



SEAFORD PRIMARY SCHOOL

Year 2 Term 1

<p>Topic Title- Food Glorious Food</p>		
<p><u>History</u> Changes within living memory - <u>Knowledge</u> Show knowledge and understanding of aspects of the past beyond living memory. <u>Skills</u> Sequence artefacts closer together in time; check with reference books; sequence photographs; describe memories of key events in lives. Use terms related to the passing of time. E.g. before, after, modern, long ago, now, then. Place objects in order. Recognise their own lives are different from the lives of people in the past.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p><u>Geography –</u> No <u>Geography</u> focus this <u>term.</u> <u>Knowledge</u></p> <p><u>Key Skills:</u></p> <p><u>Enquiry:</u></p>	<p><u>Science</u> <u>Animals and Humans</u> Find out about and describe the basic needs of humans, for survival (water, food and air), eating the right amounts of different types of food, and hygiene.</p> <p>Identify and name different sources of food.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions. gather and record data to help in answering questions.
<p><u>English</u> <u>Text/Genres</u> Stories with familiar settings- e.g. Stone Soup, Pumpkin Soup, The Magic Finger (3 weeks) Information texts- e.g. based on food (1 week) Traditional tales (alternative versions)- Red Riding Hood (1 week) <u>Writing Opportunities</u> Writing task Recipes-instruction writing for soup Letter to the Wolf Diary of duck's day Book review</p>	<p><u>Maths (opportunities for</u> <u>maths links)</u></p> <ul style="list-style-type: none"> Add and subtract 10s Add a 2-digit number and a 1-digit number – crossing ten <ul style="list-style-type: none"> Subtract a 1-digit number from a 2-digit number – crossing ten 	<p><u>Computing-Programming</u> <u>E-Safety</u> Understand the purpose of passwords. <u>Programming</u> To understand the term programming To understand what algorithms are To understand what algorithms are To program a character</p>

<p>Design Technology Investigate Where does our food come from? to identify a purpose for what they intend to design and make Design and Make Talk about their ideas, saying what they like and dislike about them To prepare simple dishes using the principles of healthy eating. <u>In relation to Covid 19, we are awaiting further guidance before we can do this activity.</u> Tollow safe procedures for food safety and hygiene To use hand tools safely and appropriately To choose and use appropriate finishing techniques Evaluation To evaluate their products as they are developed, Identifying strengths and possible changes they might make To evaluate against their design criteria.</p>	<p>Art and Design Knowledge Explore different forms of creative works by artists, crafts makers and designers, from difference cultures and times. Talk about the materials, techniques and process they have used using an appropriate vocabulary.</p> <p>Skills.</p> <p>Drawing</p> <ul style="list-style-type: none"> • Draw with increasing competence, greater detail and control. (Observational drawings of vegetables) <p>Craft</p> <ul style="list-style-type: none"> • Design and create printing blocks using simple motifs. (Repeating patterns in the style of Andy Warhol). • Combine printing methods to make multiple colours and overlays. (Repeating patterns in the style of Andy Warhol) 	<p>P.E Both Terms 1 and 2 will focus on ball skills in Outdoor P.E. Children will practise throwing and catching accurately. Indoor PE is dance based on the theme of a cat, balloons and a unit called 'reach for the stars'. These skills are embedded in all our PE units througout the year: Skills To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy. Condition, Health and Well-being To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well. Decision Making To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p>
<p>PSHE I understand some of my hopes and fears for this year. I know how to use my Jigsaw Journal. I understand my rights and responsibilities for being a member of my class and the school. I can listen to other people and contribute my own ideas about rewards and consequences. I understand how following the learning charter will help me and others learn. I recognise the choices I make and the consequences of my choices.</p>	<p>R.E. Beliefs and Attitudes Judaism and Christianity Understand the nature of God Linking to English, pupils respond to Jewish stories by identifying the values which different characters in the story showed, and recognising the religions from which the stories come</p> <p>Pupils choose to find out about the symbols of two religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock</p> <p>Pupils hear three moral stories, for example from Christians, Jewish people and humanist, and think about whether they are saying the same things about how people should behave. Pupils ask and answer a range of 'how' and 'why' questions about how some people practice their religion Pupils notice and talk about the fact that people come from different religions, responding to the questions - 'How can we tell? How can we live together when we are all so different?'</p>	<p>Music Singing Singing expressively with control of pitch.</p>
<p>Super Start – Interview the school kitchen. Find out about how food arrives and how it is prepared and cooked to end up on our plates. Mystic Middle – Facetime a farmer Epic End Café or restaurant promoting healthy food. Healthy Street Farmvention task. Healthy Street Food Project KS1 or KS2 Links to careers- Visitor – supermarket</p>		