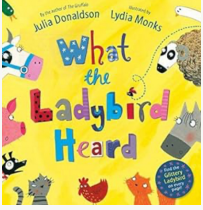
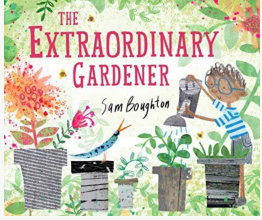
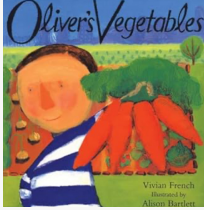
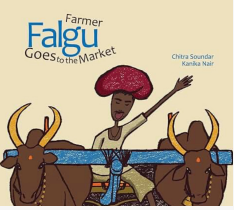
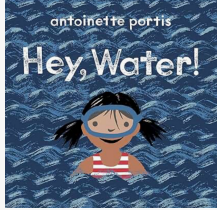



Foundation Stage
Summer 1 - Farm to Fork
I see, I observe and I wonder.....

Reading Library - Farm to Fork - Summer 1

Week	Week 1 23.4.25	Week 2 28.4.25	Week 3 5.5.25	Week 4 12.5.25	Week 5 19.5.25	Week 6 26.5.25
Core Text	 <p>What the Ladybird Heard? Julia Donaldson Classic Text</p> <p>(Fiction)</p>	 <p>The Extraordinary Gardener Sam Boughton Environment, resourceful, patience,</p> <p>(Fiction)</p>	 <p>Oliver Vegetables Vivian French Environment, resourceful</p> <p>(Fiction)</p>	 <p>Farmer Falgu Goes to Market Chita Soundar Farmer Falgu goes to Kamba Mela Cultural diversity and Religion (Fiction)</p>	 <p>Hey water Antoinette Portis Environment, science, geography</p> <p>(Non-fiction)</p>	 <p>A Stroll through the Seasons Kay Barnham Environment</p> <p>(Non-fiction)</p>
Vocabulary	Hog, handsome, fine prize dainty, cunning plan, steal, thieves,	Wild, imagination, ordinary, skyscrapers, roamed, soared, scent, usual, daydreaming, discovered, preen, prune	Wonderful, proudly, complaints, bargain, supper, rhubarb, cabbage, beetroot, tangle, scrub	Cart, bullocks, potholes, inspected, coriander, examined, intact, perch, despaired, miles, veered Temple priest, platform, sacred river, cymbals, parade, reuniting	Trickle, gurgle, mysterious, droplets, dewdrop, drift, skate, lace,	Tilted, stroll, blossom, bluebells, flourish, bloom, dragonflies, crickets, pollen, underfoot, evergreens, oak trees, snowdrops, hibernation

<p>Supporting Books</p> <p>Reading across the Curriculum</p> <p>Laying the foundations for Science, Geography, History, Art, R.E.</p> <p>Additional books linked to curriculum subjects are used within Continuous Provision e.g. construction, water area,</p>	<p>How to be a Good Farmer Liz Miles Environment, resourceful, Geography (Non-fiction)</p>	<p>How did that get in my Lunch box? Chris Butterworth Healthy living (Non-fiction)</p>	<p>Children's Recipe Book Healthy living (Non-fiction)</p>	<p>Under the Bodhi Tree Deborah Hopkinson Cultural diversity and Religion, suffering, charity. (Fiction)</p>	<p>A Cool Drink of Water Barbara Kerley Cultural diversity, Environment resourcefulness (Non-Fiction)</p>	<p>The Black Rabbit Philippa Leathers Environment, UW (Fiction)</p>
<p>Supporting books - diversity, inclusivity, gender, feelings, disabilities, families</p> <p>Personal Development core books</p> <p>Additional books linked to personal development are within Continuous Provision e.g. reading area</p>	<p>I Love Me! Marvin Harrison Ethnicity, Emotions</p> <p>The Can Caravan Richard O'Neill Loyalty and Independence</p> <p>Amazing Steve Antony Physical disabilities</p> <p>The Perfect Fit Naomi Jones Celebration of diversity</p> <p>Inside my Heart and in My Head Libby Wolden Feelings</p>		<p>Supporting Books - Seasonal Changes</p>	<p>A Stroll through the Seasons Kay Barnham Environment (Non-fiction)</p>	<p>Key Rhymes and Poems to enjoy and learn</p>	<p>Fantastic First Poems Musical Maths - counting, number, algebra and mental arithmetic.</p> <p>Spaced-learning and retrieval of all rhymes and poems</p>
<p>Enhancements and Celebrations</p>	<p>Grow and harvest vegetables in the garden</p>		<p>Cook indian egg cake on the fire pit</p>			<p>Sports Day</p>
<p>Parental Links</p>						<p>Parents/carers attend Sport's Day</p>

