



Summer Term 2

Topic: Farm to Folk

History	Geography	Art	Design and Technology
<p>The children will find out about farming methods from the past and how these compare with present day. They will discuss reasons for the changes to farming and understand the struggles of farming in the past.</p>	<p>The children will look at maps of farms in the local area and identify which type of farming it produces, Arable or Livestock. They will look at weather factors affecting farming across the UK and in other areas of the world and how this effects what food they produce.</p> <p>The children will focus on fruit packaging and identify where in the world the fruit has come from. Locating these places on a map and discussing why these countries produce this type of fruit e.g. bananas - volcanic soil</p>	<p>The children will study the work of Claude Monet and his art series 'Haystacks' of which became famous because of its repetitive subject but changes in light, atmosphere, time of day, season and types of weather.</p>	<p>The children will look at the types of food we eat that come directly and indirectly from the farm.</p> <p>They will design and produce their own bread and soup using directly farmed produce. They will find out about food groups and use this to design a healthy balanced plate.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>Understanding to role of both Arable and Livestock farmers.</p> <p>Interview a farmer about the many tasks the job involves.</p>	<p>Tasting foods grown in/made in different areas/culture of the world.</p> <p>Understanding the importance and use of food banks.</p>	<p>Identifying the foods that make a healthy plate and comparing to an unhealthy plate.</p> <p>Design an 'eat-well plate' with understanding healthy, balanced diet.</p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts</p> <ul style="list-style-type: none"> Look inside a farm (Usbourne) Farm Facts: Animals on the Farm Spend a Year on the Farm - Children's Agriculture Books Farm Animals! - From Cows to Chickens See Inside Where Food Comes from Machines on the Farm (Farm Facts) Lifecycles: Egg to Chicken <p>Writing opportunities</p> <ul style="list-style-type: none"> Make a non-fiction fact file book about farm animals Lists - jobs that a farmer has to do 	<ul style="list-style-type: none"> Tally charts/pictograms and graphs of favourite farm animals/favourite food Sorting animals according to criteria Dozens - eggs Costing the ingredients to make a recipe e.g. bread, soup, pizza Graphs - who lives on a farm? BEEBOT - plan route around a farm 	<p>Using the internet to find out about the weather patterns in the UK and other countries globally.</p> <p>Using the internet to research farming in the past.</p> <p>Using the APP 'Book Creator' to create own information text about changes in farming over time.</p>	<p>Studying the affects of weather on farming in the UK and the rest of the world.</p> <p>Identifying why fruits are grown best in certain climates and therefore imported to the UK rather than grown here.</p>

<ul style="list-style-type: none"> Alliteration - farm/food poetry (soft, smelly sheep) Farmer's diary - A day in the life of a farmer Sequencing activities e.g. how to farm vegetables. Writing recipes for making bread, soup etc 			
<p>Reading opportunities</p> <ul style="list-style-type: none"> Retell stories (e.g. The 3 Little Pigs) using puppets Instructional texts - how to look after an animal / how to wash your hands properly/ how to make vegetable soup. Reading comprehension - a day in the life of a livestock farmer 			

Objectives	Activities
Geography	
<p>I can know about the local area and name key landmarks</p> <p>I can talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>I can talk about a natural environment, naming its features using some key vocabulary.</p> <p>I can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</p> <p>I can make observations about, and describe, the local area.</p> <p>I can describe an aspect of the physical and human geography of a distant place.</p> <p>I can use aerial photos to identify features of a locality.</p> <p>I can assist in keeping a weekly weather chart based on first-hand observations using picture symbols.</p>	<p>Identifying local farms on maps of East Riding.</p> <p>Identifying the types of farms in the local areas using colour coded maps (Arable and Livestock) - Which type of farming do we have the most of in the local area? Why do you think that is? What do you know about the natural and human environment that may have contributed to the type of farming in the area?</p> <p>Researching weather types and patterns in the UK and local area. Focusing on how this impacts the farming calendar e.g. when we have harvest time etc.</p> <p>Finding out about the weather in other parts of the world and linking that to the types of fruit grown there and not in the UK.</p>
History:	
<p>I can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p> <p>I can identify a few similarities, differences and changes occurring within a particular topic.</p> <p>I can identify at least one relevant cause for, and effect of, several events covered.</p> <p>I can ask and answer a few valid historical questions.</p> <p>I can extract information from several different types of source including written, visual and oral sources and artefacts.</p>	<p>Finding out about farming methods in the past and comparing it to present day.</p> <p>Understanding why farming methods have changed and realising the struggles farmers faced in the past e.g. lack of equipment.</p> <p>Comparing farming machinery then and now e.g. how has the tractor evolved?</p>
DT:	
<p>I can name foods from each section of the Eatwell plate and understands that I should eat at least 5 portions of fruit and veg each day</p> <p>I know where food comes from</p> <p>I can cut food safely</p> <p>I can select tools for a purpose.</p> <p>I can select ingredients based on taste</p> <p>I can grate and mix ingredients</p>	<p>Looking at where our food comes from both UK and globally.</p> <p>Becoming aware that all food originates on a farm either directly or indirectly.</p> <p>Understanding the different food groups and how this impacts upon ensuring we eat a healthy, balanced diet.</p> <p>Designing and making bread/soup using directly sourced ingredients from the farm.</p>
Art:	
<p>I can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers studied.</p>	<p>Studying the work of Monet with focus on series work 'Haystacks'</p> <p>Identifying the features of the artist - impressionism</p>

<p>I can describe how my own work is similar and/or different to the work of well-known artists and designers that I have studied</p> <p>Monet- Haystacks (exploring landscapes)</p> <p>I can paint different shapes</p> <p>I can load a brush with the correct amount of paint and choose the correct brush size</p> <p>I can begin to recall all the equipment needed for an art session.</p> <p>I can begin to clear away my working area.</p>	<p>Comparing the similarities and differences between the different 'Haystack' paintings e.g. changes in season/weather.</p> <p>Creating own Monet inspired painting with link to farming.</p>
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