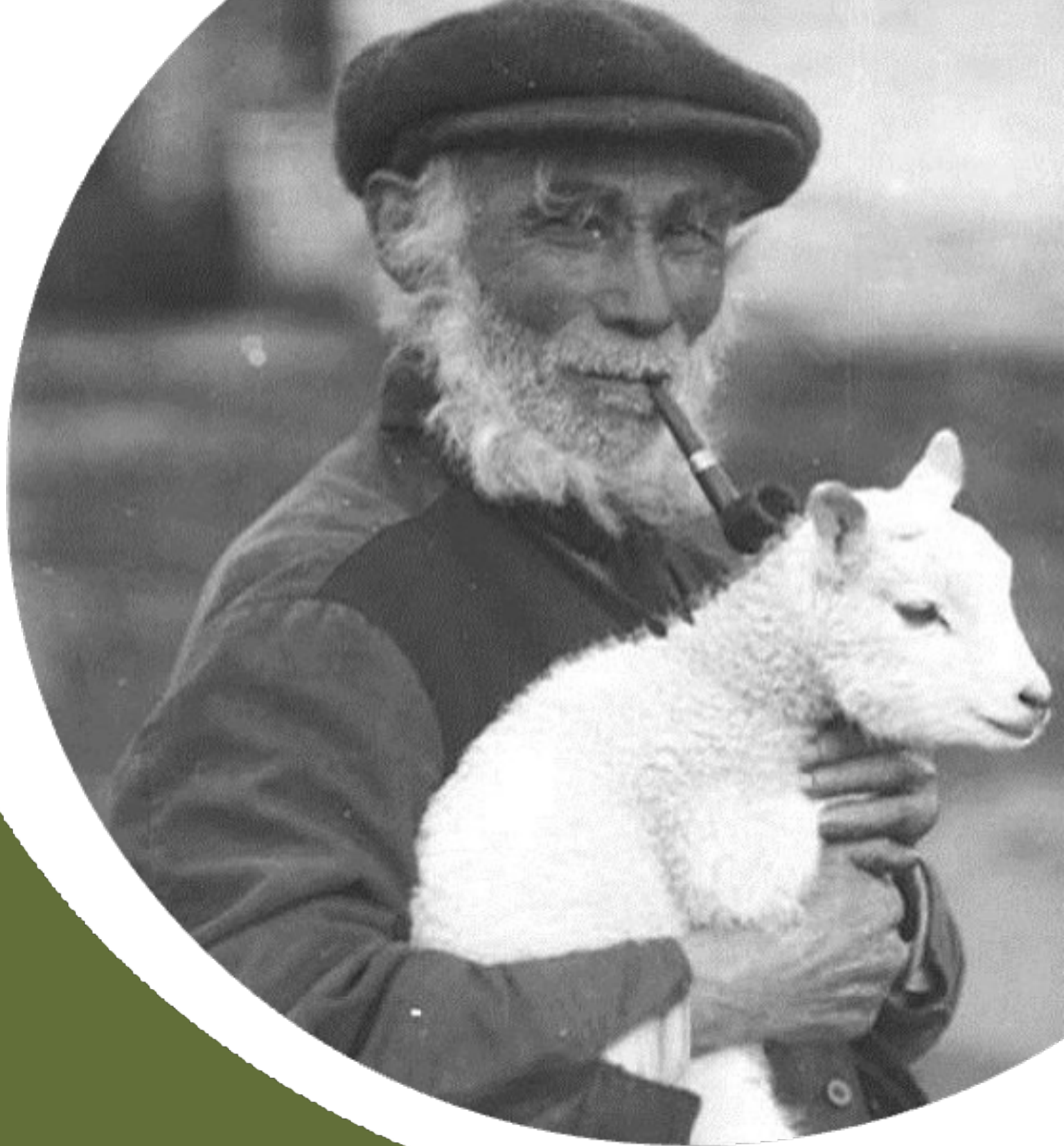


Farm Topic

Year 1

Creative ideas to support
your thinking, planning
and knowledge

Rachel Jacobs



“Down on the Farm”

Contents & Introduction

This document is part of a set of FREE topic based resources that I have produced in response to requests for creative ideas to support teachers' delivery of themes. We would like to take this opportunity to thank Vanquis Bank for their support to make this happen.

For a general introduction to our planning materials and how to use them, please refer to our General Introduction document that can be found in the [Resource Hub](#) at [leadingchildren.com](#)

Whether you are dipping in and out for the odd idea here and there, or using the whole document, our materials are there to support your thinking, planning and knowledge.

You will find a spider diagram that outlines my initial thinking in terms of what could be covered by the topic. I have then selected a few areas of potential study to plan in detail. For this topic, I have focussed on:

- **Farmland**
- **Animals**
- **Crops and Machines**
- **How farms have changed**
- **Seasons**

It is imperative, even when we teach very young children, that we have a plethora of knowledge and resource to share with them, so I have included some essential background information and key vocabulary on the topic.

There are then ideas and suggestions for enhanced provision (indoor and outdoor) that can either be added to continuous provision, or used as separate activities.

Numerous Talking/Reading/Writing opportunities have also been included.

It is not intended that this document is printed. It can be viewed online using the hyperlinks. We suggest you cut and paste any of the ideas you like into your own planning.