Critical Thinking - Lines of Enquiry - Developing Communication and Language Skills in a Dialogic Classroom

<p align="center">Lines of enquiry</p> <p align="center">Critical thinking</p>	<p align="center">Season and weather change</p>	<p align="center">Developing social phrases</p>	<p align="center">Developing sentence structure</p>	<p align="center">Makaton - Non-verbal communication</p>
<p>Can you identify an adult and their young? Can you classify the vegetables that grown above and below the ground? What is the difference between a fruit and vegetable? Do all vegetables grow at the same time of year? Can all fruits be grown in England? Do you know where food products come from? Eg milk, cheese, eggs, meat</p> <p>Can you describe the role of a farmer in the community?</p> <p>Can you select the right tools to to make soup using the products we have grown?</p>	<p>How do we protect ourselves from the sun? How do shadows change throughout a day?</p> <p>Discuss the day of the week (today and tomorrow), weather, month and season.</p>	<p>Body language: With adult support, work together to collectively explore/ agree ideas.</p> <p>Modelled language: I can talk about an event I am looking forward to at the weekend. I can recall an event I did at the weekend.</p> <p>Talk partners/dialogic teaching: I can use sentence stems to agree, build and challenge a peer's idea. I agree with..... because..... I want to build on.....idea because..... I challengeidea because.....</p>	<p>What are you doing at the weekend?</p> <p>Can you ask a question using why?</p> <p>Who? What doing? What? Where? When?</p>	<p>Learn the symbols that represent the alphabet.</p>

Learning Outcomes - Development Matters - Summer 1 - Prime Areas of Learning

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery. Demonstrate strength, balance and coordination when playing</i></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing.</i></p> <p><i>Begins to show accuracy and care when drawing.</i></p>	<p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p><i>Shows sensitivity to their own and others needs.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>Understands the importance of healthy food choices.</i></p>

Learning Outcomes - Development Matters - Summer 1 - Specific Areas of Learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children accessing reception: Reading @ Reception:</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Writing @ Reception:</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Through the NCTEM ‘Mastering Number Programme’ all children will be learning to:</p> <ul style="list-style-type: none"> - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - Count objects, actions and sounds. - Link the number symbol (numeral) with its cardinal number value - Count beyond ten - Compare numbers – linked to 9 & 10 - Understand the ‘one more than/one less than’ relationship between consecutive numbers – linked to 9 & 10 - Automatically recall number bonds for numbers 0 to 5 <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Subitise up to 5</i></p> <p><i>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</i></p> <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways - Recognise some similarities and differences between life in this country and life in other countries. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons.</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Performance: Children working @ reception:</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the processes they have used.</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories</i></p>

