



What does Old MacDonald have on his farm and why?



## Personal, Social and Emotional Development

### Basic Knowledge:

I will begin to develop appropriate ways of being assertive i.e. explaining that it is my turn to be the shopkeeper  
I will feel more confident to talk to others to solve conflicts i.e. settling disagreements with peers  
I will say please and thank-you without being prompted  
I will initiate play ideas with my peers i.e. role playing shop

### How to help:

Play shop with your child using food items you already have in your kitchen. Practise taking it in turns to buy and sell the food items. Give your child a running commentary during play of what is happening. Talk about what they are thinking, seeing, doing and feeling. i.e. 'We need to get some apples. Let's get four. I will put them in the bag.'  
Practise good manners at every opportunity! Make it part of your daily routine. This will instil good manners into everything they do at school!

### Key Vocabulary:

- Farm shop
- Buy
- Sell
- Please
- Thank you
- Shopkeeper
- Customer



## Physical Development

### Basic Knowledge:

I will take part in outdoor games and races.  
I will negotiate space successfully and will adjust my speed and direction to avoid other children.  
I will become increasingly independent with my own care needs i.e. dressing/undressing and using the toilet  
I will show a preference for a dominate hand

### How to help:

Talk to your children about why they should take care when moving freely when in a larger group. For safety reasons, discourage your child from running freely close to the area used for vehicles entering/leaving the school grounds. When entering nursery, encourage your child to independently carry their belongings. This will reinforce the nursery expectations during the day and prepare them for reception.

### Key Vocabulary:

- Stop
- Ready steady go!
- Fast/slow
- Careful
- obstacles



## Communication, Language and Literacy

### Basic Knowledge:

I will recite many songs and rhymes  
I will enjoy listening to a variety of longer stories and will remember much of what happens in the text  
I will pretend to write my own shopping lists in the role-play farm shop  
I will observe how sentences start with a capital letter and end with a full stop  
I will begin to write my first name  
I will use a wider range of vocabulary to talk about the farm

### How to help:

Encourage your child to talk about their experiences of a farm and animals.  
Visit your local library to look for non-fiction and fiction books about farm animals and farming  
Learn to recite rhymes and songs that feature farm animals and farmers, such as 'Ba Ba Black Sheep.'  
Practice scribing their name and looking at letter formation



### Key Vocabulary:

- Shopping list
- Full stop
- Capital letter
- What/ When?
- How?



## Literacy

### Basic Knowledge:

- I will identify some farm animal sounds
- I will look at books about farm animals and handle them with care turning one page at a time
- I will suggest how a story might end.
- I will develop an awareness of sounds and rhythms.

### How to help:

Set up a model farmyard. Describe one of the animals but do not tell your child its name. For example, 'This animal has horns, four legs and a tail.' Ask him/her to say what animal it is. Ask him/her to make the noise the animal might make. When your child is familiar with the game, let him/her take on the role of the adult and describe the animal for family members. Sing lots of songs with your child and encourage him/her to join in with actions such as clapping hands, patting knees, stamping feet etc.

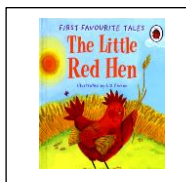
### Key Vocabulary:

- Horse (neigh)
- Donkey (eeyore)
- Sheep (baa)
- Cat (meow)
- Pig (oink oink)
- Duck (quack quack)
- Cow (moo)
- Dog (woof)
- Cockerel (cock-a-doodle doo)
- Chicken (cluck cluck)
- Goat (bleat)
- Goose (honk honk)

## Mathematics

### Basic Knowledge:

- I will begin to experiment with symbols and marks to represent numbers
- I will explore making marks or scribing numerals to represent quantities to five
- I will notice and correct an error in a repeated pattern i.e. leaf, stone, leaf, stone
- I will make comparisons to objects relating to size, length, weight and capacity



### How to help:

Use natural resources and everyday objects to create simple ABAB patterns. Adult to model making a deliberate error in the pattern i.e. red sock, blue sock, red sock, blue sock, blue sock. Encourage your child to point out the error. Play games that involve experimenting with numbers, i.e. writing shopping lists, 'We need 5 bananas, two oranges' etc. Encourage your child to help to write the list and to count out items in the shops.

### Key Vocabulary:

- One, two, three, four, five
- Repeated pattern
- length
- weight



## Understanding of the World

### Basic Knowledge:

- I will know that a **farm** is an area of land used to grow plants and raise animals for food.
- I will know that people who grow these plants and raise these animals are called **farmers**.
- I will begin to understand that many of the foods that we eat are grown on farms
- I will know the names of different farm animals and their young
- I will know some of the homes where the different animals live i.e. stable or a pond

### How to help:

Talk about and identify the different farm animals either in books or on days out in the country  
Talk about the foods in your home. Which ones would have been grown on farms?  
Talk about where wool comes from. When you sort the washing, look at the labels on the clothes to see which ones are made from wool.

### Key Vocabulary:

- farmer
- farm
- tractor
- farm animals
- field
- food
- farm buildings
- animal sounds

## Expressive Arts and Design

### Basic Knowledge:

- I will begin to express myself freely to my friends and teachers
- I will join in with songs and ring games related to the farm i.e. 'Old MacDonald had a Farm.'
- I will begin to draw with increasing complexity and detail i.e. drawing a head with legs attached to it/ or a trunk for the body with arms and legs.

### How to help:

Spend time mark making with your child. Give a running commentary as you draw, i.e. 'I'm doing a circle for the head, here are the eyes, one, two and this is the body etc.'

### Key Vocabulary:

- Draw
- Body
- Arms
- Legs
- Eyes
- Nose
- mouth