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Section 1

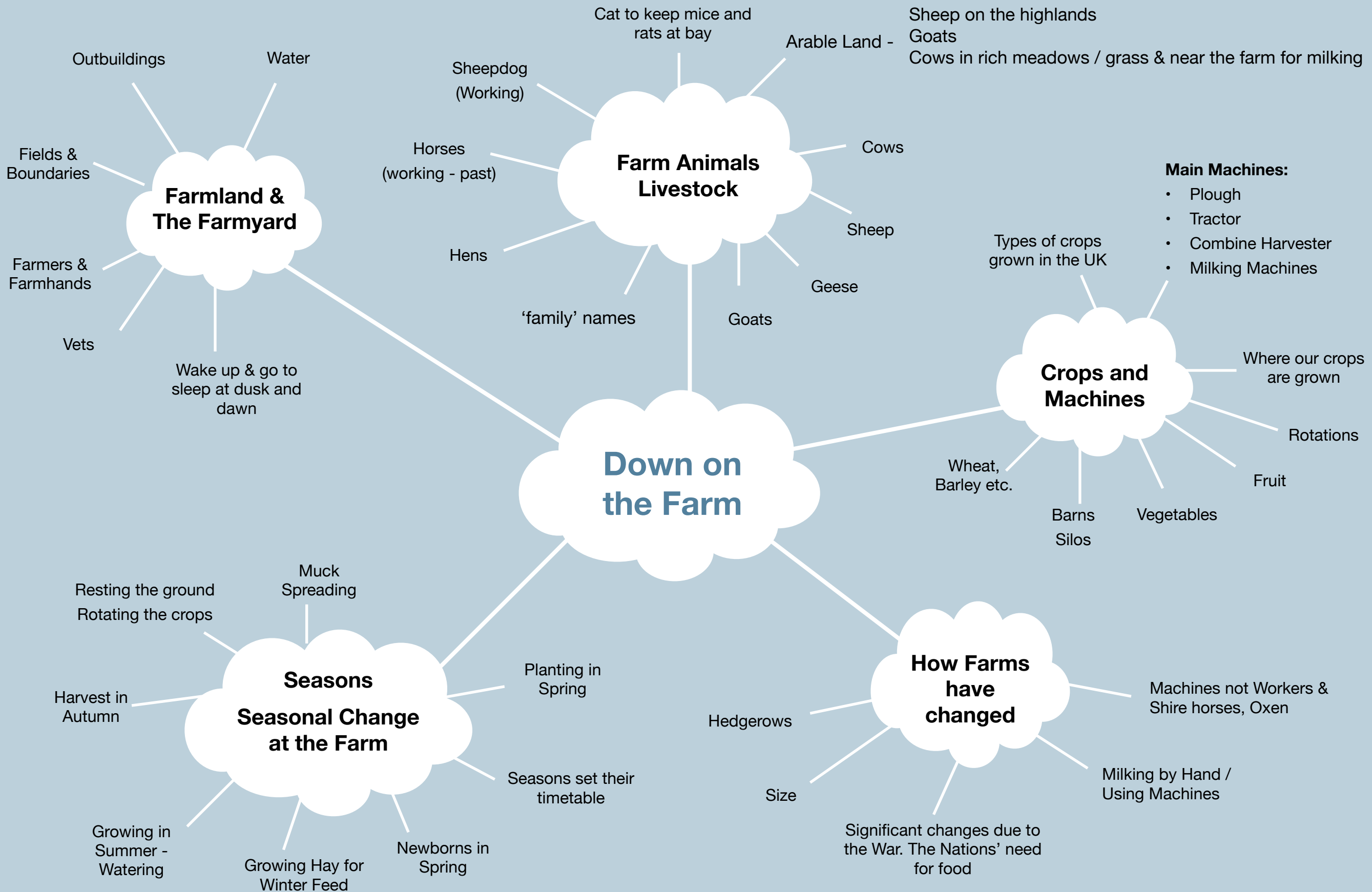
Brainstorm of Topic Areas



Section 1

Brainstorm of Topic Areas

Brainstorm of Topics Areas



A red tractor pulling a trailer in a field with a forested hill in the background.

Section 2

Teacher Knowledge & Background Information

Background Information

Use this section to boost your knowledge about Farms. We have covered the following topics:

- Types of Farming
- The Farming Revolution
- Then Vs Now: So what's changed?
- Is all change good?

Types of Farms

There are three types of farms; arable, pastoral and mixed.

- **Arable** farms produce crops such as wheat or vegetables.
- **Pastoral** farms raise animals for meat, wool or dairy products.
- **Mixed** farms grow crops as well as raise animals.

The Farming Revolution (over 100 years ago)

The First World War changed farming in Britain forever. Before the war broke out in 1914, British agriculture was extremely labour-intensive; most equipment was hand-held or horse-drawn.

Several skilled labourers were required to do the jobs it would take just one person today.

In early 1914 it is estimated that 12% of the male population worked in agriculture. However, during the First World War, 170,000 farmers and farm labourers were conscripted to fight.

An estimated 500,000 farm horses were requisitioned by the Army and sent to the front line. This loss of workforce and horses forced a revolution in British Farming.



The workers who remained at home had to manage an increased workload. The two-horse single-furrow ploughs were cast aside in favour of three-horse double-furrow ploughs. These new machines enabled farmers to harvest 16 acres in one day instead of 6. Although this was an improvement, it wasn't enough.

Pre-war Britain was only 40% self-sufficient, and we relied heavily on imports from Europe. When we declared war on the 3rd of August 1914, trade routes were cut off or became too dangerous to cross.

By 1916 German U-boats (submarines) were sinking almost 1/4 of merchant ships bringing food, supplies and relief to Britain. Britain turned to America for help and became dependent on them for 80% of its food imports and 100% reliant on the East and West Indies for sugar.

However, in 1916 a severe Atlantic storm caused a bad harvest that ended the trade with the West. In the autumn of 1916, Britain had a mere 6-week supply of wheat. Britain needed to produce its own food, and we couldn't rely on imports. Our farming had to be revolutionised, or the nation would starve.

The Solution

1917 saw the mobilisation of the Women's Land Army (WLA), formed to produce food for the nation.

By 1918, an estimated **233,000** women worked in agriculture, **8,000** of which were in the WLA.



In 1917, nearly half of the nation's steam ploughs were lying unused due to the lack of knowledgeable farm workers, so the Government bought 6,000 tractors.

They brought home men from the front line who were experienced ploughmen; it was finally recognised as a vital and highly skilled job.

The Government also sent Prisoners of War (POWs) and British soldiers to help work the fields at harvest time. By the harvest of 1918, an estimated **14,000** POWs and **66,000** soldiers were working the fields.

The 'Ploughing Up Campaign' of 1918 saw a further 2.5 million acres of land transformed from wild pasture to arable farmland. With 9 million acres now growing grain and potatoes, Britain produced the biggest harvest it had ever seen.

It was seen as the dawn of a new age of farming and machinery.

Then Vs Now: So what's changed?

Farm & Field Size

Farming is now a large-scale production industry in Britain.

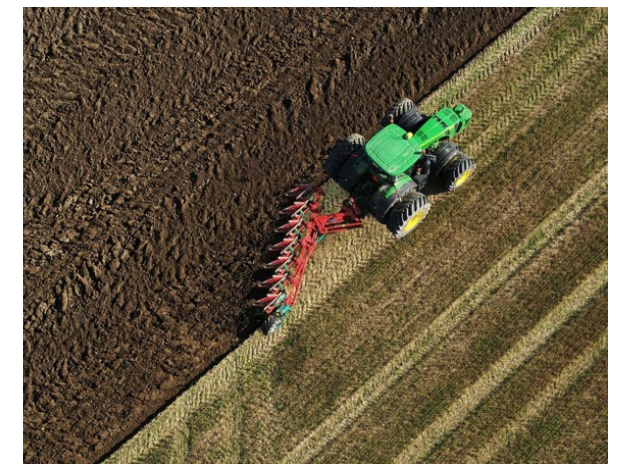
We have very few small family farms and lots of large farming corporations.

Hedgerows have been removed to create larger fields that are accessible to the ginormous tractors and combine harvesters that we use today.

Machinery

Instead of hand-held or horse-drawn equipment, we have a variety of large and powerful machines, e.g. the horse-drawn plough vs a modern tractor (pictured below).

Advancements in technology mean farmers have self-driving tractors, and they can control the temperature of their storehouses using an app on their mobile phones.



Pictured above: (Left) A young boy guiding a single-furrow plough pulled by two horses. (Right) A self-driving tractor with a ginormous plough attachment.

Buildings

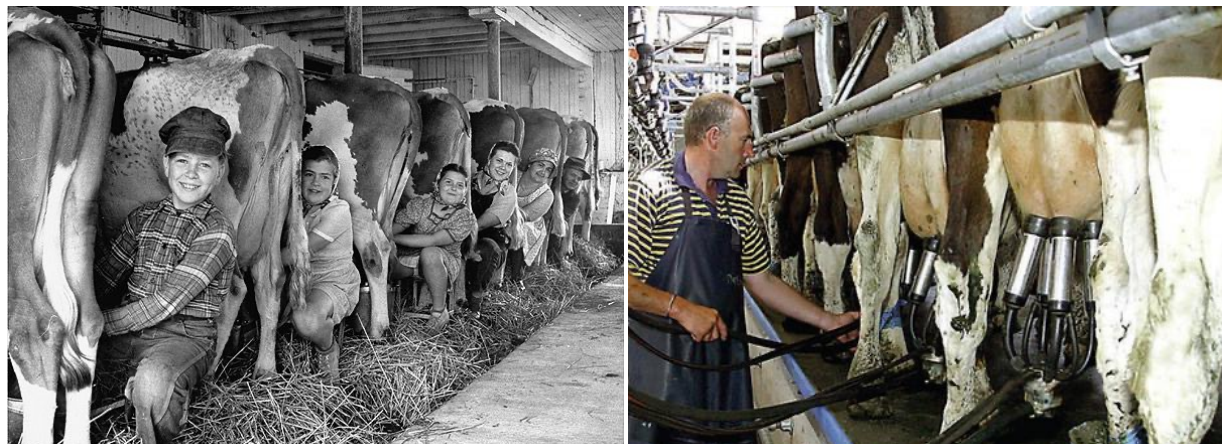
Where farmers used to use simple barns and sheds, we now have temperature-controlled store rooms for drying grains at optimal temperatures. We have specialised facilities for almost every aspect of farming, from washing crops to milking cows.



