about the importance of helping each other and working as a team. PSED: BR (nur): Play with one or more other children, extending and elaborating play ideas. PSED: BR (nur): Begin to understand how others might be feeling. PSED: SR (nur): Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. PSED: SR (nur): Develop their sense of responsibility and membership of a community.	Play a describing and guessing game – describe a farm animal 'I am pink, have a curly tail and I make this sound. Who am I?' once the children become confident they can take the lead. CAL: LAAU (nur): Can find it difficult to pay attention to more than one thing at a time.	Animal lacing cards. PD: FMS (nur): Show a preference for a dominant hand.
5 The Enormous Turnip – farm produce.	Looking at the difference between town and countryside and talking about how we can take care of the environment when we go to the countryside. PSED: SR (nur): Develop their sense of responsibility and membership of a community. PSED: SR (nur): Talk with others to solve conflicts.	Looking at and discussing farm products from around the world. CAL: LAAU (nur): Can the child answer simple 'why' questions? CAL: LAAU (nur): Can find it difficult to pay attention to more than one thing at a time.	Act out the Enormous Turnip Story – have a 'mini tug of war' outside. Practise kicking and catching large balls. PD: GMS (nur): Start taking part in some group activities which they make up for themselves, or in teams. PD: GMS (nur): Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

<p>6 Jobs on the farm.</p>	<p>Talking about farm safety – what is there on the farm that is dangerous and how we can keep ourselves safe. PSED: SR (nur): Increasingly follow rules, understanding why they are important. PSED: SR (nur): Remember rules without needing an adult to remind them.</p>	<p>Working as a team to build a farm in the construction area. CAL: S (nur): Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns. CAL: S (nur): Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Acting out farmer’s jobs such as shearing, cutting etc. PD: GMS (nur): Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. PD: GMS (nur): Use large-muscle movements to wave flags and streamers, paint and make marks.</p>
<p>7 Harvest.</p>	<p>Have a mini harvest celebration. PSED: SR (nur): Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>Talking about Christmas and why is it a special time of the year – invite the children to talk about their experiences of Christmas. CAL: LAAU (nur): Can find it difficult to pay attention to more CAL: LAAU (nur): Can the child answer simple ‘why’ questions? than one thing at a time. CAL: S (nur): Use a wider range of vocabulary. CAL: S (nur): Can start a conversation with an adult or a friend and continue it for many turns. CAL: S (nur): Use longer sentences of four to six words.</p>	<p>Make a ‘field’ in the play area and get the children to demonstrate how a farmer would harvest a field, driving up and down. Talk about how the farm will need to use the equipment safely. PD: GMS (nur): Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD: GMS (nur): Use large-muscle movements to wave flags and streamers, paint and make marks. PD: GMS (nur): Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>

**Early Years Foundation Stage – Nursery**  
**Autumn 2 Medium Term Planning**  
**4 Specific Areas of Learning**  
**Down at the Farm (Geography link)**  
**Where can you find farms and what do they look like?**

Week	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1 Down at the farm – what does it look like?	Singing 'Old McDonald had a farm', pause and let children join in and anticipate key phrases. Ask the children what animal they would add to the rhyme. Reading books all about farms and farm animals. L: C (nur): Engage in extended conversations about stories, learning new vocabulary.	5 Little Ducks in the water tray, each time taking on away and counting how many is left. Use egg boxes to make and count playdough eggs. Sing Old MacDonald had a farm and count how many animals throughout the song. Singing 5 little speckled frogs, each time taking on away and counting how many is left. M: N (nur): Recite numbers past 5. M: N (nur): Say one number for each item in order: 1,2,3,4,5. M: N (nur): Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). M: N (nur): Show 'finger numbers' up to 5. M: N (nur): Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	How are farms set out? Make maps of a farm. UTW: PCC (nur): Explore how things work. UTW: TNW (nur): Begin to understand the need to respect and care for the natural environment and all living things.	Farm role play area. EAD: IAE (nur): Take part in simple pretend play, using an object to represent something else even though they are not similar.
2 Farmyard Hullabaloo – farm animals.	Sequencing the Farmyard Hullabaloo. L: C (nur): Engage in extended conversations about stories, learning new vocabulary.	All about the number 2 – focusing on representing numbers in different ways. M: N (nur): Experiment with their own symbols and marks as well as numerals. M: N (nur): Show 'finger numbers' up to 5 M: N (nur): Say one number for each item in order: 1,2,3,4,5. M: N (nur): Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Science experiment - change to The Three Billy Goats Gruff story and plant grass seeds in different conditions to see which grass the goats would want to eat. UTW: PCAC (nur): Explore how things work. UTW: TNW (nur): Talk about the differences between materials and changes they notice. UTW: TNW (nur): Begin to understand the need to respect and care for the natural environment and all living things. UTW: TNW (nur): Talk about what they see, using a wide vocabulary. UTW: TNW (nur): Explore collections of materials with similar and/or different properties.	Using various construction building materials / small world figures to create your own farm. EAD: BIAE (nur): Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. EAD: CWM (nur): Explore different materials freely, in order to develop their ideas about how to use them and what to make.
3 Baby animals.	Drawing baby animals and verbally labelling the body parts – more able to talk about them and describe them. L: W (nur) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Sorting animals, e.g. if they are a baby/adult, farm animal/zoo animal, features such as how many legs do they have. M: NP (nur): Make comparisons between objects relating to size, length, weight and capacity. M: NP (nur): Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Look at different types of farms and farms from around the world. UTW: PCAC (nur): Continue developing positive attitudes about the differences between people. UTW: PCAC (nur): Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Play the ring game the farmers in his den. Drawing baby animals. Creating baby animals eg with crafts or paint. Making baby animals out of playdough. EAD: BIAE (nur): Remember and sing entire songs. EAD: CWM (nur): Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD: CWM (nur): Develop their own ideas and then decide which materials to use to express them. EAD: CWM (nur): Join different materials and explore different textures.
4	Create an interactive display about chickens.	Looking at 3D shapes. Can the children see any	Time lapse video of chicks hatching – talk about	Explore using percussion instruments to explore

