

## Initial Hook / Wow:

Transition Towns fruit walk

## English:

### Theme:

We will be linking English with our topic on farms

### Writing Outcomes:

- Diary entry based on a trip
- Fiction film unit based on the story of *Shaun The Sheep*
- Poems about farms

### Key grammar focus:

**Read words with contractions: I'm, I'll etc.**

**Use plurals –s and –es Use the suffixes –ing and –ed**

**Use the prefix –un**

**Join sentences with 'and'**

**Separate words with spaces**

**Read and use capital letters, full stops, question marks and exclamation marks**

**Begin to edit by re-reading what we have written and checking it for sense**

**Name the letters of the alphabet and use letter names to aid spelling**

### Phonics

Following the *Read Write Inc* scheme.

### Vocabulary:

Farming	Evergreen
Agriculture	Deciduous
Produce	Sew
Livestock	Join
Machinery	Design
Similar	Pan
Different	Close-up

### Music:

- Following Charanga unit: Explore Sound and Create A Story
- listen to and appraise the various features of a range of musical styles.
- Explore how music connects us to our environment

## Experience / Opportunity:

Trip to Puxton Park

### Plants:

- Observe carefully, identify and classify different types of plants and leaves
- Ask simple questions and perform tests to answer questions about how plants work
- Identify and name a variety of wild and garden plants and trees
- Identify and describe the basic structure of common plants and trees

### Computing and Technology:

- Give and follow instructions
- Use object and action code blocks
- Plan a computer program
- Make a computer program

## Farms

Why is farming so important?



School Value: Trust

### Geography:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Devise a simple map; and use the construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

### DT

- Design an appealing and functional puppet, talking through and communicating ideas
- Select form and use a range of tools and materials to make a puppet
- Evaluate existing products
- Evaluate their own designs and suggest ways to improve them

## Audience / Purpose / Product:

Shaun the Sheep puppet to create a filmed puppet show

### Maths:

- Count in fives
- Understand the value of 1p, 2p, 5p and 10p coins
- Compare amounts of coins
- Work out the money to buy things
- Describe whole, half, quarter and three-quarter turns
- Understand the directions of up, down, forwards, backwards, left and right
- Describe position and direction
- Understand o'clock and half past times
- Be able to order events in time

### Religious Education:

Following the AMV Somerset scheme, we will continue learning about Jewish people and the Covenant

### PSHE:

SCARF unit— Growing and Changing

### Physical Education:

Real PE: Health and Fitness  
Striking and fielding with MP