Pictured above: (Left) An old farmhouse surrounded by simple barns and sheds. (Right) A modern farm surrounded by numerous high-tech buildings and machinery.

People

Pre-modernisation, farming was labour-intensive, and lots of farmhands were needed for each aspect of farming, so much so that school holidays were created so that children could help harvest fruit in the summer and potatoes in October. With technological advancement, we only need a few people to farm acres of land.



Pictured above: (Left) 1943, a family hand-milking their cows. (Right) A modern dairy farmer milks hundreds of cows simultaneously with special machinery.

Is all change good?

Issues we face in modern farming include:

- Machinery is expensive- farmers are spending a fortune on machinery which means they have much smaller profit margins on the crops they are producing.
- Machinery can break down- if your machine stops working, you have to stop your whole production. Modern farming machines are expensive to fix and maintain.
- Heavy machinery can damage the fields, and large tracks are incredibly difficult to remove.

Environmental consequences of modern farming:

- From 1945-1990, almost half of the UK's hedgerows were removed. Hedgerows are important habitats for animals. Subsequently, we have seen a decline in the population of farm birds, such as skylarks and corn bunting.
- Hedgerows also serve as windbreakers, there has been an increase in soil erosion because the fields are no longer protected.
- The increased use of pesticides and herbicides continues to pollute our water as they wash into our streams.



Pictured above: (Left) Organic farming in Sussex, 1930. (Right) A modern machine spraying pesticides over a field of crops

Section 3

Vocabulary & Definitions



Young children can apparently learn up to approximately 20 new words per day, so it is imperative, especially for those who have such a limited vocabulary, to learn lots of new provision and topic words as they arise. It is therefore important for you to use these words in conversation and through using books, experiences and images as you work with them.

Now if you are a little bit like me, I usually have a very good knowledge of many words, but for some, I have only an inkling as to their definition. Children need us to have crisp definitions for words so they can understand them quickly.

On the next page, we have offered definitions for words we think you might need a crisp definition for, though of course, we know you know what they mean! Though many words have many different meanings, we have used the definition, in this section, that links closest to the topic/theme.

Family Names for Common Animals Found on a Farm

	Baby Name	Male Name	Female Name
Sheepdog	Pup	Dog	Bitch
Cow	Calf	Bull	Cow
Cat	Kitten	Tom Cat	Molly
Sheep	Lamb	Ram/Tup	Ewe
Goose	Gosling	Goose	Gander
Goat	Kid	Billy Goat	Nanny Goat
Hen/Cockerel	Chick	Cockerel	Hen
Horse	Foal	Stallion	Mare
Mouse	Pinky	Buck	Doe
Pig	Piglet	Boar	Sow
Duck/Drake	Duckling	Drake	Duck/hen
Rat	Kitten	Rat/Buck	Doe

3 Farm Words - Vocabulary & Definitions

Arable	(land) used or suitable for growing crops.
Bales	a bale is a bound-up bundle, usually made of hay.
Barley	a hardy cereal with coarse bristles extending from the ears, grown especially for use in brewing and stockfeed.
Barn	a large farm building used for storing grain, hay, or straw or for housing livestock
Birthing	the action or process of giving birth.
Boundaries	a line which marks the limits of an area; a dividing line.
Chicken Coop	a cage or pen in which chickens are kept.
Combine Harvester	a machine that reaps (cuts), threshes (separates the grain), and cleans a cereal crop in one operation
Corn	a tall plant grown for its whole yellow or white seeds which are eaten cooked, made into flour, or fed to animals
Crop	a plant that is grown on a large scale commercially, especially a cereal, fruit, or vegetable.
Cultivator	a person or machine that breaks up the ground, and gets rid of weeds, ready to grow crops
Dairy	something containing or made from milk. Also the name for the place where milk is processed and distributed.
Dawn	the first appearance of light in the sky before sunrise.
Dusk	the time just before night when the daylight has almost gone but when it is not completely dark.
Ears of Wheat	the tip part of the stem/plant where the grain grows on wheat
Farm hand	a worker on a farm.
Farmhouse	a house attached to a farm, usually the main house in which the farmer lives.
Farmyard	an area of land (often hardstanding) near the farmhouse which is enclosed by walls or buildings.
Fence	a barrier or railing, typically made of wood or wire that encloses an area of ground to control access or escape
Fertiliser	a chemical or natural substance added to soil or land to make it good for growing plants.
Fields	an area of open land, especially one planted with crops or pasture, typically bounded by hedges or fences.
Fork	a tool with a long handle and two or more prongs metal spikes used for digging/ lifting/spreading soil or hay.
Harvesting	when you cut, pick and collect/gather a crop.
Hatching	the process of the chick getting itself out of the egg.
Hay	grass that has been mown and dried for use as food for animals.

3 Farm Words - Vocabulary & Definitions

Hedgerow	a boundary formed by closely growing bushes or shrubs. typically bordering a road or field.
Herd	a large group of animals (usually ones with hooves) that live together or are kept together on a farm
Highlands	land that is higher than the surrounding area (by sea level). The hills make it better for animals rather than crops.
Livestock	animals that are kept on a farm to either use or sell to make money (production of food, wool, skins or fur).
Lowlands	land that is at, near, or below the level of the sea. The flat land makes it good for animals, crops and tractors
Milking Machine	an electric machine that uses suction to draw milk from a cow or other animal's teats
Oil	a liquid used to power tractors and engines. Also used to lubricate machines (make the parts move smoothly).
Orchard	a piece of enclosed land planted with fruit trees.
Outbuilding	a building such as a shed or barn. Used to provide shelter for your animals, or store hay and farm equipment
Pastoral	when a farm produces livestock (animals), rather than growing crops. (also called livestock farming or grazing)
Pen	a small area surrounded by a fence to keep sheep or other animals together
Planting	put (a seed, bulb, or plant) in the ground so that it can grow.
Plough	the machine and/or process of digging and turning over soil in a field to cut furrows (lines) ready for planting
Rake	the tool and/or process of making the earth level or collecting leaves - the tool has lots of sharp points.
Seasons	four divisions of the year marked by particular weather patterns and daylight hours (from the position of the sun)
Shear	to cut the wool off (a sheep or other animal).
Shepherd	a person who looks after and rears (breeds and brings up) sheep.
Sickle	a tool with a short handle and curved metal blade (semicircular) used for cutting corn or grain (in the olden days)
Silo	a tall cylinder tower used to store grain. Also the name for a pit used to store fermented feed known as silage
Sowing	to plant (seed) by scattering it on or in the earth.
Spade	a tool with a sharp-edged, rectangular, metal blade and a long handle, used for digging
Thresh	To beat or rub stalks of corn (or a similar crop) to separate the grain from the husks (outer shell of a seed)
Tractor	a powerful motor vehicle with large rear wheels, used mostly on farms for pulling/moving equipment and trailers
Trough	a long, narrow open container for animals to eat or drink out of.
Vegetables	a plant, or part of a plant, used as food, such as a cabbage, potato, carrot, or bean.



Section 4

**Indoor
Classroom Plan
for Enhanced
Provision**

Small World

- We would obviously need to create a farm for this topic, but I suggest you make it up in a large tough spot/tray or things will be crushed and too busy.
- The most difficult thing about farms is the enclosures. Plastic fences are awful, wooden ones expensive, but worth it. If you don't have anything, you could use twigs piled up or loosely woven together.
- You could use fake grass for fields, but I think moss looks better.
- Don't forget water – in thin trays or shallow metal dishes.
- The farmyard could perhaps be placed over a mat of tiles or on mud.
- Farm buildings are important – but a simple cardboard shoe box will suffice.

Start by making sure that children have all of the vocabulary and knowledge they need to play with this small world scenario knowledgeably. See our basic farm word list.

Could you add farmyard sounds near your small world farm to add authenticity and to support good listening ready for music activities?

