



Curriculum Overview – Autumn 2021

Farm to Fork



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> • <i>What the ladybird heard</i> • <i>Old Mother Goose</i> • <i>Farm to Food Hall</i> • <i>Rosie's Walk</i> • <i>Autumn/ Leaf Man</i> 	<ul style="list-style-type: none"> • <i>Farmer Duck</i> • <i>Scarecrows Wedding</i> • <i>Farm to Food Hall</i> 	<ul style="list-style-type: none"> • <i>Pattan's Pumpkin</i> • <i>Handa's Surprise</i> • <i>Farm to Food Hall</i>
Reading Scheme	<ul style="list-style-type: none"> • Predominantly Phonics Bug and Bug Club; supplemented by Big Cats, Rising Star (Decodable schemes) 		
Phonics Scheme	<ul style="list-style-type: none"> • Bug Club Phonics 		
Science	<p>They make observations of seasonal change. Talk about what they see, using a wide vocabulary.</p>	<p><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Describe weather associated with the seasons and how day length varies. • Child led investigation: What can I find out about the weather? How can I record my findings? 	
<i>Science Bug</i>	<p><u>Understanding the World</u></p> <p><u>The Natural World</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<p><u>Animals and Plants</u></p> <p><u>Animals:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them focussing on farm animals. • Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics. • Describe, label, and explain the function of the 	<p><u>Animals and Plants</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Review prior learning (Year 1 coverage – not covered in Spring 2021 – COVID) – parts of a plant, identifying the basic structure and functions. • Review plants in the local environment – identifying deciduous and evergreen. • Review – classifying and explaining how plants change over time. • Observe and describe how seeds and bulbs grow

	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore how things work. • Explore collections of materials with similar and/or different properties. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. <p><u>People and the Communities</u></p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>external body parts of common animals.</p> <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals and invertebrates. • <u>Child led investigation</u> – Compare and contrast animals in farms. What do animals eat? • Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name some common plants and trees • Identify and label the basic parts of a plant or tree (moving onto seed, bulb, roots) • identify and describe the basic structure of a variety of common flowering plants, including trees. (Explaining the basic function of the roots, stem, and flowers) • Children should use the local environment throughout the year to explore and answer questions about plants growing in their habitat – school allotment/greenhouse • Where possible, they should observe the growth of flowers and vegetables that they have planted. • Children work scientifically by observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them and drawing diagrams showing the parts of different plants including trees. • Children keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. 	<p>into mature plants.</p> <ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Science Investigation:</u></p> <ul style="list-style-type: none"> • Grow a plant from a seed/bulb, observe the different stages of growth and test what a plant needs to grow and stay healthy. • Using equipment, perform tests, identify, and classify and record and compare data. • Observe the local environment throughout the seasons to investigate which plants grow. <p><u>Animals:</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Investigation: (Child led)</u></p> <ul style="list-style-type: none"> • Investigation based on food and farming, devise own questions. • Children introduced to the processes of reproduction and growth in animals. The focus should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. • Child investigation – visiting the pond.
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<p>Computing <i>Internet Safety - ongoing</i></p>	<p><u>E-Safety, introduce this concept</u></p> <ul style="list-style-type: none"> • Everyday use of technology. • Children will use Seesaw to upload and view work. • Learning to use the IWB's. 	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – E-Safety</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully. • Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. • Know to keep personal information private. • Evaluate critically, information found online. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Turn on and log into a computer. • Use a mouse to navigate on a computer. • Navigate age-appropriate websites. • Know the position of the keys on a keyboard. • Use a keyboard to enter information on a computer. • Write single words or sentences using a keyboard using a basic word program. • Understand aspects of a keyboard e.g., space bar, caps lock, full stops etc. • Close a program using the red cross. • Use a paint/art program confidently. • Take photographs or videos using appropriate technology. 	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><u>Digital Literacy – E-Safety</u></p> <ul style="list-style-type: none"> • Be critical of information found online. • Know that not everything online is true. • Understand the need to keep passwords safe. • Start to identify concerning behaviour online. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Identify simple mistakes in my work and evaluate and correct them. • Use a basic word programme to edit words e.g., text size, colour, and font, create labels etc. • Insert pictures into a program e.g., 2simple or revelation natural art, and change the size of the picture. • Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place. • Enter information into a simple graphing program e.g., pictogram. Use the graphs to answer simple questions. • Open a saved piece of work. • Open a program using the start menu or a folder. • Log off and shut down a computer. • Open and save a document using office software. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Use a systematic approach to control and predict the behaviour of simple programs (i.e., control a roamer).
<p>PE Skipping day - 22/9/21</p>	<p><u>Physical:</u> 3-4 Development Matters</p> <ul style="list-style-type: none"> • Continue to develop their movement, 	<p><u>Dance PPE Planning</u></p> <ul style="list-style-type: none"> • Copy dance moves. • Make up a short dance, after watching one. 	<p><u>Dance – PPE Planning – Olympics</u></p> <ul style="list-style-type: none"> • Change rhythm, speed, level, and direction with consistency.

