

Year 2 Topic Title: Food Glorious Food

Term: Autumn 1

Weeks: 8 Weeks

Events: Start - Tesco Visit, End - Children plan and cook snack for parents and serve them in our 'café'

Subject	NC Objectives	Learning Outcomes & Assessment
Geography	<p>Content</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">· name and locate the world's seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none">· identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">· use world maps, atlases and globes to identify the United Kingdom and its countries, as well as	<p>All children should be able to</p> <ul style="list-style-type: none">· Name and locate a range of countries of the world and begin to explain simple human and physical features of these countries.· Locate and name countries within climate zones with reasoning for their location.· Compare and contrast the key features of different place· Recognise different food from around the world.· Taste different foods from around the world.· Write down what they tasted and where it came from.· With support explore the different continents around the world, looking closely at the different foods.· Recall where one or more of the ingredients in the dish come from.· Use modelled Geographical questions to encourage them to think of their own.

the countries, continents and oceans studied at this key stage

Aims

The national curriculum for geography aims to ensure that all pupils:

- · develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- · understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- · are competent in the geographical skills needed to:

Make a passport to explore different places in the world.

Most children will be able to •

Recognise and name different food from around the world.

Taste different foods from around the world and suggest in which parts of the world they have come from.

recall where most of the ingredients in the dish come from.

Find and locate different places from in the world where different foods have come from using atlases, globes and maps.

Suggest reasons why food comes from particular places in the world looking at weather patterns and hot and cold areas in the world.

Explore and find the different continents and oceans around the world, looking closely at the different foods.

Use geographical language to explain and reason.

Some children will be able to •

Recognise and name different food from around the world.

Taste different foods from around the world and suggest in which parts of the world they have come from.

Recall where all the ingredients in the dish come from.

Find and locate and name different places from in the world where different foods have come from using atlases, globes and maps.

	<ul style="list-style-type: none"> · · collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes · · interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) · · communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>Give valid reasons why food comes from particular places in the world looking at weather patterns and hot and cold areas in the world.</p> <p>Explore, name and find the different continents and oceans around the world, looking closely at the different foods.</p> <p>Use geographical language to explain and reason.</p>
<p>D&T</p>	<p>Content</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> · · design purposeful, functional, appealing products for themselves and other users based on design criteria · · generate, develop, model and communicate their ideas through talking, drawing, templates, 	<p>All children should be able to •</p> <p>Know how to eat a healthy and varied diet.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes. • Understand that some food is grown and some food is caught.

	<p>mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> · · select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> · · explore and evaluate a range of existing products · · evaluate their ideas and products against design criteria <p>Aims</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> · · develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world 	<ul style="list-style-type: none"> - Give a simple evaluation of a product by explaining their likes and dislikes. <p>Most children will be able to •</p> <p>Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. • Follow a simple recipe. • Work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes. • Understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes. <ul style="list-style-type: none"> - Design a new product that is appealing to themselves and others. • Explore and evaluate existing products. <p>Some children will be able to •</p> <p>Explain what to eat to be healthy and explain that the size or the groups showing us how much to eat. Talk about nutrition and what foods we</p>
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	<ul style="list-style-type: none"> · · build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users · · critique, evaluate and test their ideas and products and the work of others · · understand and apply the principles of nutrition and learn how to cook. 	<p>should eat as part of a balanced diet. Give specific names, like protein, to the different foods they eat and know how to maintain a healthy and varied diet. They will understand that they need more of some foods than others.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy diet to prepare dishes and give some detail about why it is healthy. • Accurately follow a simple recipe. • Work mainly independently to accurately use measuring spoons, zesters and juicers. • Give specific names of vegetables that grow below the ground and fruits and vegetables that grow above the ground. They will also know the names of different types of fish and understand where they come from. <p>- Design a new product that is appealing to themselves and other users based on a design criteria.</p> <ul style="list-style-type: none"> • Explore existing products and give evaluations that contain some detail.
Science	<p>Content</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · notice that animals, including humans, have offspring which grow into adults 	<p>All children should be able to •</p> <ul style="list-style-type: none"> • Say the three things that humans need, to stay alive. • Give examples of healthy and less healthy food. • Name some things that humans do to keep themselves clean. • Use a magnifying glass or microscope to look closely at their hands.

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Aims

The national curriculum for science aims to ensure that all pupils:

- · develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- · develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- · are equipped with the scientific knowledge required to

- Attempt to record what they see.

Most children will be able to •

- Name the different stages in the human timeline.
- Set up a simple test.
- Collect and interpret results.
- Say how an animal gets air, food and water.
- Research the answer to a question.
- Say what is healthy about their diet.
- Say how they could improve their diet.
- Give a reason why humans need to exercise.
- Name one effect that exercise has on the human body.
- Record information about exercise.
- Use information to answer questions.
- Give reasons why humans should keep themselves clean.

Some children will be able to •

As above and...

Describe what humans are like during the different stages of their lives.

- Design a menu that has the right amount of each different food type.

<p>ART</p>	<p>Content</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> · to use a range of materials creatively to design and make products · to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Aims</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> · produce creative work, exploring their ideas and recording their experiences 	<p>All children should be able to •</p> <p>Use face template to create picture inspired to create their own fruit and vegetable inspired art in the style of Giuseppe Arcimboldi. Name some of Arcimboldi's work.</p> <p>Most children will be able to •</p> <p>Mix and select colours. Use blank portrait frame to create picture inspired to create their own fruit and vegetable inspired art in the style of Giuseppe Arcimboldi. Sketch using pencils/ Draw a design Talk about what they see in Artists work. Evaluate art work and suggest areas of improvement.</p> <p>Some children will be able to •</p> <p>Create picture inspired to create their own fruit and vegetable inspired art in the style of Giuseppe Arcimboldi. Draw details carefully Mix and select colours that match a desired outcome and suggest reasons why they have chosen to mix and use certain colours. Name some facts about Arcimboldi's work and express an opinion give reasons. Compare art work.</p>
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	<ul style="list-style-type: none"> · become proficient in drawing, painting, sculpture and other art, craft and design techniques · evaluate and analyse creative works using the language of art, craft and design · know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	
PSHCE	Jigsaw – Year 2 Being Me In My World (see Jigsaw MTP)	
RE	2.1 How do Christians and Muslims celebrate new life (See Kirklees agreed syllabus)	
Computing	<p>Unit 2.4 We are researchers. – (See ‘Switched On’ MTP Content</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> · · understand what algorithms are; how they are implemented as programs on digital devices; and 	

that programs execute by following precise and unambiguous instructions

- · create and debug simple programs
- · use logical reasoning to predict the behaviour of simple programs
- · use technology purposefully to create, organise, store, manipulate and retrieve digital content
- · recognise common uses of information technology beyond school
- · use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Aims

The national curriculum for computing aims to ensure that all pupils:

	<ul style="list-style-type: none"> · · can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation · · can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems · · can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems · · are responsible, competent, confident and creative users of information and communication technology. 	
PE	<p>Multi-Skills – (See 'Power of PE' MTP)</p> <p>Content</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of</p>	

opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- · master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- · participate in team games, developing simple tactics for attacking and defending
- · perform dances using simple movement patterns.

Aims

The national curriculum for physical education aims to ensure that all pupils:

	<ul style="list-style-type: none">· develop competence to excel in a broad range of physical activities· are physically active for sustained periods of time· engage in competitive sports and activities· lead healthy, active lives.	
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