<https://youtu.be/VskbwXTRL7U>

Activity Progression over the Half-term

- Progress over time by introducing geographical and other words linked to farms. (see our list)
- Perhaps the scenario could change – perhaps the pigs escaped? or the sheep was sick and the vet had to be called in?
- The more children find out about farms and farm life, the more intelligently they will play with this scenario. Keep it out for most of your topic, as the children's play will change, adapt and become deeper over time.



Sand Area

- I feel that sand is more appropriate for desert rather than farm animals, so perhaps have different containers available for measuring feed for different animals might be useful?
- Or just leave this area un-enhanced!

Water Area

- Ducks would be a good enhancement for water play
- Or hook a duck with a timer. How many can you hook in a minute? Can you increase your score over time? If there are 10 ducks in the water and you can hook 6 in a minute, how many are left (without looking!)

Activity Progression over the Half-term

- Lily pads and frogs on the pond: By placing fake leaves on the water, small frogs can jump from one to the other.
- If the leaves are numbered, the frogs can hop from one to the other in order.
- Have a number line on a table, this time with the leaves set out in a linear fashion. This is a good introduction to number lines. Have the frogs jump up and down the line, forwards and backwards.

Role Play Area

- Farm Shop, selling fruit, meat, vegetables, flowers and so on.
- Have the children make the sign, labels, price and so on.
- Introduce the idea of giving customers a receipt that adds up all they have bought.

Activity Progression over the Half-term

- Show on the receipt how the customer paid and what the change should be. I know this is a rare transaction these days, but it offers so much scope for maths.

Blocks Area

- There should be a farm set in your blocks as an accessory for blocks.
- If you have used your farm for small world, could you borrow another one from another classroom?
- Blocks are brilliant for buildings and enclosures for farms.
- Make sure the children have an array of card, masking tape and pens so that they can label their fields, buildings and roads.

Activity Progression over the Half-term

- Could the children work with some provocations in mind?
- Could they build:
 - A farm milking shed with stalls for cows?
 - A stable for horses?
 - A farmhouse?
- Could they think about which fields have which crop or animals in them?

Book Area

- Could you make your book area into a meadow?
- By growing real grass with the children in a tough spot (mix equal parts compost and sand, and sew thickly with cat grass) they can sit on grass and then by surrounding the area with meadow photographs such as this:



Down on the farm by Reception Class.
Read all about our visit!



- Printed several times on A3 portrait, like wallpaper.
- Children can sit and read their books feeling as though they are on a farm.
- Talk about how important it is for the eco system to have as many meadows as possible and discuss the country code about not picking wild flowers.
- Could you grow a bee-bomb in a container to show the children how important it is to support our bees?
- Did you do a visit to the farm?
- Using 6 of your best photographs, including as many children as possible, could you write a sentence of the day for each photograph, collaboratively, then add a front cover and title to make a homemade book everyone can read?

The Countryside Code



Your guide to enjoying parks and waterways, coast and countryside

Respect everyone

- be considerate to those living in, working in and enjoying the countryside
- leave gates and property as you find them
- do not block access to gateways or driveways when parking
- be nice, say hello, share the space
- follow local signs and keep to marked paths unless wider access is available

Protect the environment

- take your litter home - leave no trace of your visit
- do not light fires and only have BBQs where signs say you can
- always keep dogs under control and in sight
- dog poo - bag it and bin it - any public waste bin will do
- care for nature - do not cause damage or disturbance

Enjoy the outdoors

- check your route and local conditions
- plan your adventure - know what to expect and what you can do
- enjoy your visit, have fun, make a memory

www.gov.uk/countryside-code



<https://www.cla.org.uk/campaigns/countryside-code/>

Design Technology Area

- Could the children make fences from twigs, dowl or even lollipop sticks?
- Perhaps try Wattle Fencing

Activity Progression over the Half-term

- Could children make a gate and fix it to the post of a fence?
- Use actual mini hinges or Pipecleaners to attach them together.

Investigation Area

- Could you hatch chicks? I know this is A LOT of extra work, but such a memorable and stunning memory to make for children.
- Could you have a couple of hens for a while, so the children can experience collecting eggs?
- Could a goat or lamb visit school for the day?
- The more real the experiences, the more impact they have.

Activity Progression over the Half-term

- If you can't have real chicks, could you buy some easter decoration chicks and set up a circuit which would light up a lightbulb over their 'cage' to keep them warm?



Small Construction Area

- Could the children study and make farm machines and equipment using Lego, Mobilo, Lasy or Cleversticks?



Activity Progression over the Half-term

- Once the models have been photographed, labelled and displayed for a while, could they be de-constructed and photographed again, showing all of their parts?
- The children who made them could then use the 2 photographs to write instructions to other children who would like to have a go at making their machine.
- Could there be an A3 book of instructions for making farm machinery in your construction area by the end of your topic?

Clay Area

- Clay tiles with pressed wheat and barley are beautiful, effective and everyone can be successful at them.
- Make sure you have a cheese cutter to scrape your clay tile off the board without breaking it.



Activity Progression over the Half-term

- Could the children depict the patchwork of fields on a clay tile?
- Use different objects to stamp representations of the different crops in the fields



Art Area

- Hopefully you will have visited a farm and seen many animals. Use your photographs of what you saw to remind the children as they paint and draw the animals, tractors and other elements.
- Could the children experiment with shades of green paint? Could they paint a patchwork of fields? Take a look at the work of [Anna Dillon](#)



Blocks Area

- There should be a farm set in your blocks as an accessory for blocks.
- If you have used your farm for small world, could you borrow another one from another classroom?
- Blocks are brilliant for buildings and enclosures for farms.
- Make sure the children have an array of card, masking tape and pens so that they can label their fields, buildings and roads.

Activity Progression over the Half-term

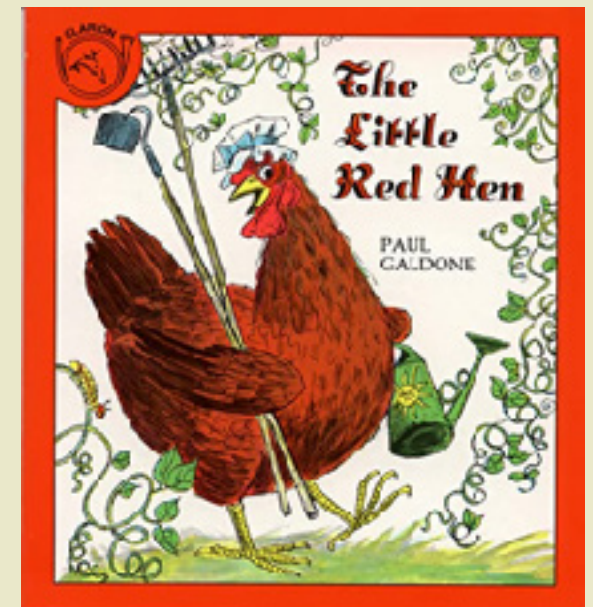
- Could the children work with some provocations in mind?
- Could they build:
 - A farm milking shed with stalls for cows?
 - A stable for horses?
 - A farmhouse?
- Could they think about which fields have which crop or animals in them?

Music Area

- Could children find sounds that remind them of animals on the farm?
- Have a look at folk music to do with the harvest e.g. “Under the harvest moon”: (<https://www.youtube.com/watch?v=dBectal2hFQ>)
 - Can the children quietly feel the beat? 123,123,123
 - Can they indicate with a movement or sound where the first beat of the bar is, or the 2nd and third?
 - **Notes** - Under the Harvest Moon, also known as Autumn Comes, the Summer is Past, is a 16th-century English folk song celebrating the appearance of the harvest moon, the full moon of late September to early October. Traditionally, the harvest moon marked the last chance to gather crops before the days became too short. The feeling of summer slipping away are reflected in the somewhat melancholy tune and lyrics of this song.

Activity Progression over the Half-term

- Use the story, Little Red Hen
- Could the children add their sounds when the different characters are mentioned?





