

# Who are you? Where does my food come from?



Successful learners

## Areas of Learning

As Historians, we will research and describe what we were like as a baby, toddler etc. and compare it to what we can do now. We will look at photographs of farming in the past, and compare them with now.

As Geographers, we will describe where we live and features of our areas. We will visit a farm to find out about what happens there and where our food comes from. We will use geographical vocabulary to describe its features and compare these to other farms. Through the story of the Little Red Hen, we will explore different elements of farming.

As Scientists, we will learn about our bodies and senses and learn about how to take care of ourselves. We will consider aspects of health, hygiene, growth, food and exercise and why each is so important. We will look at our families and see why we look like our close relatives. We will also think about how adults grew up from babies into adults, how we are growing and will continue to grow. We will also look at weather changes over the seasons.

As Artists, we will explore different patterns that we can make by weaving paper and fabrics. We will look at how farmers weave branches to create a strong hedge / fence and weave our own fences for the farm.

As Designers, we will explore where food comes from and how it gets from the field to us. We will weigh and measure ingredients to make our own loaves of soda bread.

As musicians, we will explore ways of using our voices and bodies expressively. We will learn songs to perform the story of the Little Red Hen.

In computing, we will learn how to keep ourselves safe online and how we can communicate safely with others.

In PSHE we will look at how we can keep ourselves fit and healthy. 'Pantasaurus' will be helping us learn how to keep some of our body parts private.

In PE we will explore the different ways that we can move our bodies to create a sequence of movements and different ways we can control a ball.

Confident Individuals

### Enterprise

As enterprising people, we will:

Use our baking skills to make items to sell in our farm shop.

Responsible Citizens

### Enrichment

To enrich our learning :

We will visit:

Woolsthorpe Manor and participate in a range of science investigations taking place as part of the Gravity Fields Festival.

Go on an autumn walk to look at how things are changing and collect autumn treasures.

Visit Sacrewell Farm and learn where our food comes from and how seeds are milled into flour.

### Spiritual & Moral

In our spiritual and moral development, we will:

Learn about how God always keeps his promises and how he can help us to keep our promises to.

Use the story of the Little Red Hen to think about sharing and how much better it is if we work together and help, unlike the animals in the story.

At harvest time, we will say a special thank you for all the things we have and think about all the people who work so hard to make sure that we have food to eat. We will think about others who don't have as much as we do.

### Communities

As members of a community we will:

Take part in the Gravity Fields Festival and perform a play to our school family about Joseph Banks.

We will perform the story of the Little Red Hen as part of Harvest Celebrations and donate food to needy people within our community and flowers to the elderly.

<b>History Key Objectives</b>	<b>Milestone 1</b>
To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives</li> <li>• Label timelines with words or phrases such as: past, present, older, newer</li> <li>• Place events and artefacts in order on a time line</li> <li>• Use dates where appropriate.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>
<b>Geography Key Objectives</b>	<b>Milestone 1</b>
To investigate places	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> </ul>
To communicate geographically	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: <del>beach, coast</del>, forest, hill, mountain, <del>ocean</del>, river, soil, valley, vegetation and weather.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Devise a simple map...</li> </ul>
<b>Science Key Objectives</b>	<b>Milestone 1</b>
To work scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>
<b>Science Key Objectives</b>	<b>Milestone 1</b>
To understand animals and humans	<ul style="list-style-type: none"> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>
To understand evolution and inheritance	<ul style="list-style-type: none"> <li>• Identify how parents resemble their parents in many features</li> </ul>
To understand the Earth's movement in space	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>

Art Key Objectives	Milestone 1
To develop ideas	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>
To master techniques: (Textiles)	<ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> </ul>
To take inspiration from the greats	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>
D/T Key Objectives	Milestone 1
To master practical skills (Food)	<ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul>
Computing Key Objectives	
To communicate	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>
To connect	<ul style="list-style-type: none"> <li>Understand online risks and the age rules for sites.</li> </ul>
Music Key Objectives	Milestone 1
To perform	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>
To compose	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>
To describe music	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>

PE Key Objectives	Milestone 1
To develop practical skills to participate, compete and lead a healthy lifestyle. (Gymnastics)	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>
To develop practical skills to participate, compete and lead a healthy lifestyle (Swimming)	<ul style="list-style-type: none"> <li>• Swim unaided up to 25 metres.</li> <li>• Use one basic stroke, breathing correctly.</li> <li>• Control leg movements.</li> </ul>
To develop practical skills to participate, compete and lead a healthy lifestyle (games)	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> </ul>

English	Mathematics
<p>Labels lists and captions – labelling parts of the body, Listing things, they can see hear, smell etc. listings things that make them happy, sad etc. writing captions to describe what their friend look likes</p> <p>Poetry – list poems</p> <p>Traditional / fairy tales – Little Red Hen</p> <p>Explanations</p>	<p>Securing fluency to 20</p> <p>Place value: Making 10 and some more</p> <p>Place value: Regrouping two-digit numbers</p> <p>Counting on and back in ones and tens from any given number</p> <p>Representing, ordering and comparing numbers to 100 and quantities of measure</p> <p>Estimation and magnitude</p> <p>Numbers to 20 – mental addition and subtraction</p> <p>Finding complements of 10 and 100 including measures</p>
Books	Resources
<p>But Martin – June Counsel</p> <p>Once there were giants – Martin Waddell</p> <p>From me to you- Paul Rogers</p> <p>New Clothes for Alex – Mary Dickinson</p> <p>You’ll soon grow into them Titch – Pat Hutchins</p> <p>What makes me happy – C &amp; L Anholt</p> <p>Big Panda, Little Panda – Joan Stimson</p> <p>My great Grandpa – Martin Waddell</p> <p>Mrs Pigs Bulk Buy – Mary Rayner</p> <p>Little Red Hen</p> <p>Thank you for a loaf of bread</p> <p>Maggie’s holiday - Jill Dow</p> <p>Molly’s supper - Jill Dow</p> <p>Bridget’s Secret - Jill Dow</p>	<p><u>Small world play</u></p> <p>Farm animals, buildings, tractors, grass etc.</p> <p><u>Hospital role play area</u></p> <p>Bed</p> <p>Scales</p> <p>Doctor’s outfits and kits</p> <p>Clipboard</p> <p>Prescription sheets</p> <p><u>Farm Shop role play area</u></p> <p>Phone,</p> <p>Till, money, purses, shopping baskets</p> <p>Paper bags, veg boxes</p> <p>Fruit, vegetables, cheese, eggs, bread, milk bottles</p>