

Field to Food Day - and beyond!



The Field to Food Learning Day will give your pupils a wonderful overview of the world of farming. Why not extend the day into a term of learning about food and farming?

Just a few of the reasons why you might decide to do this include:

- Whether in school, or visiting a farm, there are many links to the curriculum and an opportunity for children to learn about food and sustainability.
- Beyond the curriculum there are the numerous benefits of spending time outdoors in a green space.
- The natural world is an amazing place for children (and adults) to explore and the farm is a fantastic resource for learning!

Farming and Countryside Education (FACE) helps children to learn about the connection between farming and their daily lives and you can use the websites for both FACE and **Countryside Classroom**, to find out more about:



Using the **school grounds** for sowing, growing and rearing

Exploring the theme of farming the **classroom**, using printed or e-resources

Inviting a **visiting farmer** into your school

Arranging to **visit a farm**



Teaching Resources

The table below lists some resources that will link well with the Field to Food Learning Day.

Farming topic	Related Key Stage 2 National Curriculum topic	Activities and Resources
Sedgemoor	<p>Science Animals, including humans Notes and guidance (non-statutory)</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans;</p> <p>Cooking and Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	WFM Dairy video
Farmlink cow		milk tasting
milk tasting		Watch a live or video milking demonstration
Dairy calves		<p><u>The Journey of Milk frieze Glass to grass - journey of milk</u></p> <p><u>My dairy farm visit journal A year on the farm SATIS 8-14 activity Butter, Milk, Cream</u></p>
milking demonstration		
Wyke farm Somerset cycle		<p>Taste cheeses</p> <p><u>STEM video Using micro-organisms to make cheese and bread</u></p> <p><u>CREST Star investigator activity on yoghurt</u></p> <p><u>Useful Microbes Yoghurt FACE Making butter</u></p>
Mendip	<p>Science Living things and their habitats Science Y5 describe the differences in the life cycles of a mammal, (an amphibian - see pond later!), an insect and a bird describe the life process of reproduction in some plants and animals.</p>	WFM Sheep farming year
Sheep pen		
Sheep shearing		
Lambs and ewes		
Sheep MOT		WFM Beef video

<p>Beef cattle, Pigs</p> <p>Sow and litter Cattle crush and scales Adult beef and calf demo pen</p>	<p>KS2 Science Notes and guidance (non-statutory)</p> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, ...animals in the local environment.....Pupils should find out about ... sexual reproduction in animals.</p> <p>Cooking and Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Tesco Eat Happy Project Burly Beef</u></p> <p>Sausage making</p>
<p>Showering</p> <p>Bread and milling</p> <p>Lamb and pork Sausage making</p>	<p>Cooking and Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Design Technology Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>	<p><u>Grain Chain Growing Year</u></p> <p><u>Grain Chain activity and presentation</u></p> <p><u>STEM video Using micro-organisms to make cheese and bread</u></p> <p><u>Useful Microbes Bread ASE resources on bread-making</u></p>
<p>Farm machinery</p>	<p>Design Technology Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>	<p>See application (and extension!) of this knowledge by agricultural engineers / precision farming</p> <p>WFM Arable video WFM crop farming year</p>
<p>Balcony</p> <p>Bees and honey</p> <p>Eggs, hens, chicks</p>	<p>Cooking and Nutrition Know where and how a variety of ingredients areprocessed. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>	<p>Countryside Classroom 'bees'</p> <p>WFM Chickens video Countryside Classroom 'chickens'</p>

<p>Fruit and vegetables</p>	<p>WFM Postcards from vegetables WFM Fruity diaries Countryside Classroom 'fruit' 'vegetables' <u>Several FACE activities including 'Cereal Killers'</u></p>
<p>Wildlife on the farm Wormery</p>	<p>WFM Drama, drought and deluge Habitats and Food chains Water use Hedge/pond for sale</p> <p><u>STEM Darwin inspired learning Struggle for Life</u></p> <p><u>SAPS activities Plants in their natural environment</u></p>