



## Planning for EYFS Theme – On the Farm

	Nursery	Reception
Week 1 6/5/24	<ul style="list-style-type: none"> <li>• PSED: Set up a farm small world area. You could include farm vehicles, a toy farmer, animals, straw and grains, such as cereals. Ask the children to think of rules for playing with the farm. How will they look after it? How many children should play with it? How can they share the toys fairly?</li> <li>• PD (Gross motor): Play a farm-themed movement game. Decide an action for each farm animal. The children then do each action when you call out the names of the animals</li> <li>• UW: Talk about the crops some farms produce. Can the children plant their own seeds and look after them? What do they need to do to help their plant grow?</li> <li>• EAD: Go outside and collect mud and twigs to create muddy puddle pictures. You might like to tie leaves to sticks to create your own natural paintbrushes.</li> <li>• EAD: Use loose parts, such as twigs, stones, and leaves, to create farm animal pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• PSED: Plant seeds in pairs, encouraging the children to take turns planting, watering and caring for their plant. Cress works well as it grows very quickly!</li> <li>• PSED: Talk about patience when growing plants. Can the children think of a time when they were patient?</li> <li>• PD (Gross Motor) Create a simple farm-themed obstacle course. Can the children carry a small bag of flour or jug of milk over the course?</li> <li>• PD (Gross Motor) Play a farm-themed throwing and catching game with a beach ball. Explain to the children that they have to pass the ball to each other and when you catch the ball, you have to shout out the name of a farm animal.</li> <li>• UW: Look at an aerial view of your school. Can the children see any land which could be a farm? Can they say why they think that? Discuss your local area.</li> <li>• UW: Share the <a href="#">Grandad's Farm eBook</a> with the children and discuss the jobs that need to be done on a farm.</li> <li>• EAD: Encourage the children to use a range of joining techniques to make a fence for some small world farm animals.</li> </ul>

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Week 2  
13/5/24

- PSED: Read the story of the Little Red Hen. Provide the children with these [Little Red Hen Story Role-Play Masks](#). Can the children decide who will play each character? Can they work together to act out the story?
- PD (Fine motor) Create your own cow to milk! On large paper, draw a picture of a cow. Fill a rubber glove with water, seal it and fasten it to the cow picture. Make a small hole on each finger and encourage the children to squeeze the water into a bucket.
- PD (Gross Motor) Blow up white balloons. Explain to the children that they are the sheep on your farm. You could ask the children to draw a face on their sheep. Can they use different body parts to herd the sheep into their pen to help you?
- UW: Talk about the people that work on a farm. Can the children think of any jobs that would need to be done on a farm? You might like to use this [Jobs on the Farm PowerPoint](#).
- EAD: Create a collage of different farm animals. Can the children experiment with different materials to represent each animal?
- PSED: Share the story of '[The Little Red Hen](#)'. Talk about how the hen felt at different points in the story. Do the children think the animals in the story were good friends?
- PSED: Hold a vote for favourite farm animals. Can the children put a peg on the picture of their favourite animal? Talk about the results of the vote. Did everyone like the same animal? Talk about everyone having their own choices.
- PD (Gross Motor) Encourage lifting, stacking and carrying in a farm role-play area outside. You could provide crates, bags of hay or straw, gardening tools and large soft toy animals.
- PD: Chalk some fields and fences on the ground and provide coloured chalks for the children to fill the farm with animals of their choice.
- UW: Talk about the different times of the year which are important for farmers, such as harvest time or when it's time to sow seeds.
- EAD: Create large collage farm animals. Provide a range of materials for children to experiment with. Then, display the final animals in your setting.

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Week 3  
20/5/24

- PSED: Provide hollow blocks, crates and sticks for the children to make their own barn. Observe how they work together, intervening and supporting where necessary.
- PD (Fine motor) Encourage children to practise their cutting skills and create their own farm using this [Farm Map Cut and Stick Activity](#).
- Can they tell you about the farm they have made?
- UW: Talk about how to look after animals on a farm. Do any of the children have experience looking after a pet? Is it the same as looking after farm animals?
- UW: Discuss farming around the world and what makes farms different or the same.
- EAD: Explore colour mixing by providing red and white paint and asking the children to paint pink piglets.
- EAD: Provide a range of musical instruments for children to play along to 'Old MacDonald Had a Farm'.

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- PD: Sing '[Dingle Dangle Scarecrow](#)' and ask the children to think of actions to match the song.
- UW Place some small world farm animals on a large piece of paper outside. Encourage the children to draw around the shadows cast by the animals. You could revisit this activity throughout the day and discuss how the shadows have changed.
- EAD: Use these [Farmer's in His Den Headbands](#) to encourage the children to act out the song to their own music.
- EAD: Invite the children to create their own piece of music in response to different animals, such as spring lambs. Can they select the instruments they want to use and possibly make some movements to match their music? You might also like to scribe some words for the children.