

English

National Curriculum Links

Reading Comprehension CC Phonics and listening skills, commas in lists, revisit verbs)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- recognising and joining in with predictable phrases.
- Being introduced to non-fiction books that are structured in different ways.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Making inferences on the basis of what has been said and done.
- Predict what might happen based on what has been read so far.

Writing

- Encapsulate what they want to say, sentence by sentence coherently.
- Sequence sentences to form increasingly longer narratives.
- Proof reading to check for errors in spelling, grammar and punctuation.
- Learn how to use commas for lists.
- Learn about adjectives.
- Learn to use the past and present tense and how the suffixes **_ing** and **_ed** can be used to change tense.
- How the prefix **un_** changes meaning of verbs and adjectives.

Possible Stories

Fiction: Wake-Up Time on Bumble Farm by Twinkl, The Snow Lambs by Kim Lewis, Oliver's Vegetables and Oliver's Fruit Salad by Vivian French, The Best Bottom by Brigitte Minne, A Puppy's Tale by Alan Windran, You're Not Ugly Duckling by Steve Smallman, Little Hen's Great Escape by Elizabeth Dale, The Fox and the Stork by Margaret Nash, Let's Talk About Animals by Britta Teckentrup, Over on the Farm by Christopher Gunson

Non Fiction: Selection about farm animals.

Maths

National Curriculum Links

Number: Addition and Subtraction

- CC (Ongoing – telling the time: o'clock/half past)

Number: Multiplication and Division

- Count in twos, fives and tens and learn times table facts for the 2, 5 and 10 times tables.
- Make, add and share equal groups of objects and numbers then use these groups to make arrays.
- Double and halve numbers and recognise odd and even numbers.
- Calculate mathematical sentences using division and write these calculations using the correct symbols.
- Solve problems using multiplication and division using objects, representations and real life contexts.

Number: Fractions

- Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an object, shape or quantity.
- Recognise, find and name $\frac{1}{4}$ as one of four equal parts of an object, shape or quantity.
- Recognise, find and name $\frac{1}{3}$, $\frac{2}{3}$ and $\frac{2}{4}$ of objects, shape or quantity.
- Write simple fractions eg $\frac{1}{2}$ of 6 = 3.
- Recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.

Science

Animals CC (Sc1)

National Curriculum Links

Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe the structure of common animals.
- Identify, name and draw the basic parts of the human body and say which body parts are associated with the senses.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe how animals obtain their food from plants and other animals, using the idea of a food chain.
- Explore and compare the differences between things that are living, dead and things that have never been alive.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Learning Outcomes

Children will:

- Use books and the internet to find out about farm animals. They will compare these animals to wild animals from the locality.
- Label the different parts of animals, including humans.
- Draw life cycles and food chains for different farm animals and for humans.
- Find out about how local animals adapt to their environment so that they can still get their basic needs. Compare this to humans; how do we get our basic needs and stay healthy?

RE Easter

Pupils should:

- Hear the stories of Palm Sunday and The Easter Story.
- Find out about Easter traditions.

Learning Outcomes

Children will:

- Think about how famous people are welcomed and how this relates to Jesus entering Jerusalem on Palm Sunday.
- Listen to the Easter Story.
- Learn about Easter traditions.

Geography

Geography Skills and Fieldwork

CC (Map Skills, compass points)

- Use geographical vocabulary to refer to key physical features, including: forest, hill, mountain, valley, vegetation, season and weather.
- Use geographical vocabulary to refer to human features, including: city, town, village, farm, house, shop.
- Use simple compass directions and locational and directional language to describe features and routes on a map.
- Use aerial photos and plan perspectives to recognise landmarks and features; devise a simple map and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of school and its grounds and the key features of its surrounding environment.

Children will:

- Describe the features on aerial photos of the school grounds and local farms.
- Make simple plans and maps of models, for eg towns, farms.
- Use aerial photos to make simple maps.

