

**TEACHING ABOUT FARMING AND THE COUNTRYSIDE IN THE NATIONAL CURRICULUM AT KEY STAGE 1
OPPORTUNITIES AND RESOURCES FROM THE INTERNET**

ART AND DESIGN CURRICULUM LINKS

<p>2c Investigating and making art, craft and design c represent observations, ideas and feelings, and design and make images and artefacts</p> <p>5a Breadth of study a exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]</p>		
<p align="center">TEACHING TOPICS</p> <p><i>QCA suggested units:</i> <i>1B Investigating materials</i> <i>2C Can buildings speak?</i></p> <p><u>School grounds and immediate surroundings</u> Pupils use the school grounds, in particular any wildlife area with different colours and shapes as source of inspiration for art. Painting and printing with leaves, collage work with a variety of plants – shape, colour and texture work – try to avoid just observations (although important). Take advantage of seasonal changes in colour and texture of leaves, seeds, fruits and nuts, sliced to make seasonal art scriptures. Use a digital camera to record the same landscape or trees at different times of the year to show change in colour</p> <p>Pupils make bark rubbings from trees. Numeracy links could be made - recognising and copying patterns, creating patterns using natural materials – predicting algebraic pattern</p> <p>Investigating naturally occurring symmetrical patterns</p> <p>Ask a local farmer to bring a tractor into the school playground for observation drawing. Use tyre prints (compare patterns, shape and size with a car) on grass verges for pattern work. Link with PSHE – Choices and Respect for Property</p> <p><u>School visit</u> Pupils visit a farm yard, observe the different buildings, discuss what they are used for – dairy, barn stable, grain store etc. Cross curricula links with Geography. Many farms have old orchard areas or are part of a countryside stewardship scheme where fields and hedgerows are natural and have opportunities to work with variety of colour, textures and wildlife</p>		
<p align="center">RESOURCE LINKS</p> <table border="1"> <tr> <td data-bbox="216 1057 1045 1261"> <p>FACE LINKS – Farm Profiles Farm as Living classroom Yellow Pages Recycling Challenge – working with the Woodland Trust www.yellgroup.com www.birdsofbritain.co.uk offers help with identification Use www.british-trees.com to identify trees</p> </td> <td data-bbox="1045 1057 1852 1261"> <p>The Forest Education Initiative has regional co-ordinators and organise programmes throughout the UK www.foresteducation.org</p> </td> </tr> </table>	<p>FACE LINKS – Farm Profiles Farm as Living classroom Yellow Pages Recycling Challenge – working with the Woodland Trust www.yellgroup.com www.birdsofbritain.co.uk offers help with identification Use www.british-trees.com to identify trees</p>	<p>The Forest Education Initiative has regional co-ordinators and organise programmes throughout the UK www.foresteducation.org</p>
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