<p>Chickens and chicks – life cycle.</p>	<p>L: W (nur): Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p><b>3D shapes within a farm?</b> M: NP (nur): Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p><b>what they see and how they would look after them.</b> UTW: PCC (nur): Explore how things work. UTW: TNW (nur): Talk about what they see, using a wide vocabulary. UTW: TNW (nur): Understand the key features of the life cycle of a plant and an animal. UTW: TNW (nur): Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>the noises that the farm animals make (quiet/loud, slow/fast).</b> EAD: BIAE (nur): Play instruments with increasing control to express their feelings and ideas. EAD: BIAE (nur): Create their own songs, or improvise a song around one they know.</p>
<p>5 The Enormous Turnip – farm produce.</p>	<p><b>Act out / sequence the Enormous Turnip Story.</b> L: C (nur): Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Making a farm out of shapes, e.g. fences, fields, ponds, barns.</b> M: NP (nur): Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. M: NP (nur): Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. M: NP (nur): Make comparisons between objects relating to size, length, weight and capacity. M: NP (nur): Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p><b>Using fruit that is grown on a farm to make fruit kebabs.</b> UTW: PCAC (nur): Explore how things work. UTW: TNW (nur): Use all their senses in hands-on exploration of natural materials. UTW: TNW (nur): Talk about what they see, using a wide vocabulary.</p>	<p><b>Potato printing.</b> EAD: CWM (nur): Explore colour and colour-mixing.</p>
<p>6 Jobs on the farm.</p>	<p><b>Writing letters for Santa and posting them at the class Post Office.</b> L: W (nur): Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. L: W (nur): Write some or all of their name. L: W (nur): Write some letters accurately. L: WR (nur): Understand the five key concepts about print</p>	<p><b>Combining shapes to make new ones.</b> M: NR (nur): Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. M: NR (nur): Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p><b>What do farmers do in different seasons? Understand the effects the seasons have on us.</b> UTW: PCAC (nur): Explore how things work. UTW: TNW (nur): Talk about what they see, using a wide vocabulary. UTW: TNW (nur): Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Cereal boxes to create televisions to watch the weather forecast on. Talk about the farmer needs certain weather conditions for the crops to grow.</b> EAD: BIAE (nur): Take part in simple pretend play, using an object to represent something else even though they are not similar. EAD: CWM (nur): Explore different materials freely, in order to develop their ideas about how to use them and what to make. EAD: CWM (nur): Join different materials and explore different textures.</p>
<p>7 Harvest.</p>	<p><b>Reading and discussing the Christmas story – talk about the settings, events and characters.</b> L: C (nur): Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Making comparisons between objects relating to size, length, weight and capacity (focusing on length). Sorting Christmas trees into the correct length order.</b> M: NP (nur): Make comparisons between objects relating to size, length, weight and capacity</p>	<p><b>Children to practise drawing pictures of farm animals and animals that would have been in the stable.</b> UTW: TNW (nur): -Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Nativity role play area.</b> EAD: BIAE (nur): Create their own songs, or improvise a song around one they know. EAD: BIAE (nur): Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>