<p>Cheerleading club</p> <p>*Tag Rugby Spring 1*</p>	<p>balancing, riding (scooters, trikes, and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Dance/gymnastics. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg, and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Fine Motor Skill. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p><u>GYMNASTICS</u></p> <ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as kicking, rolling, crawling, and walking. <p><u>Multi-skills</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. 	<ul style="list-style-type: none"> • Dance imaginatively. • Change rhythm, speed, level, and direction. <p>Chelsea – Ball Skills (PPE planning)</p> <ul style="list-style-type: none"> • Control a ball with feet – pass, dribble, stop. • Control a ball with hands – roll, catch, throw, bounce. • Move with a ball – bouncing, running. • Throw the ball in different directions. 	<ul style="list-style-type: none"> • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. <p>Multi-Skills - PPE Planning</p> <ul style="list-style-type: none"> • Able to balance on low apparatus with good control. • Change direction quickly with good balance and control (agility). • Co-ordinate body whilst beginning to move at different speeds with various equipment. • Working together as a team to complete challenges in various running/obstacle games.
<p>Geography</p>	<p><u>3-4 Development Matters</u></p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear, and feel whilst outside. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study school and local area including farms and land usage. • To know facts about my locality. (Commenting on features of my school and local area and features of farms.) • Use basic geographical vocabulary to refer to local 	<ul style="list-style-type: none"> • Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas. • Can use aerial photographs, maps and plans to recognise: • Human features (including city, town, village, factory, farm, house, office, port, harbour, and

		<p>and familiar features.</p> <ul style="list-style-type: none"> • Use simple compass, introducing N, S, E and W and positional language (near, far, left, and right). • Use aerial views to devise a simple map and construct a basic key. 	<p>shop).</p> <ul style="list-style-type: none"> • Physical features (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather). • Understand similarities and differences (human and physical features when comparing a farm in the UK to a small farm in a non-European country - India linked to class book).
<p>History</p> <p>1st half – farming</p> <p>2nd half – cross curricular events. Art week – Land Army</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Understand that some places are special to members of their community. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Link to science</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear, and feel whilst outside. 	<p><u>Farming throughout History</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past:</u></p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. • Looking at how jobs on the farm have changed within living memory (1900's) <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Look at past and present and sort. <p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures, and artefacts to find out about the past. • Comparing old and new farming machinery, vehicles, milking styles, churning, wool. 	<p><u>Farming throughout History</u></p> <p><u>Knowledge and understanding of events, people, and changes in the past:</u></p> <ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. Farming Now and then • Looking at how jobs on the farm have changed (from Victorians) describing the differences and similarities. <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Ordering on a timeline how farm machinery has changed. <p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past. Farming tools • Comparing old and new farming machinery,

			<p>vehicles, milking styles, churning, wool/ and strip farming.</p> <ul style="list-style-type: none"> Sort and discuss similarities and differences between. Understanding why these have changed.
<p>R. E</p>	<ul style="list-style-type: none"> Harvest Christingle Christmas Continue developing positive attitudes about the differences between people. 	<p>Learning about religion: Special things in nature</p> <ul style="list-style-type: none"> To recount stories and recognise features: creation stories for Christianity and Hinduism; St Francis of Assisi; Muhammad and animal stories. Recognise some religious symbols and words <p>Learning from religion:</p> <ul style="list-style-type: none"> Identify aspects of own experiences and feelings in the religious materials studied. Identify things that are puzzling or interesting in the religious materials studied. 	<p>Learning about religion: Special things in nature</p> <ul style="list-style-type: none"> To recount stories and recognise features. Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words. <p>Learning from religion:</p> <ul style="list-style-type: none"> To identify aspects of a particular religion. Identify aspects of own experiences and feelings in the religious materials studied. Identify things that are puzzling or interesting in the religious materials studied. Identify what is the value or concern personally in the religious materials studied.
<p>Music/Art/DT</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. 	<p>Assembly Music Charanga - Friendship</p> <ul style="list-style-type: none"> Children sometimes use voice in different ways, joining in singing songs. Play tuned and untuned musical instruments. Beginning to follow instructions when performing. Recognise the difference between fast and slow Copy changes in pitch Listen and appreciate a range of live and recorded music. Listen to live and recorded music and talk about feelings. Experiment and improvise sounds musically. Make sounds that are different using voice and instruments, including long and short sounds. 	<p>Assembly Music Charanga - Friendship</p> <ul style="list-style-type: none"> Children use voices expressively to sing songs, chants, and rhymes. Children use voice in different ways, singing songs and speaking rhymes. Play tuned and untuned musical instruments. Follow instructions when performing. Listen and appreciate a range of live and recorded music. Listen carefully to a range of live and recorded music and recognise changes in tempo. Experiment and improvise sounds musically. Make and control long and short sounds using tuned and untuned instruments, making a short sequence.

