

## Archie's Farm Educational Visit

### Year 6 curriculum coverage for teachers.

#### Maths activity - Farm Builder

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Children are given the task to design a mini farm of their own using exciting mini resources. This is then used for the activities to develop their mathematical skills. There are various differentiated activities to engage in and each activity has a design outcome that involves using various maths skills with a problem solving emphasis.

- Children use a budget of up to £20,000 (depending on ability) to plan, design and build a mini farm.
- Children decide how many fields and fences they want to buy within their budget. They explore the various area and perimeter patterns of different design options.
- Work to different given criteria e.g. use as few fences as you can to build a farm of given area.
- Children decide which animals/tractors/equipment/food etc. to buy for their farm within their budget.
- Work out a plan for buying monthly/weekly consumables (food, fodder, repairs) and staff costs.
- Work out how many customers are needed to make the farm viable.

Many different Maths skills are used in this exciting activity. Children will play mathematically with their completed farms as they continue to 'pay' staff, build and buy essentials.

##### Programme of study:

- solve number and practical problems.
- perform mental calculations, including with mixed operations and large numbers
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- solve problems which require answers to be rounded to specified degrees of accuracy
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- use estimation to check answers to calculations and determine an appropriate degree of accuracy.
- recognise that shapes with the same areas can have different perimeters and vice versa

#### English activity - Worm Hunter

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**Creative poetry writing - This activity takes children on a sensory investigation around the farm and our small woodland areas. Children hunt for 'hedgehogs'. At each hedgehog point there are different nature areas to investigate.**

Children can enjoy poems, read together in the woods. They evaluate what they like about the structure, language and style of the poems read.

The children collect words/experiences/feelings whilst engaging in activities and exploring the natural forms around them. It is a great activity for developing rich language and encouraging children to think about the quality of the words and ideas that they use. The children use their ideas to make poems.

Children draft, expand and improve ideas before finalising poem/creative work.

##### Programme of study:

- **plan their writing by:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- **draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- **evaluate and edit by:** assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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#### Science activity - Bug Hunter

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Children will learn about habitats, life cycles, reproduction, change and survival in the wild world of bugs. They compare lifestyles of bugs, farm animals and humans. Children are encouraged to behave scientifically by following guidelines in bug hunting, collecting information and collating/interpreting their findings appropriately.

- Children describe the characteristics, habitat, distinguishing features, colour, markings, action and behaviour of bugs.
- Children classify bugs and animals according to different criteria.
- Children use guide books, magnifiers and bug collectors to assist their explorations.
- Children look at what bugs and animals eat and how nutrients and water are transported within their bodies, and compare it to humans.

#### Programme of study:

##### Living things and their habitats

Children will be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

##### Animals, including humans

Children will be taught to:

- describe the ways in which nutrients and water are transported within animals, including humans.

#### Art activity - Treasures of Nature

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There are various activities some of which may be more suitable depending upon the time of year:

- We look at the works of Goldsworthy and other outdoor artists. Children collect natural things and create their own environmental art pieces.
- Drawing skills - Children learn different pencil techniques/strokes and practice these. They then look through magnifiers and draw close detail of natural materials around them.
- Children learn how to successfully draw a tree, using observation and Fibonacci sequence rules found in nature.
- Children 'paint' with water. Brushes can be made using twigs, leaves and other natural things.
- Children use the natural materials around them to make a hanging mobile.
- Using plant dye around them from leaves and vegetation, children make a string of bunting or a flag.
- Children weave with natural materials that they find.

(Teachers are recommended to bring a camera for children/teachers to photograph these art projects as some are temporary and cannot be taken away).

#### Programme of study:

- produce creative work, exploring their ideas and recording their experiences

##### KS2:

- 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]