Section 5

Outdoor Classroom Plan for Enhanced Provision

Small World

- It's very difficult to buy larger small world farm figures but the smaller ones are too expensive to risk losing and they tend to be poor replicas.
- One option would be to make larger farm animal 'mini me's' but that would be time consuming!
- Large tractors and farm trailers would be an easier option, especially if you could add some grass cuttings, straw or hay to the scenario.

Activity Progression over the Half-term

- Could children make their own hay for small world outside? Just take grass cuttings, leave out to dry in the sun, turning them each day so they don't rot with the wet underneath!
- This is just what farmers have to do once they have harvested to get their hay ready to bale and take to a barn for their winter feed.
- They have machines to do this work, of course, but in times past this job had to be done by hand with forks.

Water

- Getting water to different parts of the farm can be tricky!
- Could the children have some pipes and connectors to work out how to move water from one place to another?

Activity Progression over the Half-term

- Could you use the cut grass to make hedgerows, outlining fields on a farm?
- Use a smaller version of piping with connectors to work out how to get water to troughs in different fields, for different animals?

Digging & Gardening

- Make hay from grass cuttings
- Sow seeds as farmers do and tend to your crops

Activity Progression over the Half-term

- Keep a journal of the weather, how the crops are doing and about pests.

Role Play

- Mechanic's shop for mending, servicing and cleaning bikes and farm machines.

Den Building

- Shepherd's huts used to be used by Shepherds out in the fields and on the hills to sleep in overnight as they tended their flocks.
- Could the children have a simple chair or bench, table, kettle, and fireplace to create a shepherd's hut rather than a den?
- They will need a staff with a hook and perhaps a stuffed toy sheepdog!
- An old barrel would make a great fireplace, but you could also use crates.



Blocks/Construction/Loose Parts

- With plenty of images and some film footage of garden machinery, I think this will inspire many young designers and makers to make copies of their own.
- Or maybe they could be encouraged to develop a machine that would help farmer's out?
- Offer large pieces of squared paper on A3 clipboards for designs and have a word bank ready for their labelling and explanations.
- **Activity Progression over the Half-term** - Could some of the designs and photographs of the children's work be displayed indoors having been used as a catalyst for writing?



Games

- There must be a version of hide and seek where three children have headbands denoting the shepherd and sheepdogs and everyone else having pesky sheep (who keep getting lost) headbands?
- By using a timer, the children could see if they could round up the sheep in 3 minutes or less! The shepherd and dogs would have to work together to round up every sheep in the game!
- **Activity Progression over the Half-term** - This would be a lovely game to connect to the bible story of 'The Lost Sheep'.





Section 6

Talk, Reading, & Writing Ideas

6 Talk, Reading & Writing Opportunities

Please see our specialised vocabulary lists and add to them according to the specific resources and books you are going to use to ensure the basic vocabulary is covered for the different parts of the topic.

Farm Visit

The most important catalyst for great work in Literacy, or indeed any other subject would be a visit. It doesn't have to be a commercial farm that does petting etc. Just a walk around the perimeter of a few fields with crops or animals in and a look at the farmyard from the gate would be a good starting point.

If you could speak to the farmer and ask him perhaps to show some machinery, a lamb, a pig from behind a wall/from a distance as you walk past, this will leave a great impression on the children.

They need, as much as anything, to gain a sense of the wide-open spaces farms are. To see a landscape of patchwork fields and walls or hedgerows that separate them. If you do get to go to a commercial visitors' farm, think about the route your coach takes and about what the children might gain from going a certain way. Are there any points at which you could get out and walk along a farm track?

Could you contact a local farm and have them bring in a lamb or piglet, kid or some chicks? I once had a lamb come into school for the day. The farmer built a den in the middle of my classroom, made of hay and left the lamb until teatime. We fed it, named it, took it to assembly, talked to it, stroked it and cleaned up after it. What an amazing and unforgettable day. And what extraordinary writing and artwork came from it!



Preparing for a Visit

Don't go to the farm until you have taught a lot of the vocabulary the children will need to understand, recognise, label and talk about what they are seeing once they get there.

Make sure you have thoroughly prepared them for what they are going to learn and experience so they can explain and describe it well.

6 Talk, Reading & Writing Opportunities

Look at the background notes we have prepared for you about farms so that you have lots of information to share with the children. Make sure they can describe animals, the special landmarks of a farm, and the machinery using correct terms.

Assessment

Having set up a small world farm, take note of the children talk when they first play with it. Do the same once you have prepped and done the visit. How has their talk/vocabulary changed? How has the quality of their play developed? Keep this comparison as proof of your children's increased vocabulary and topical knowledge.

Writing around the trip - Pre Visit

What do you hope you will see?

Can you make a map to show the driver where to go (show the journey on google maps first).

Can you have a look at the farm on Google maps together (an arial shot) so you can see how big it is, whether the fields are separated by walls or hedgerows... what else can you find out about the land and terrain by scouting it on Google?! What geographical terms do the children know for when they are describing what they see? Can they say whether it is an arable, pastoral or mixed farm? Do they remember words such as hill, hedgerow, stream, pond, river?

The more they know and understand about the farm you are going to visit, the more they will get out of the trip.

Will there be an opportunity to see a hedgerow? How large are their fields? What machinery do they have? These sorts of questions need to be prepared and answered as part of your pre-visit teaching and trip investigation.

Children *love* feeling like experts. The more knowledge they have, the better.

Writing around the trip - On the Day

Try to avoid little ones carrying great big clipboards around with feckless Twinkl worksheets to fill in. They need their hands free to explore.

But do take hundreds of photographs, trying to make sure you capture everyone doing something they are clearly having a good time doing.

Writing around the trip - After the Visit

Discussion:

- Did your questions get answered?
- Do we have new questions?
- What did we find out that was incredibly interesting?
- What do we want to find out even more about?

I used to print off several photos (one per page) which included every child between them and ask them to just respond by writing.



6 Talk, Reading & Writing Opportunities

The photos help the children to get to the heart of why you visited and way past the, 'lining up to get in the bus with sandwiches' writing!

Writing around the trip - Start with Art

Some children love to respond to visits through artwork first, as the images they have leave such strong impressions.



Let them paint or draw with chalk or oils pastels, or recreate in clay.

You can then use their artwork as the catalyst for writing instead.



Using your sentence of the day and a few of your photographs, make a class book of your visit.

We fed the hungry animals at the farm.

By using sentences the whole class have encoded with you, as well as read through a few times, this will mean that the vast majority of children can read this book.

Because it included a photo of them with their friends, they are more likely to want to read it and relive the visit.

Class 2's Visit to the Farm



**Come and read our new class book
about the farm.**

By everyone in Class 2

Could you write letters to the farm you have visited and thanks them?
Or perhaps the children could write a letter to their parents or PTA for paying for them to go to the farm?

Farmer's Office Concept Booth or Themed Writing Area

Make the space as concealed as you can, as children love to be enclosed in a kiosk type structure.

The office will need a:

- telephone
- diary
- weather chart/forecast
- tractor/farm equipment catalogue
- seed catalogue
- information about animals including vaccinations & treatments
- jobs list, and so on.

Have the children writing about their day as the farmer (diary/log), keep a calendar of what is coming up, and make sure there is a topic wordlist to scaffold their writing attempts.