Foundational Knowledge to support progression to National Curriculum

	Understanding the Worldlaying the foundations for Science, History, Geography and RE.			
	Science	History	Geography	RE
Substantive Knowledge	<p>To know that plants need certain conditions to grow e.g. water, sunlight</p> <p>To know how to care for a plant.</p> <p>To know adult animals and name their young e.g. cow/calf sheep/lamb</p> <p>To know that animals have a life cycle e.g. stages of a butterfly to a caterpillar, tadpole to a frogs.</p> <p>To know the names of some of the plants that they observe in the garden area. e.g. willow tree, herbs for the mud kitchen etc</p> <p>To know what plants need to survive.</p> <p>To know that a seed grows into a plant.</p> <p>To know the difference between plants and animals through observation (similarity and difference).</p>	<p>To know how farming equipment has changed over time.</p> <p>To know facts about Buddha through story.</p> <p>To know that traditional tales were told in the past.</p>	<p>To know that the the farm is in the countryside and that Layton Primary School is in a town.</p> <p>To know that another name for farming is agriculture.</p> <p>To know some vegetables grow above the ground and some grow below.</p> <p>To know that different food comes from different places.</p>	<p>To know that muslims celebrate Ramadan.</p> <p>To know that Muslims (followers of Islam) observe Ramadan by fasting in the daylight hours.</p> <p>To know that Muslims fast to remind themselves of those less fortunate than they are, and about the people in the world who may not have enough to eat.</p> <p>To know Buddhists do not believe in a god.</p> <p>To know that Buddhists learn from the teachings of the Buddha.</p>
Disciplinary Knowledge	<p>Observe changes over time: as a caterpillar turns into a butterfly, as a tadpole develops into a frog, as seeds germinate and grown into a variety of plants.</p> <p>Observe changes linked to seasons and weather.</p> <p>Begin to draw pictures/diagrams of animals and plants that they have observed.</p> <p>Reflect on and discuss what they could do differently next time.</p> <p>Express their ideas and feelings about their scientific experiences.</p>	<p>Recognise the features of their immediate environment and how environments change over time</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Use and apply substantive knowledge from the categories to build an overview of world history.</p>	<p>Use aerial images ad plans of the school grounds and local area perspectives to recognise landmarks and basic physical features</p> <p>Discuss the location of Layton on a map.</p> <p>Discuss the difference between land and water on maps.</p>	<p style="color: purple;">Shared Human Experiences: Talk about people taking part in festivals</p> <p style="color: purple;">Beliefs and Values: To learn about how Muslims celebrate Ramadan, Eid and the Islamic new year.</p> <p style="color: purple;">Living Religious Traditions: Identify and know that Buddha is a significant figure from the past through stories.</p> <p style="color: purple;">Search for Personal Meaning: Talk about significant people in their family.</p>
Vocabulary	<p>seeds, tree, flower, leaf, roots, grow, water, germinate, farm, woodland, young, names of key animals and their babies e.g. sheep/lamb cow/calf horse/foal sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all yea</p>	<p>clue, artefact, memory, long ago, old, new/recent, modern</p>	<p>north pole, south pole, climate, similarities, differences,</p>	<p>Ramadan, Eid, muslim, islam, fast, fasting, buddhists, buddha</p>

Expressive Arts and Designlaying the foundations for Art and Design, Design Technology, Music and Computing				
	Art and Design	Design Technology	Music	Computing
Substantive Knowledge	<p>To know how to make choices to create certain effects. e.g. roll the play doh to make it flat, make marks in the play doh to sculpt</p> <p>To know that a piece of art can create an emotion.</p> <p>To know that a line can be straight, curved, thick, thin and created by a range of mark making tools.</p>	<p>To use gestures and new vocabulary to talk about arrangements of materials/ components to show design.</p> <p>To know that we can adapt initial ideas to make them better.</p> <p>To know that when a product is made we can consider if it is what we set out to make.</p> <p>To know the names of a range of fruit and vegetables.</p>	<p>To know songs have sections.</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>To know that pressing an app opens it.</p> <p>To know that holding an item and dragging it across the screen moves it.</p> <p>To know what the photos app looks like.</p> <p>To know what the camera app looks like.</p>
Disciplinary Knowledge	<p>Sculpt play doh/clay in different forms - roll, squash, squeeze and shape to make different forms.</p> <p>Use an Ipad can be used to express and communicate ideas in artwork.</p>	<p>Describe if their product matches what they wanted to achieve.</p> <p>Children improve their construction for a purpose e.g. how they can stop their structures from falling over and how to make them stronger.</p> <p>Use the vocabulary associated with choosing a material for specific purpose. e.g. strong, flat, rigid.</p> <p>With adult support, follow instructions to make a food product.</p>	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>Move objects on a screen.</p> <p>Use an iPad to communicate learning.</p> <p>Operate a device.</p> <p>Press buttons to navigate device.</p> <p>Discuss different kinds of information (e.g. pictures, video, sound).</p> <p>Take a photo.</p>
Vocabulary	<p>Sculpture:cut, join, squeeze, press, stick, glue, rolling pin, tape</p>	<p>tangrams, frameworks, structure, stronger, moving part, lever, hinge, magnetic, float, sink</p>	<p>voice, soft sounds, loud sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>navigate, observe, evidence</p>