

YEAR 1 Summer 1

Life on the farm

COVERAGE:

Maths:

Multiplication and division

Fractions

Position and Direction

DT/Art:

Develop techniques of colour, pattern, texture, line, shape, form and space

Understand where food comes from

RE:

God: What is God like?

PSHE /RSE:

Wider World

Rights and Responsibilities page

Wider World

Environment

(Link to Geography)

British Values: Democracy:

Empowering the children to make choices and come to agreements

ICT:

Organise, store, retrieve & manipulate data

KEY LANGUAGE AND

VOCABULARY:

Vertebrates

Invertebrate

Vertebrate

Backbone

Herbivore

Omnivore

Carnivore

Mammals

Crops

Dairy

Farm diversification

Grow

Pasteurisation

Farm

Arable

KNOWLEDGE AND FACT SHEET

Topic Fact Sheet - Life on the farm

Key Terms

- Vertebrates: animals that have a backbone.
- Invertebrate: animals with no backbone.
- Mammals:
 - give birth to live young
 - usually have hair or fur
 - warm-blooded
 - breathe through underwater
- Carnivore: animals that feed on other animals
- Herbivore: animals that feed on plants
- Omnivore: human or animal that eats plants & other animals
- Farm: an area of land, together with the buildings on it, that is used for growing crops or raising animals
- Arable: land suitable for growing crops
- Crops: a cultivated plant that is grown on a large scale commercially, especially a cereal, fruit, or vegetable.
- Dairy: place on a farm where milk and cream are kept and cheese and butter are made.
- Farm diversification: farm tries new ideas to make money (Churchfields - make ice cream)

On the farm you might see.....

- Buildings - farm house, pig sty, hen house, dairy, sheep
- Animals - cows, chickens, sheep, pigs, goats and horses on a farm
- Plants and crops - wheat, potatoes, corn
- Food produce - eggs, milk, cheese

Farm Animals

Key Questions

- Can they point out some of the differences between different animals?
- Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)
- Can they describe how an animal is suited to its environment?
- Can they name the parts of an animal's body?
- Can they name a range of domestic animals?
- Can they classify animals by what they eat? (carnivore, herbivore, omnivore)
- Can they compare the bodies of different animals?
- Can they sort some animals by body covering, eg, scales, fur and skin?
- Can they describe what happens on a farm?
- Can they discuss how farming has changed over time?
- What is specialist farming?
- What are the different types of farming?
- What happens locally on our farms?
- Can you describe your local area?

KEY SKILLS AND KNOWLEDGE

Science: Animals (including humans)

- I can identify and label a variety of common animals (fish, amphibians, reptiles, birds and mammals)
- I know carnivores, herbivores and omnivores
- I know how to care for pets

History

- I know some changes within living memory.
- I know some significant historical events, people and places in their own locality.

Geography: Geographical skills and fieldwork

- I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.

ENRICHMENT:

Wow in: Walk around local area, looking at farms

Wow out: TBC

PUPIL LEADERSHIP:

School council reps acknowledged

Children to assign 'congratulation cards' to peers

Develop class monitor roles