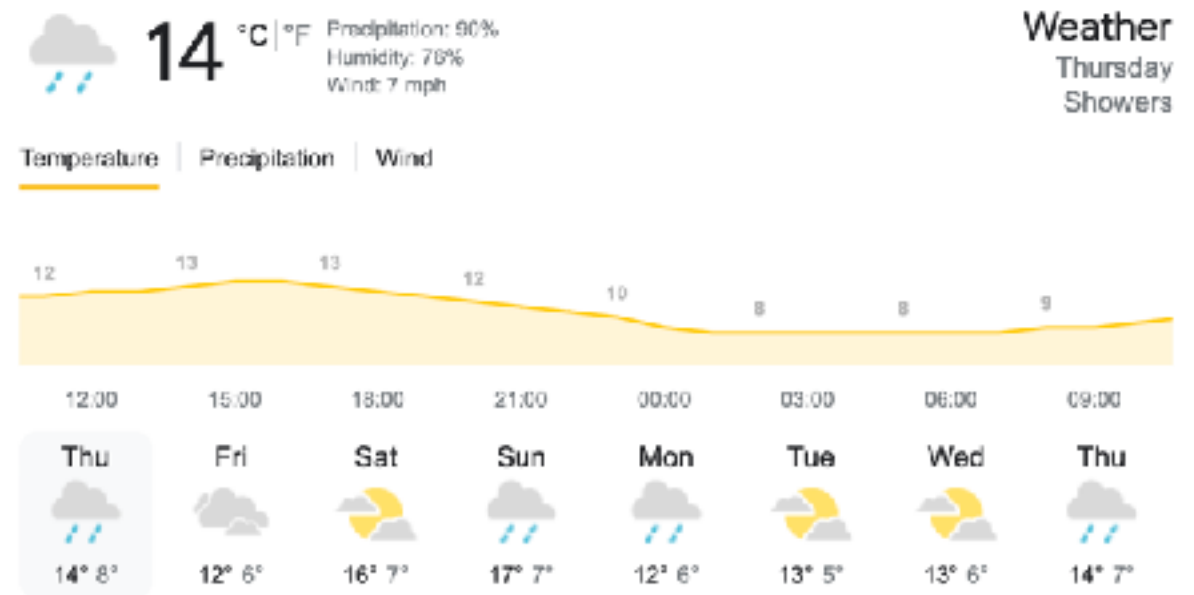
Could you use a soft toy lamb, badger or sheepdog to be a pen pal to the children?

Could it be sick, lost, escaped from another farm with a cruel farmer? Perhaps it fell off a lorry or got lost in transit somehow?



Watch real weather reports as a class as part of looking at the date and decide what jobs on the farm could be done today.

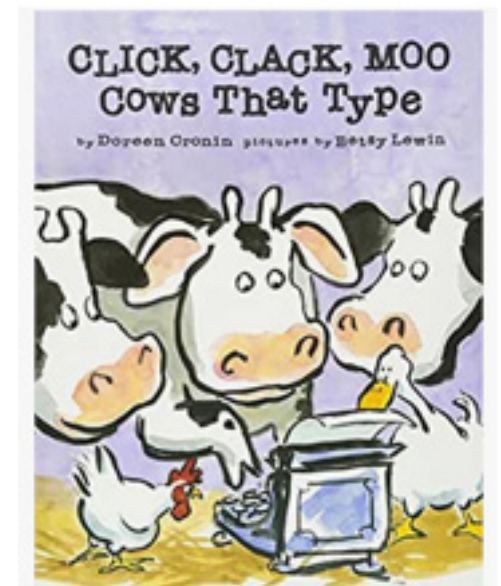
Some jobs have to be done every day, of course, such as feeding, milking and gathering or muckspreading and fertilizing. But is it good dry harvesting time weather?



Writing Provocation

This hilarious farm story about cows complaining to the farmer about needing electric blankets, messaging via an old typewriter, opens lots of scope for writing messages and letters.

Either between the children and you, or imaginary farm friends.