<p>PSHE</p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations. • Children feel special and safe in their new environment. • Understanding their rights and responsibilities as a member of the class. • Understanding they belong to the class and how to make it a safe place to learn. • To contribute own opinion when creating class learning charter. • To feel proud of their own achievement. • Recognise the choices they make and understand the consequences. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand and accept that everyone is different. • Identify similarities and differences between my peers. • Understand what bullying is and know how to help. • Understand who to go to for help if a friend is unhappy or being bullied. • Understand how to make new friends. • Understand the differences between themselves and friends. 	<p>These objectives are being supported through the Jigsaw PSED scheme of work</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Children understand new systems and expectations. • Identify some hopes and fears for the year. • Understanding their rights and responsibilities of being a member of the class and school. • Understanding the rewards and consequences. • Listen to other people's ideas and contribute own ideas. • Create own learning charter for the class. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Children understand stereotypes and accept that everyone is different. • Understand that boys are girls are different . • Understand how to help if someone is being bullied. • Recognise what is right and wrong and know how to look after themselves. • Understand how to make friends and how it feels to be a friend. • To understand the differences between themselves and their friends.
<p>Art /DT</p>	<p>3-4 Development Matters</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Make drawings and paintings to show ideas. • Begin to use a sketchbook to explore ideas. • Explore colour, e.g., identify the primary colours and use these to make new colours. Understand and identify hot/warm and cold/cool colours. • Talk about what they think and feel about their own work and that of others . • Investigate and use a range of materials to create a 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Use a sketchbook to explore techniques in the use of line, colour, pattern, shape, and space. • To use ideas collected in sketchbook to create a painting. • Begin to investigate shape, form, and texture in materials to create a 3D model e.g., clay farm animal. • Say what they think and feel about their own and

	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Play instruments with increasing control to express their feelings and ideas. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<p>print e.g., with fruit and veg.</p> <ul style="list-style-type: none"> • Work collaboratively to investigate colour, shape, form, and texture to create a 3D arrangement using fruit and vegetables – Giuseppe Arcimboldo. <p><u>Design</u></p> <ul style="list-style-type: none"> • <u>Design</u>: Say what their product is for and share ideas through talking and drawing. • <u>Make</u>: Select from a range of materials and components chosen by the teacher. With support cut, shape and join materials. • <u>Evaluate</u>: Talk about likes and dislikes of what they have made. • <u>Technical knowledge</u>: Talk about how they think something works. • <u>Cooking and Nutrition</u>: Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed; Prepare simple dishes safely and hygienically, without using heat: cut, peel and grate food e.g., scarecrows wedding breakfast. 	<p>others work, including artists, designers and craftspeople and begin to find similarities – looking at works of art from the past linked to rural life – what does it tell us – farm collage.</p> <ul style="list-style-type: none"> • Suggest ways to improve their own work and begin to make improvements. <p><u>Design – Making Bread</u></p> <ul style="list-style-type: none"> • Making bread: <u>Design</u>: Describe what the product is for; Record how the product will work with clear labelling and whether it is for themselves or other people. • <u>Make</u>: Plan a design; Select own tools and materials; Cut, shape, and join materials; Follow safety and hygiene procedures. • <u>Evaluate</u>: Talk about their design including what they are making and how it could be improved; Describe what products are, who they are for and how and where they are used. • <u>Technical Knowledge</u>: Describe the simple characteristics of materials and components. • <u>Cooking and Nutrition</u>: Know that all food has to be grown, caught, or farmed in the UK and Europe: Know that a healthy diet is made up from variety and balance; With support, prepare and cook some savoury dishes safely and hygienically; Use spreading and kneading – making bread.
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