

| Children in Reception will be learning to:   | Characteristics of Effective Learning   | Farms, Pirates and Journeys F2   |
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| <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Draw information from simple maps. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple</li> </ul> | <p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Children investigate and experience things, and 'have a go'</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>Children have and develop</li> </ul> | <p><u>Describing places in our local area</u><br/>           Know what they can find in their <b>local</b> area - shops, houses, park etc. Know that local means near to where you live.<br/>           Know that they live in the <b>country</b> of <b>England</b><br/>           Know that <b>Barnsley</b> is a <b>town</b> in <b>Yorkshire</b> of England<br/>           Know that a <b>map</b> is a drawing of an area from above (as if a bird was flying over and looking down - this is known as a bird's eye view)<br/>           Know how to find Barnsley on a map of the UK<br/>           Know how to find the UK on a map of the world<br/>           Know that London is the capital of England</p> <p><b>Maps and Globes</b><br/>           Know that <b>maps</b> and <b>globes</b> show where places are. Look at different maps and <b>aerial</b> photograph of the school grounds</p> <p>Know the compass directions: <b>North, South, East, West.</b> (learn as a rhyme) Understand directional language: <b>near, far, left, right, forward, backward.</b> Use these to give directions using a treasure map. Children to make their own treasure maps and use directions.</p> <p><b>Countries</b><br/>           Know where to find the UK on a <b>map</b> and <b>globe.</b></p> <p>Know that there are different countries in the world and that we can explore them.</p> <p>Know the differences in animals and plants in contrasting environments</p> <p>Know and find which <b>countries</b> we have already <b>explored</b> linked to topics this year. Make links to prior learning and put previous themes onto the <b>world map.</b> (Polar regions / India as a main but not exclusive place that celebrates Diwali /</p> <p>Find places that are of <b>interest / importance</b> to the class Spain.<br/>           Explore relevant places; What is the flag of that country / what money do they use / can we speak any of the <b>language?</b> / what food is special / where is it / what is the <b>weather</b> like / which animals live there? / How could we get there which</p> |




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| <p>features. Offer opportunities for children to choose to draw simple maps of their immediate environment.</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see hear and feel outside.</li> </ul> | <p>their own ideas, make links between ideas, and develop strategies for doing things</p> | <p><b>transport</b> would we use? Know where Spain is on a map / atlas.<br/>Use technology to find out facts about Spain.</p> <p>Know the different types of transport that could get us to explore new places.<br/>Ships / boats / planes / train.</p> <p><b>Farm</b><br/>Know there are different types of farm. Some have animals, some crops and some both.<br/>Know the name animals we may find on the farm: Cow, sheep, pig, donkey, goat horse, goose, hen and wht we call their babies.<br/>Know where our food comes from:<br/>milk/cheese – cow; eggs- hen; bread – wheat; chips – potatoes; beef – cow; bacon pork – pig.<br/>Know we get wool from sheep and what we use wool for.<br/>Know farms grow fruit and vegetables.<br/>Know the jobs a farmer does: feeding and keeping animals clean; milking; collecting eggs; herding and shearing sheep;<br/><b>sowing</b>, watering and <b>harvesting</b> crops.</p> |
| <p><b>Personal, Social and Emotional Development</b></p>   |   | <p><u>Transition to Year 1</u><br/>Know about the changes in Year 1 (less continuous provision and knowing that you sit at the table to complete most of your work)<br/>Know the names of the new teachers in year 1.<br/>Know where my new classroom will be/Know where the toilets are<br/>Know the new routines/timetable<br/>Know where to go at playtime and dinnertime</p>   |

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| <p><b>Music</b></p>                     | <p>Charanga: Reflect, Rewind and Replay Revision of all previous songs learned.<br/>All the learning is focused around revisiting chosen nursery rhymes and/or songs.</p> <p>Journey songs:<br/>When I was one<br/>The wheels on the bus<br/>Row, row, row your boat<br/>The big ship sails on the ally-ally oh<br/>This is the way we cross the road<br/>The train – tickerty track</p> <p>Farm songs<br/>Old MacDonald<br/>Ten Little Chicks<br/>Five Pink Pigs<br/>Jumping Up Down on a Tractor<br/>Five Little Chicks<br/>Baa Black Sheep<br/><a href="https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-on-the-farm/zb43pg8">https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-on-the-farm/zb43pg8</a><br/>Range of songs and activities on the above site.</p> <p>What shall we do with the lazy pirate?<br/>What shall we do with the lazy pirate?<br/>What shall we do with the lazy pirate?<br/>So early in the morning!</p> <p>Walk the plank and splash in the water<br/>Walk the plank and splash in the water<br/>Walk the plank and splash in the water<br/>Early in the morning!</p> |
| <p><b>Festival and Celebrations</b></p> | <p><u>Father's Day</u><br/>Know that <b>Father's Day</b> is celebrated on Sunday 19th June 2020<br/>Know that the celebration is always held on the third Sunday in June to <b>honour</b> fathers<br/>Know that children often give their fathers a gift and a card<br/>Know that all families are different and some families do not have a father living at home.<br/>Know that it is OK to honour someone else on Father's Day who looks after you e.g. a grandparent or Uncle.</p>  |
| <p><b>Additional Experiences</b></p>    | <p>Visit Wigfield farm.</p>   |
| <p><b>ELG</b></p>                       | <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>   |

## Continuous Provision Opportunities

- Creative area – opportunities to draw/paint and make using different materials which are topic related. E.g., make a barn for the animals/make a ship that will float. Pain/collage animals.
- Playdough area – make different animals/make food for a farm tea party.
- Construction area – build a farm/pirate ship.
- Water area – floating and sinking – make your own boat to cross the oc
- Observation area – Maps of school grounds
- Investigation area – Map globe compass aerial photos – objects related to countries explored
- Literacy area – treasure maps / postcards
- Outdoor area – Giant pirate ship building / Pulleys
- Outdoor – digging area / coins from around the world / metal detector

## Direct Teaching of Vocabulary

|                   |  <b>Anchor words</b> |  (not too easy, not too hard, just right)<br><b>Goldilocks words</b> |  <b>Step on words</b> |
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| <b>nouns</b>      | Barnsley<br>Farm<br>farmer  | Country<br>Town<br>Globe<br>Map<br>Barn<br>Straw/hay bale   | Aerial<br>Yorkshire<br>Combine harvester   |
| <b>verbs</b>      | Sail<br>Fly<br>Dig<br>Water   | Explore<br>Discover<br>Feed<br>plough   | Investigate<br>Examine<br>Sowing<br>harvesting   |
| <b>adjectives</b> | Hot<br>Cold<br>Large  | Interesting<br>Exciting<br>Countryside  | Humid<br>agricultural  |

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