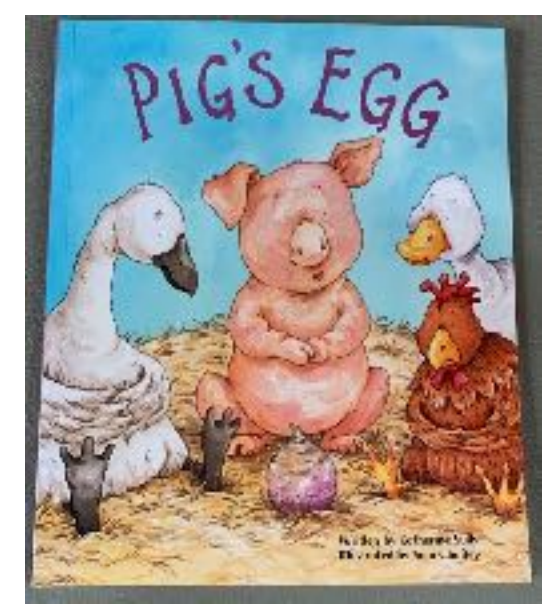
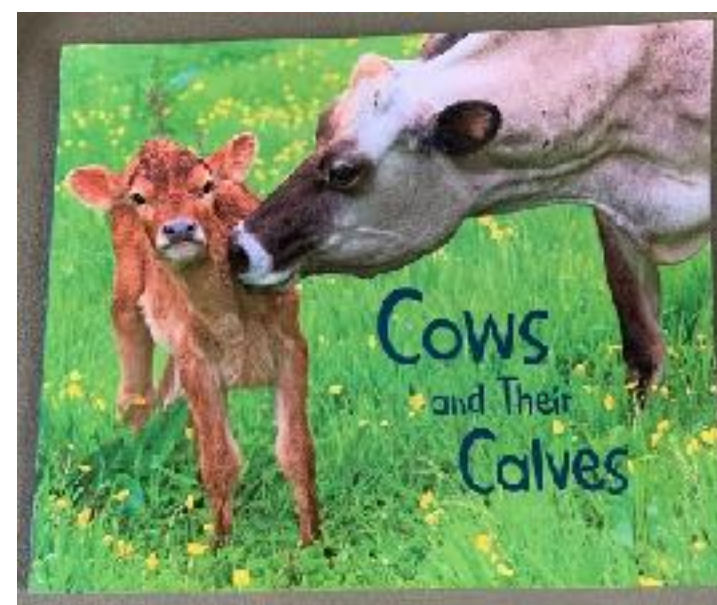
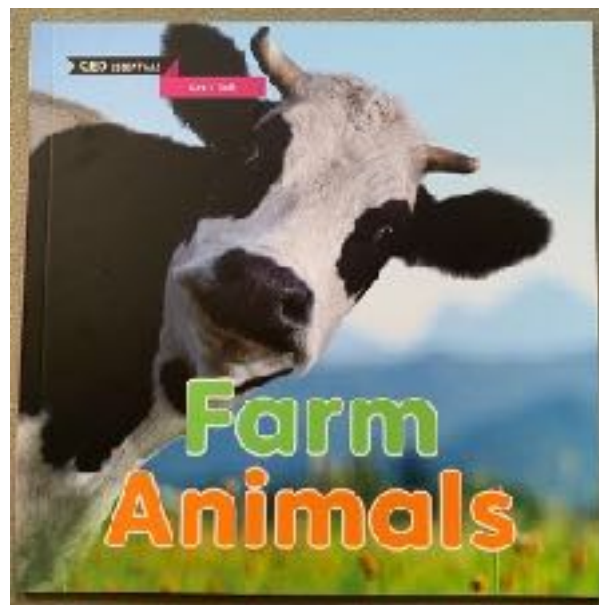
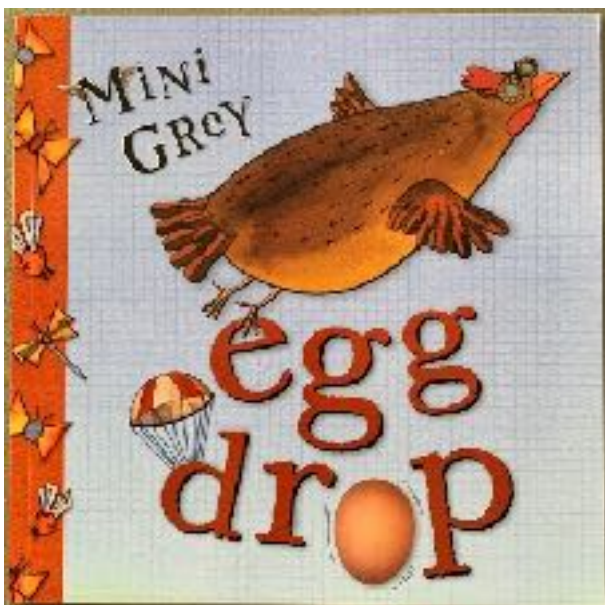
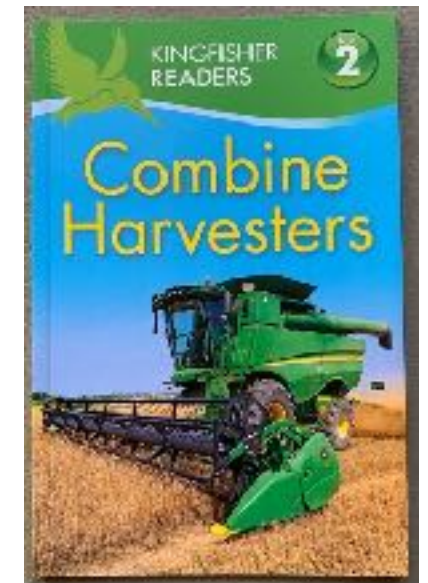
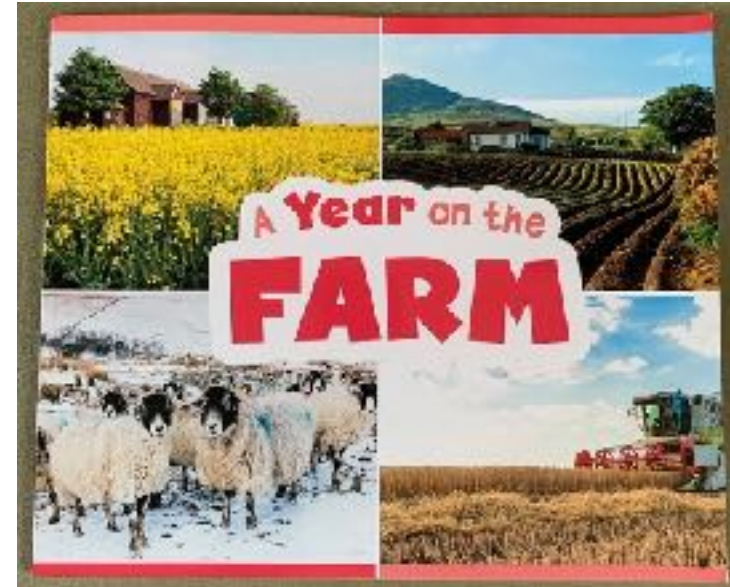
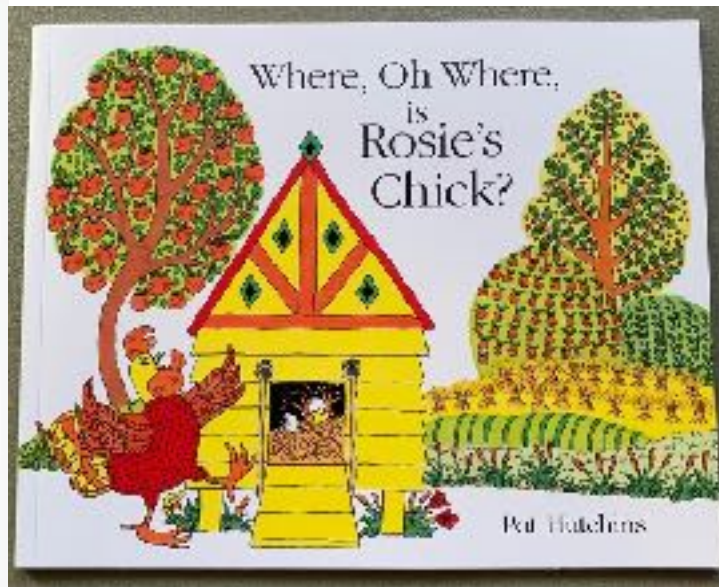
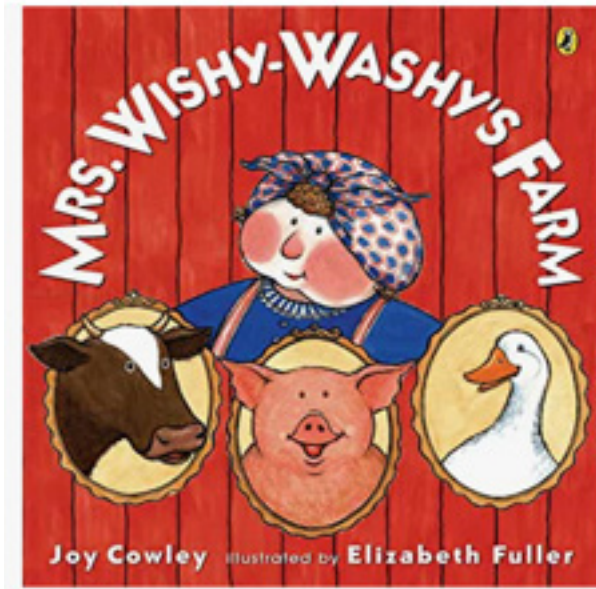


