

Farm possibilities

Exploring the Wider World Project

Understanding the world: People and communities	Understanding the world: the world
Shows interest in different occupations and ways of life. Children talk about past and present events in their own lives. Recognises and describes special times. Remembers and talks about significant events in their own experience. They know about similarities and differences between themselves and others and among communities.	Comments and asks questions about aspects of their familiar world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur and talk about changes.

Experiences to offer before the trip	Experiences to offer on the trip	Experiences to offer after the trip
<ul style="list-style-type: none"> • Have a selection of books available relating to farm animals, fiction and non-fiction. • Introduce specialist vocab such as lamb, kid, Nanny Goat, Billy Goat, hooves, horns, fleece, species and trotters etc. • Ensure farm small world resources include a range of species. • Find out what the children already know about farm animals and what they want to find out about. • Discuss expectations of behaviour around the animals visit. • Look at photographs/pictures of different farm animals and talk about what they can see and what experiences they have had before of the animals. • Make a graph of who has visited a farm before. • Discuss what the different animals eat and what they produce e.g. wool etc. • Make and play animal sixes using the farm animals that are coming to visit. • Ensure there are resources such as jigsaws with farm animals on them for the children to use. 	<ul style="list-style-type: none"> • Remind the children of the expectations. • Discuss the animals with the children. Take into consideration their size, smell, feel etc. • Photograph the animals so that resources could be made to follow up the visit. • Have pictures of generic animals that are going to visit. Tally favourite animal with the children. • Use the specialist language you have already introduced in context. • Introduce any other specialist language that might be useful that hasn't already been introduced. • Talk about what the animals need to be comfortable and what they eat. • Talk about the differences between the species and the parents and their offspring. 	<ul style="list-style-type: none"> • Talk about the trip with the children. • Develop a range of farm related books with the children e.g. When the animals came to visit, an alphabet of farm animals, Jobs people do with animals, The farm through the seasons. • Continue to enhance the farm small world play with relevant resources. • Research the different types of sheep, pigs, goats, chickens, cows etc. • Develop a range of games using the differing types of animals such as dominoes, snap, Pelmanism etc. • Develop a role play area dedicated to animal husbandry. • Write a guide for how to keep the range of animals. • Make representations of the animals the children have seen using a variety of media. • Use the photographs of the animals to make a display to share the learning with the families.