Music

Charanga – Round and Round (Covid Version)

National Curriculum Links

- Children will use these interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure
- Listen to and appraise a range of six different types of music
- Sing, play instruments, improvise and compose

Learning Outcomes

Children will:

- Listen to and appraise music.
- Learn about pulse, rhythm and pitch.
- Learn to sing the songs. *
- Play instruments with the songs.
- Improvise with the songs.
- Compose with the songs.
- Perform their compositions.

* (Singing outdoors or in well-ventilated room with distancing)

P.S.H.E.

Jigsaw Scheme – Healthy Me

Pupils should be taught how to:

- Make healthy and unhealthy choices in food and lifestyle.
- Keep myself clean and free of germs.
- Take medicines safely.
- Cross the road safely.

Learning Outcomes

Children will:

- Investigate healthy food and how exercise can help to keep us fit.
- Learn good hygiene habits and how we can avoid infection.
- Find out which household substances can be dangerous as well as how to take medicines safely.
- Learn the rules for crossing the road safely.

Down on the Farm! Spr 2



Computing

CC Algorithms

National Curriculum Links

- IT – Organise, store, retrieve and manipulate digital outcome.

Children will:

- Research life on a farm using online sources (DK encyclopaedia).
- Create a presentation about life on a farm using technology (e.g. Adobe Spark, Powerpoint, Google Slides, Green Screen, DoInk)
- Use art programs to create animals/scenes and save to own file
- DL – Use technology safely and respectfully.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online.

Children will:

- Discuss how to stay safe and what procedures to follow if they need help (revisit Lee and Kim's Animal Adventure and SID's Top Tips).

Art & Design

Painting Animals

National Curriculum Links

- To use drawing, painting and sculpture to develop ideas, experiences and imagination.
- To use colour (and colour mixing), texture, line, shape, form and space in own artwork

Learning Outcomes

Children will:

- Look at and appraise the work of Debra Sisson by talking about the colour she uses and the lines and shapes she creates.
- Use this style of painting to create their own paintings of farm animals.
- Discuss the representations of Spring by Jackson Pollock and Vincent Van Gogh by referring to the colours, shapes and lines used and recreate the styles with their own paintings.

DT

CC – sewing an animal.

National Curriculum Links

Pupils should be taught to:

Design

- Design a farm vehicle with moving parts.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore how they can use mechanisms (for example wheels and axles) in their products.

Learning Outcomes:

Children will:

- Design a farm vehicle.
- Generate ideas through talk and drawing after looking at examples and investigating wheels and axles.



Physical Education

Dance with Joanne Burn

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.

Dance – basic balance and agility moves in learned dance sequences.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum

For example:

- *Questioning and reasoning about predictions as well as questions to farmers about their animals and crops (science).*
- *Recount habitat investigations.*
- *Writing care manuals for farm animals (science).*
- *Writing an instructional booklet for growing crops (science).*
- *Write instructions for making a farm vehicle (DT).*
- *Write safety leaflets for staying healthy and safe (PSHE).*

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure temperature of different places on the school field to compare habitats.
- Data Handling – draw charts for different animals and crops on farms.

Geography

- Following directions for map work.

DT:

- Selecting suitable shapes for model making according to their properties and explain their reasoning.
- Measure sections for making their farm vehicle.

Investigation Possibilities

CC (Sc1)

Science

- Which is the best place on the school field for a mouse to survive?
- What do animals need to survive?
- Why do animals live in their habitats?
- Can you design a farm?

Geog

- Can you make a model to match the map and a map to match the model?

Philosophy for Children

Science

- Should animals be kept on a farm?
- Should we eat animals?

RE

- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Opportunities for Outdoor Learning

Science

- Look for and identify: living things, things that have never been alive and things that have been alive in the school grounds.
- Set up investigations on the school field to compare habitats.
- Look for signs of winter and then spring.

Geog:

- Make plans and maps of the school field.

PSHE

- Practise road safety skills on the school yard.

RE

- Make a Garden of Gethsemane using natural materials