



## NATIONAL CURRICULUM LINKS TO USING THE FARM AND ALLOTMENTS

### Art and Design:

EYFS / KSI:

Children could use recycled materials found on the allotment and farm to design and make products. Children could use these materials to create a collage.

- To use a range of materials creatively to design and make products.

Children could study and use influences from a wide range of cultures in their own artwork, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Children can draw and sketch plants and animals on the farm and allotments.

KS2:

Children could sketch their observations (good or bad) of the farm and allotments. Children could revisit their initial sketch observations and complete new sketches to monitor the differences before and after they have taken action.

- To create sketch books to record their observations and use them to review and revisit ideas.

Children could use materials found on the farm and allotments to create sculptures and artwork.

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, mud].

Children could use litter to create sculptures, artwork and 'trashion.'

Children could learn about art and artists from a wide range of cultures and backgrounds.

- Artists, architects and designers in history that paint/ draw / sculpt animals and plants.

## Computing:

EYFS / KSI:

Children could learn to use technology to show and complete data collection about plant sizes as they are growing on the allotments.

- use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Children could create assembly PowerPoint presentations, posters on Publisher etc. to inform the school about the farm and allotments.

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

KS2:

Children could consider the opportunities provided by the internet for global collaboration, they could use technology to contact other schools with farms and allotments around the world.

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

## Design and Technology:

EYFS / KSI:

Children could design products to help their school farm and allotment become more environmentally friendly.

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Children could create products to aid their school to become more environmentally friendly.

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Children could create structures from recyclable waste materials.

- Build structures, exploring how they can be made stronger, stiffer and more stable.

Children could evaluate products they have created to make their school more environmentally friendly.

- Explore and evaluate a range of existing products.

Children could design products to encourage biodiversity in school grounds such as bird feeders.

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Children could make products to encourage biodiversity in school grounds such as bird feeders.

Children could cook food from around the world that they have grown from the allotment.

- Understand where food comes from.
- Children could learn how to prepare and cook healthy dishes.
- Use the basic principles of a healthy and varied diet to prepare dishes.

Children could make products to reduce litter in the school grounds or encourage animals such as bees or insects that could aid in pollination of plants being grown.

Children could design and make planters for the school grounds.

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.

KS2

Children could design products to help schools become more animal, allotment friendly.

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Children could create products to aid their school in becoming more environmentally friendly.

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Children could evaluate the effectiveness of the products they have created in relation to making their school more animal, allotment friendly.

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Children could design and make products such as bird-feeders or bat boxes.

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Children could evaluate the success of the products created.

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Children could learn about Fairtrade food or learn to cook a variety of dishes from around the world.

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children could learn to prepare and cook healthy meals.

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of dishes that have been grown in the allotment.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children to design planters for the school grounds.

Children could make planters for the school grounds.

Children could evaluate the success of the planters they have created for the school grounds.

Children could use waste materials to make products for example bug hotels.

Children could evaluate the success of the products created.

## English:

EYFS / KSI:

Children could read stories, poems, draft and write in the farm and allotment environment especially if the genre is based around environmental topics.

- Encourage what they have read or hear to their own experiences.

Children could complete a mini-beast survey in the farm or allotment area, writing a simple recount of what was done.

Children can write lists, labels and captions of animals, insects or plants they find in the farm and allotment area.

Children can write instructions on experiences they have on the farm and allotment. E.g. how to grow vegetables, or how to feed the ducks.

Children could write a non-chronological report based on animals on the farm or vegetables in the allotment.

Children can create, write poetry about what they can see, hear, feel in the farm and allotment.

KS2:

Similar to EYFS/ KSI, Children could also create poetry based on particular animals that we have in our farm and allotments.

Children can create persuasive writing based on particular experiences – E.g. the importance of growing own food.

Children can look at stories from different cultures that could also have the topic of farms and allotments.

## Geography:

EYFS / KSI:

Children can identify seasonal and daily weather patterns in our local environment and 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.

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Children can look at maps of the school farm and allotments.

- 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.

Children can simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the farm and allotment.

- 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.
- 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.

KS2

Children can locate the farm and allotment on maps of the local area.

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.

## History:

EYFS / KSI:

Children could look at the history of Yew Tree Primary School at the time when the allotments and farm was not there.

- Learn about events beyond living memory that are significant nationally or globally.

Children could learn about local farmers or gardeners in the local environment.

- 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.

Children can look at farms and allotments from the past.

KS2

Similar to EYFS / KSI where Children could learn about the achievements of other farmers and gardeners of civilizations around the world.

- The achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Children could learn about the achievements of gardeners and farmers in the past such as during the great wars. Etc.

Children could learn about the achievements of civilizations around the world.

- A non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Maths:

EYFS / KSI:

Children could look at measurements of animals and plants found on the farm and allotments.

Children will look at weights of animals and plants found on the farm and allotments. Look at weight of food, soil etc.

Children will count number of particular plants that are growing, eggs that have been laid.

Children will investigate estimation through looking at how many eggs will be laid, feathers on an animal, leaves on the plants, buds etc.

KS2:

Similar to EYFS / KSI where Children could learn about the measurements of animals and plants on the farm and allotments.

Children will look at the statistics collected from data collected over the farm and allotments. This can then be turned into bar charts, pictograms and tables.

Children can interpret and present data in a variety of ways.

Children can look at money where budgets can be examined such as the price of food, cost of seeds, soil etc.

Children can look at ratio and proportion where data can help children find information and percentages.

## Science:

### EYFS / KSI:

Children could look at plants, naming and identifying a variety of common and wild garden plants.

Children will look at animals (including humans) where common animals (including farm animals) can be identified and described.

Children will work scientifically by asking simple questions and making observations about what they can see, find in the farm and allotments.

Children can investigate how animals and plants grow and live.

Children can identify where living things, living, dead and things that have never been alive, live, grow and procreate.

Children will identify and compare different uses of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard.

### KS2:

Similar to EYFS / KSI where Children could learn about plants, animals and materials but with much more detail.

Children will look at how light helps or hinders plants to grow. Use the polytunnel to conduct experiments and investigate this.

Children will look more closely into working scientifically:

Asking relevant questions and using different types of scientific enquiries to answer them.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking, repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Children can look into evolution and inheritance, looking at how plants and animals adapt to suit the environment.