

Down on the Farm				
Autumn 2017/2018				
		Nursery	Reception	Activities
Prime	PSED Physical, Social Emotional	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Aware of own feelings, and knows that some actions and words can hurt others' feelings. 	Initiates conversations, attends to and takes account of what others say. <ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> New classroom routines. Meeting people around school, create a school book. Listening to each other games. Talk Partners. Circle times /Assemblies. Story themes: The Little Red Hen, Rosie's Walk, Enormous Turnip
	PD Physical Development	<ul style="list-style-type: none"> Draws lines and circles using gross motor movements. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> Experiments with different ways of moving. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Eats a healthy range of foodstuffs and understands need for variety in food. 	<ul style="list-style-type: none"> Squiggle While you Wiggle developed. Modeled safety routines: safety display. Food links to Harvest: visit from superstore. Cooking activities link to story books.
	Communication and language	<ul style="list-style-type: none"> Is able to follow directions (if not intently focused on own choice of activity). Responds to simple instructions, e.g. to get or put away an object. Uses vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Responds to instructions involving a two-part sequence. Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> Role play areas: farmyard, homecorner. Reflection times at the end of sessions: listening to each other.
	Maths	<ul style="list-style-type: none"> Realises not only objects, but anything can be counted, including steps, claps or jumps. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<ul style="list-style-type: none"> Counts up to three or four objects by saying one number name for each item Counts objects to 10, and beginning to count beyond 10. Estimates how many objects they can see and checks by counting them. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders two or three items by length or height. Orders two items by weight or capacity. 	<ul style="list-style-type: none"> Comparing animal sizes Comparing fence lengths Number hunts around school Farm animal 2D shapes Counting through craft activities Delivery of vegetables to staff Animals to homes correspondence 5 little ducks in water tray
Specific				

			<ul style="list-style-type: none"> ▪ Money in role play ▪ Apples harvested: cooking, measuring, counting
Literacy	<ul style="list-style-type: none"> • Handles books carefully. • Holds books the correct way up and turns pages. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> ▪ Shared reading ▪ Establish reading books to go home ▪ Alliteration games ▪ Rhyming games ▪ Establish Diary books
Creative	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Beginning to be interested in and describe the texture of things. • Makes up rhythms. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Explores and learns how sounds can be changed. 	<ul style="list-style-type: none"> • Experiments to create different textures. • Constructs with a purpose in mind, using a variety of resources. • Plays cooperatively as part of a group to develop and act out a narrative. • Explores the different sounds of instruments. 	<ul style="list-style-type: none"> ▪ Textures of mud/seeds/corn. ▪ Textures of vegetables ▪ Scarecrow making – textures of clothing ▪ Textures of animals ▪ Noisy animals ▪ Drawing farmyards/fences ▪ Small world play ▪ Planning boards in construction areas, shared with the class. ▪ Wool weaving
Knowledge and Understanding of the World	<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. • Remembers and talks about significant events in their own experience. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> ▪ Farm visit ▪ Shared text: looking after animals. ▪ Role play: animals and equipment to role play their care. ▪ Visit from a superstore ▪ Weekly news ▪ Show and Tell established ▪ Comparison of animals and their young: link t them. Bring in baby photos/family photos. Discuss changes. ▪ Journey of a jumper ▪ Harvesting apples, making into apple crumble