

# Nursery Cycle A Summer 2 : Fun at the Farm



We will begin by introducing the story *The Tiny Seed* by familiar author Eric Carle. We will plant our own sunflowers and find out what plants need to grow. We will learn about the life cycle of a sunflower. We will consider the question - *What is a farm?* We will read the story *Farmer Duck* and non-fiction farm books to discuss all of the jobs that are done on the farm. We will watch Explorer Ellie who will show how farms grow crops and keep animals to provide us with food. We will visit a local farm and learn all about life on a working farm. We will talk about the animals that Farmers keep for food and explore their lifecycles. We will enjoy learning through farm and growing themed activities and use them as inspiration for our creations.

**PD**  
Continue to develop their movement, balancing, riding (scooters, trikes and bikes).

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to paint and make marks in outdoor play.

Use one-handed tools and equipment, for example, using scissors when creating farm animals.

Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens/pencils when drawing sunflowers and farm animals.

**C&L**  
Enjoy listening to longer farm-themed stories and rhymes. Can remember much of what happens and be able to tell a long story.

Use a wider range of vocabulary learnt from non-fiction farm books.

Understand 'why' questions like: "Why do you think the farmer needs a tractor?"

Start a conversation with an adult or a friend and continue it for many turns. Be able to express a point of view and to debate when they disagree with an adult or a friend, using recently introduced vocabulary when appropriate.

**PSED**  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children express how they feel about moving into Reception and discuss any worries they might have.

Make healthy choices about food, drink and activity. Discuss healthy eating when learning about how food is grown on a farm and try a range of healthy fruit and vegetables.

**UTW**  
Use all their senses in hands-on exploration when sampling different fruits and vegetables.

Know that there are different countries in the world and talk about how only some fruits can be grown in the UK and where in the World other fruits and vegetables are grown.

Understand the key features of the life cycle of a plant and an animal. Study the life cycle of a chick and a sunflower. Plant sunflower seeds and care for them as they grow. Begin to understand the need to respect and care for the natural environment and all living things.

Show interest in the occupation of a farmer.

**EAD**  
**Role Play Areas**  
**Farm Shop**  
**Ice Cream shop**

Remember and sing entire farm-themed songs and rhymes. 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. Play instruments with increasing control to tap to the pulse of the songs.

Begin to develop complex stories using farmyard small world equipment.

Explore different materials freely, to develop their ideas about how to use them and what to make when creating farm animals. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

**Literacy shared texts-**  
**Farmer Duck**  
**Jasper's Beanstalk**  
**The Little Red Hen**  
**What The Ladybird Heard**  
**The Tiny Seed**  
**Significant Author- Eric Carle**  
**Story Time Phonics- Phase 1 & 2**

Write some or all of their name.

Write some letters accurately when learning Phase 2 sounds.

Use some of their print and letter knowledge in their early writing. E.g. writing initial sounds on a pretend shopping list in the Farm Shop that starts at the top of the page.

**Maths**  
**WRM- My Day, Capacity & Positional Language.**

Order day and night activities. Language to describe when things happen e.g. today, tomorrow, yesterday etc. Encourage the vocabulary of first, next, then.

Explore measuring time using sand timers.

Explore capacity understanding full and empty.

Use the language of position and direction.

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