6 Talk, Reading & Writing Opportunities

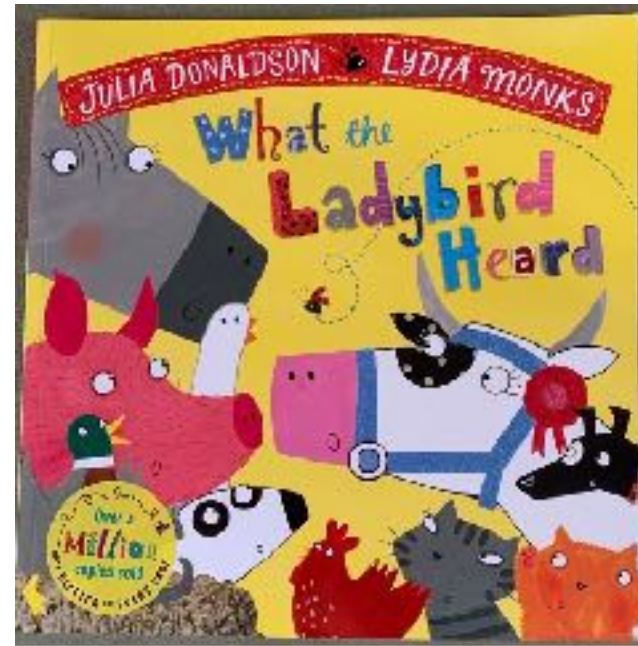
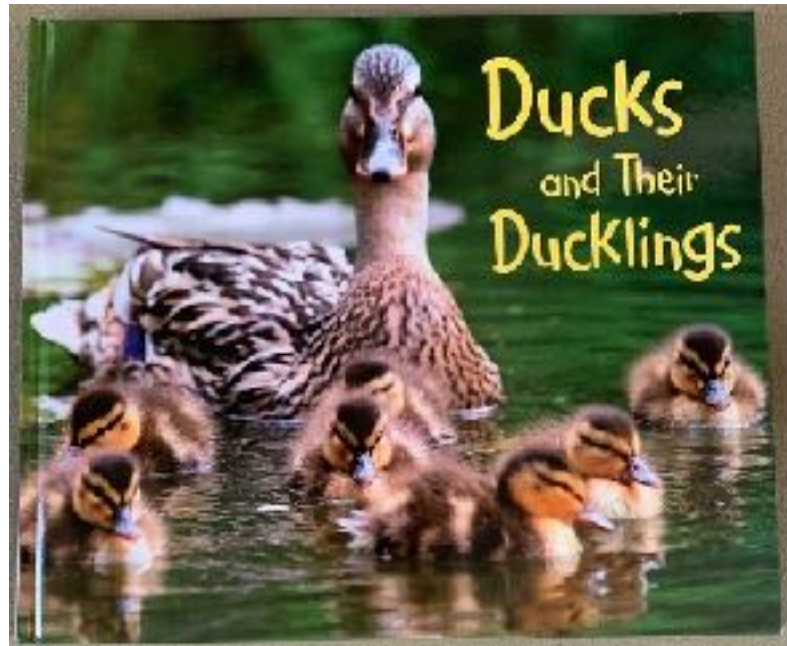
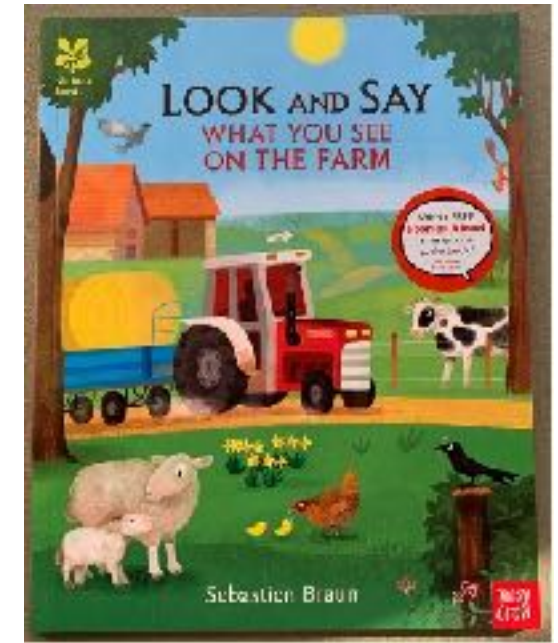
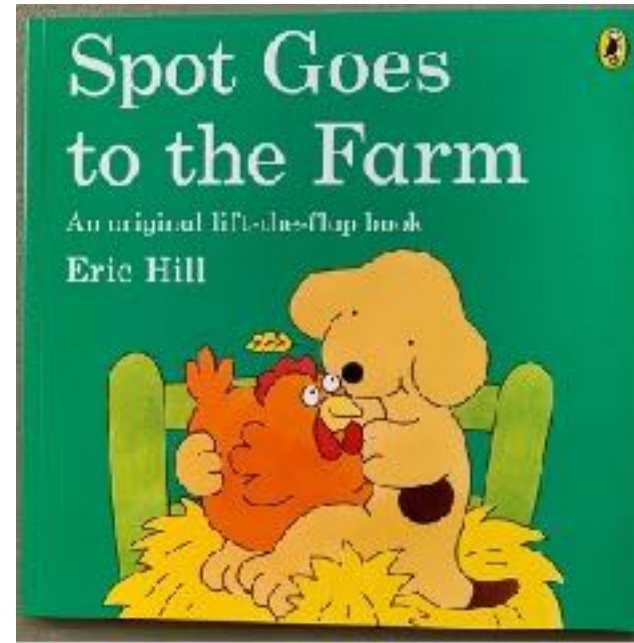
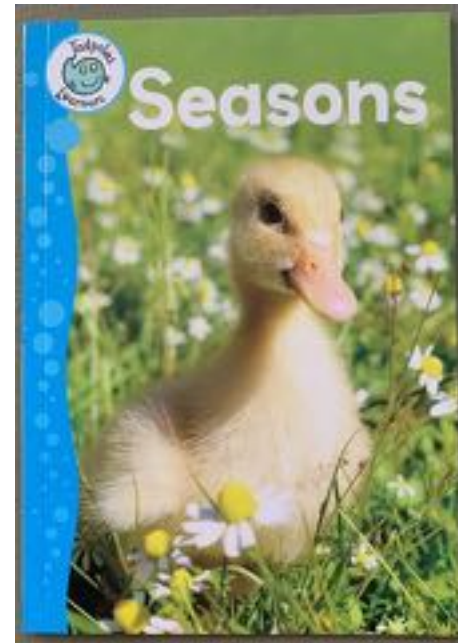
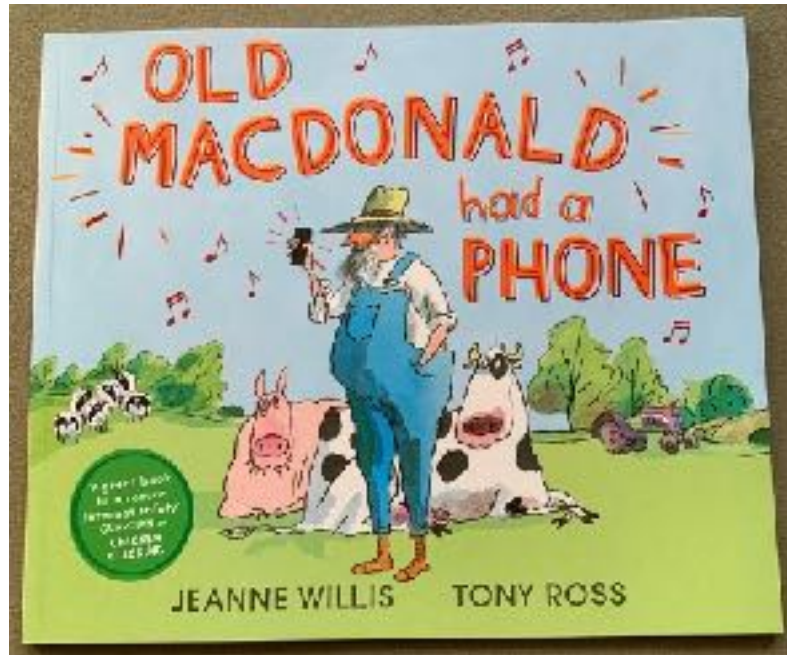
Reading Area

How about creating a wild flower meadow? Use a tough spot (builders tray) full of home grown grass surrounded by wallpaper or printed images of wild flowers

Make sure there is a mixture of non-fiction and fiction books, and that you cover all of the different farm animals.



6 Talk, Reading & Writing Opportunities





Appendix 1

**Potential
Curriculum
Coverage**

Programmes of study for Science, History, Geography, Music, PE, DT and Art are highlighted where potential coverage could occur from our planning: The colours relate to the topic areas:

- **Farmland**
- **Animals**
- **Crops and Machines**
- **How farms have changed**
- **Seasons (Spring)**

Science

Sc1/1 Working Scientifically

Sc1/1.1 asking simple questions and recognising that they can be answered in different ways

Sc1/1.2 observing closely, using simple equipment

Sc1/1.3 performing simple tests

Sc1/1.4 identifying and classifying

Sc1/1.5 using their observations and ideas to suggest answers to questions

Sc1/1.6 gathering and recording data to help in answering questions.

Sc1/2.1 Plants

Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees

Sc1/2.2 Animals including humans

Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores

Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc1/3.1 Everyday materials

Sc1/3.1a distinguish between an object and the material from which it is made

Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Sc1/3.1c describe the simple physical properties of a variety of everyday materials

Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties

Sc1/4.1 Seasonal Changes

Sc1/4.1a observe changes across the 4 seasons

Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

Art

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

DT

DT1/1.1 Design

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT1/1.2 Make

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3 Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4 Technical Knowledge

DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable

DT1/1.4b explore and use mechanisms, in their products.

DT1/2.1 Cooking & Nutrition

DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes

DT1/2.1b understand where food comes from.

Geography

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2 Place Knowledge

Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Ge1/1.3 Human and Physical Geography

Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Ge1/1.3b use basic geographical vocabulary to refer to:

- i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Ge1/1.4d 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.

History

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. *the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

e.g. *Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell, Captain James Cook (from Yorkshire) and Neil Armstrong or David Attenborough*

Hi1/1.3 significant historical events, people and places in their own locality.

Music

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1/1.2 play tuned and untuned instruments musically

Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

PE

PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns.

Have you seen the other topic-based resources in this set?

<https://leadingchildren.com/blogs/resources>



Thank you to our supporter:



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