

## Unit planner: Where can I go? FS2 Weeks: 5

<p><b>Key Concepts:</b> Change, Impact, Sustainability, Responsibility.</p>	<p><b>Intent:</b> To visit a contrasting environment (Farm) and develop a deeper understanding of the wider world.</p>			
<p><u>Communication and Language (ELG)</u>  <b>Listening, attention and understanding</b>            Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;            Make comments about what they have heard and ask questions to clarify their understanding;            Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b>Speaking</b>            Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;            Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>PSED(ELG)</u>  <b>Self regulation</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;            Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  <b>Managing self</b>            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;            Explain the reasons for rules, know right from wrong and try to behave accordingly;            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding <b>the importance of healthy food choices.</b></p> <p><b>Building relationships</b>            Work and play cooperatively and take turns with others;            Form positive attachments to adults and friendships with peers;            Show sensitivity to their own and to others' needs.</p> <p><u>Physical Development (ELG)</u>  <b>Gross motor skills</b>            Negotiate space and obstacles safely, with consideration for themselves and others;            Demonstrate strength, balance and coordination when playing;            Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Fine motor skills</b>            Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;            Use a range of small tools, including scissors, paint brushes and cutlery;            Begin to show accuracy and care when drawing.</p>	<p><b>Starter:</b> A visit from the farmer</p>		<p><b>Outcome:</b> Video of the Children performances</p>	
	<p><b>Communication and Language</b></p>		<p><b>Key Vocabulary/songs</b></p>	
	<p>I can follow instructions when we are on our school trip to remain safe.            I can recount what happened in our school trip.            I can follow stories by listening attentively and answering questions            I can look at farm in non-fiction books- what would it feel like to be one of these animals?            I can talk about my favourite farm animal and why.            I can link real life experience to what I have read and seen.</p>		<p>Confident, Audience, support            Resourceful, different, appreciate, resolve, solutions.</p>	
	<p><b>PSED</b></p>			
	<p>I can confidently speak in a class group and perform to an audience.            I can find support when I need help or information.            I can work with others to achieve an outcome without support.            I can think of strategies to resolve minor conflicts between my classmates.            I can talk about my point of view and appreciate others.            I can understand that everyone views will be different to my own.</p>		<p>Instructions, trip, farm, safe, listen, recount, animals, experience, questions, stories, favourite.</p>	
	<p><b>PD</b></p>			
	<p>I understand the rules of hopscotch and play confidently.            I can skip in time to music.            I can understand where our food comes from and what make it healthy.            I can understand the importance of exercise and how it makes me feel.            I can make a vegetable soup.            I can move like different animals e.g. Hop like a lamb, paddle like a duck etc.            I can play animal parachute games.</p>		<p>Hopscotch, skip, hop, music, food, healthy, exercise, animals, vegetable, soup, parachute</p>	
	<p><b>Understanding the world</b></p>			
	<p>I can talk about the similarities between Rowllatts Mead, the farm and Africa.            I can talk about what I like/ dislike and my strength and weakness.            I can understand the importance of respect.            I can understand the role of a farmer.            I can compare the similarities/differences of fruit in Africa and UK            I can compare the similarities/ differences of wild and domesticated animals            I can experiment simple concept such as floating and sinking.            I can chose how to record our trip to the farm (homework).            Can I talk about how I would get to Africa, what clothes I would need.            Can I identify Africa and the Uk on a globe/ map            Can I talk about how I got to the farm and what I saw there that I wouldn't see in Leicester</p>		<p>Strength, weakness, respect, environment, role, similarities, differences, explore, experiment, floating, sinking</p>	
	<p><b>Art and Design</b></p>			
<p>I can make a farm yard scene using a variety of materials.            I can sing songs that links to farm animals e.g. farmer in his den.            I can design and make a 3D animals using malleable materials.            I can make a tractor using shapes.            I can make a shelter for farm animals and justify my choices.            I can act out the story of Handa's Surprise?            I can use different media to create my favourite farm animals and add a caption.            I can create my own music / songs and adapt them where necessary            I can use recorded music or percussion instruments to support our assembly.</p>		<p>Farm, tractor, shapes, material, 3D, malleable, music, shelter, justify, adapt, record, explain, farmer, job</p>		
<p><b>Literature:</b></p>	<p><b>Text types:</b></p>	<p><b>Maths links:</b></p>	<p><b>Published outcomes:</b></p>	

### Understanding the World (ELG)

#### **Past and Present**

Talk about the lives of the people around them and their roles in society;  
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  
Understand the past through settings, characters and events encountered in books read in class and storytelling;

#### **People, culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps;

#### **The Natural World**

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Art and Design (ELG)

#### **Creating with materials**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative & expressive**

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

- Farmer Duck
- Pig in the pond
- Handa's Surprise
- Non fiction texts
- A meadow farm band
- Labelling (Animals)
- Trip to the Farm Recount
- Information Booklet
- Sequencing Animals
- Sorting animals by size, colour and type.
- Money and Counting in the Farm shop
- Small world- Animal counting
- Sharing into fields
- Counting legs in twos.
- Trip to the farm recount.

#### **Enrichment:**

**Trips and Visitors:** Visit to the Stonehurst Farm

Story time with a farmer (Staff)

**School environment:** Goats in school.