

This classroom activity is aimed **at Year 1 and 2** pupils. It was originally written as part of a World of Work session. But it would easily link with any topics on farms, food, healthy eating, harvest, growing plants

This activity covers the following areas of learning:

* What might we find on a farm?
* Why do we need farms?
* Matching basic products to things found on the farm.
* Steps involved in making bread.
* What is it like to be a farmer?
* What jobs would you have to do on a farm?

Resources:

* Teacher Notes and associated PowerPoint slides
* A set of sequencing cards – making bread from wheat (link provided in teacher notes)
* Shopping bag containing milk, bread, wool

**Teacher Notes**

**Using the PowerPoint**

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| **Slide 1** Think & share activity | Can the children tell you what might be found on a farm? Have any children visited a farm?  |
| **Slide 2**Knowledge & understanding | Use the pictures on the slide to continue your discussion. How many things did the pupils identify?Young pupils often talk about farm animals but haven’t realised farms also grow plants (crops) for fruit and vegetables.It is also worth talking about all the insects, trees, flowers, hedgerows that can be found on the farm too.  |
| **Slides 3 & 4**Think, share, discuss | So why do we need farms? Do children understand that the animals and plants provide us with food (and other useful things)? It is also worth discussing that farms are in the countryside. The countryside is a great place to visit. The countryside is looked after by the farmers.  |
| **Slide 5**Activity | Can the children match some basic products to the pictures on the slide?As a suggestion, have milk, bread and wool in your shopping bag. Wool is a good way of showing the children we get other useful things from animals, other than food.Can the children tell you any other products that milk can be made in to, (yoghurt, cream, butter, ice cream, milk shake).Can the children tell you any other products that wheat can be made in to, (breakfast cereals, pasta, biscuits, flour).   |
| **Slide 6**Activity | Download the cards on the Food a Fact of Life website.<https://foodafactoflife.org.uk/3-5-years/food-commodities/> Select, Cereals – the journeyChoose volunteers to hold each card. With the help of the class can they put them in the right order?1. **Wheat** – lots of wheat seeds (“grains” of wheat) are in the “ears” of the wheat. The farmer keeps some of these seeds from last year and saves them to plant in the ground for next year.
2. **Grains** **-** are planted in the fields
3. **Growing wheat** - the wheat grows in the field
4. **Harvesting wheat** - the farmer uses a combine harvester to cut the wheat plant. The combine harvester separates the stalk and the grains in the “ears” of the wheat. The farmer keeps the stalks as it is makes good straw for the animals to lie on or eat.
5. **Flour** - the farmer sells his grain to a factory. (You may want to create an extra picture of a factory for this step). The factory grinds the wheat (milling) in to flour
6. **Making bread** - the flour is mixed with other ingredients to make a dough
7. **Bread** – the dough is baked to make bread

As an additional activity you could grind some wheat seeds with a pestle and mortar and show the children the flour. Wheat seeds can be bought on line.  |
| **Slide 7**Activity & discussion | **The Farmer**Let’s think about those people who work on a farm.Ask the pupils to draw a picture of a farmer.As a class discuss what they think it is like to work on a farm. Write some key words on the board.Can the pupils tell you any jobs that need to be done on a farm? Again write key ideas / words on the board.Watch one of the videos on the link below;<https://www.whyfarmingmatters.co.uk/using-the-videos> * As a suggestion, watch the Crops video with Farmer Guy Smith as this relates to these activities. The Dairy video with Farmer Emma Harrison is also worth watching as this challenges the stereotype that farmers are all male.

Do the pupils want to add anything on to the board? Did anything surprise them? What do they think the best thing about working on a farm would be? Did their picture look like Farmer Guy or Farmer Emma? |

**Additional suggestions:**

To enhance this area of work further you could:

* Take your class on a farm visit
* Ask a farmer to come in to school to talk to the pupils
* Sign up to “Farmer Time” <https://leafuk.org/farmertime/home>
* Chat with your LEAF Education Regional Consultant who can offer a range of support in this area [www.educationleafuk.org](http://www.educationleafuk.org)