Year 2 – Spring 2 - From Field to Fork

Summary:
This term, we will be exploring the exciting journey food takes from field to fork. We will plant and grow some carrots. We will then discover how food comes from plants or animals and explore how food is farmed, caught or grown. We will research fishing and the history of farming in the United Kingdom. We will look at how farmers grow crops, such as potatoes and carrots and how they rear cattle, pigs, chickens and other animals for food. We will find out about harvest time for crops and how this is a very important time of year.

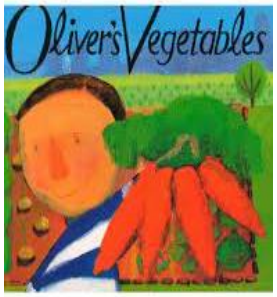
A flowchart to show the journey from field to fork.

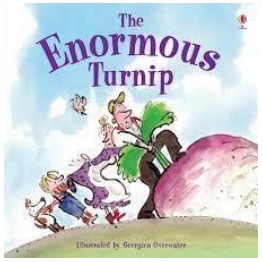
A photograph to show farming in the past.

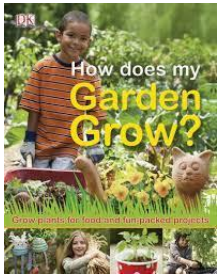
Texts we will be reading:
Oliver's Vegetables by Vivian French
The story of a young boy who hates vegetables and only eats chips. Will a visit to his Grandpa's wonderful garden filled with home grown vegetables change his mind?

The Enormous Turnip
The children will read this traditional tale and then write their own version.

How does my garden grow?
The children will read this non-fiction text and learn about how common plants and vegetables grow.







Activities:
In English, we will be writing instructions about how to sow carrots seeds. We will also write a narrative in the form of a sequel to The Enormous Turnip.

In History, we will explore the history of farming in the UK and compare farming in the past to farming in the present.

In Science, we will investigate which conditions are best suited for plants to grow.

In Art, we will produce still life drawings of fruits in the style of the artist Paul Cezanne.

In DT, we will use software to design and make a seed packet.

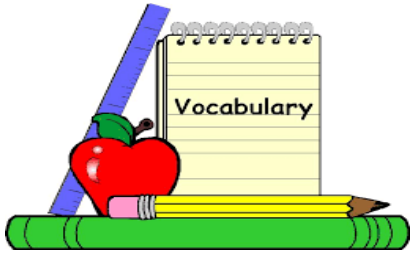
Key Vocabulary:

Food chain - where each member in the chain is eaten in turn by another member

Temperature - refers to how hot or cold something is

Bulbs - an underground storage organ present in some plants

Photosynthesis - plants absorb sunlight and turn that energy into food



Key Vocabulary:

Farming - the act or process of working the ground, planting seeds, and growing edible plants

Livestock - the animals you find on a farm that are reared for food

Crops – plants that are grown on a large scale

Habitat – the environment in which all living things are suited to

Microhabitat – a smaller environment in which living things such as mini-beasts and insects live

In Art we will be learning to:
Draw lines of different sizes and thickness to create a still life drawing of fruit in the style of Paul Cezanne. Show pattern and texture by adding dots and lines to replicate the details seen on the fruits. Use some of the ideas of Paul Cezanne to create still life drawings. To show different tones by using coloured pencils.

We will be learning about the artist: Paul Cezanne

At the end of the topic, I will know:
Paul Cezanne was a French late-impressionist artist.
The more pressure I apply to my pencil, the darker the line I will draw and the less pressure I apply, the lighter the line I will create.
That shading is when I use my pencil softly to add shadow to a picture and create variation of tone.
That I can add texture to my drawings by adding dots and lines.
Pencils can be hard or soft. The softer they are the darker the lines we can make with them.

In DT we will be learning to:
Use software to design a seed packet. Use a range of joining techniques such as gluing or combining materials to strengthen it. Use a range of cutting and shaping techniques, such as tearing, cutting, folding and curling.

By the end of the term I will know:

To select the 'Paint' icon to open the Paint software and click the 'shape' icon and 'draw' tools to design my seed packet. That my seed packet needs to be strong and to strengthen it I will combine paper and card by gluing and folding. That food packaging needs a label, best before date, ingredients, barcode and picture. That seed packets need further details to explain when and how to plant.

Label to name the product

Instructions on how to plant

Date to show when to sow and when to harvest

barcode

In History we will be learning to:

Identify changes over time of livestock farming. Compare farming in the past with farming today. Identify how machinery has helped to make farming more efficient. Identify what is good and bad about modern machinery. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

At the end of this theme I will know:

- **Farms today use lots of machinery to make the jobs easier and quicker.**
- **Hand tools and animals such as horses were used in olden days to harvest and plough fields.**
- **A combine harvester is a large machine that can harvest a whole field far more quickly and efficiently.**
- **A combine harvester is a large machine and is very expensive so farms either share or hire them.**

. **A decade is 10 years and a century is 100 years.**

Irrigation machine

Hay baler

Tools

Harvesting machine

plough

In Science we will be learning to:

Find out and describe what plants need to grow and stay healthy and understand the process of photosynthesis. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe and describe how seeds and bulbs grow into mature plants. Observing closely, using simple equipment. Use observations and ideas to suggest answers to questions. Sort and classify foods into different categories based on what is farmed, what is caught and what is grown. Identify and name a variety of plants and animals in their habitats, including microhabitats. Recognise that food comes from either plants or animals.

At the end of this topic I will know:

That plants need water, light and a suitable temperat synthesis is the proce ng their own food from sunlight.

That beef is produced by a cow, milk is produced by cows and goats, ham, bacon and pork are produced by pigs, eggs and chicken are produced by hens and lamb is produced by sheep.

That fish such as salmon and haddock are caught, animals such as cows, sheep and chickens are reared (grown for their food) on livestock farms (where animals are reared) for their produce.

That a habitat is the environment in which an animal or plant lives. For example: cows and sheep live in fields on farms, salmon live in fresh and salt water and haddock live in the sea.

That a microhabitat is a smaller environment in which an animal or plant lives. For example: a beetle lives under a log, a worm lives in moist soil or among dead plants.

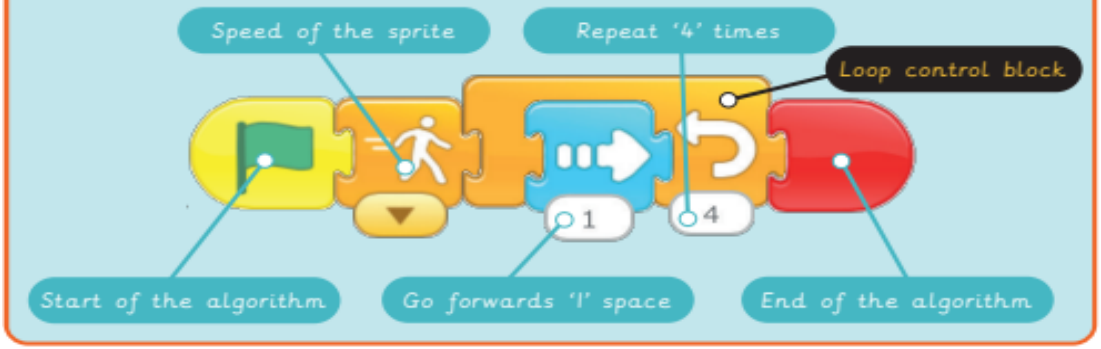
That animals live in habitats that are suited to their needs, which provide them with a food source, shelter and water. That a farm which rears animals such as cattle, sheep and goats is called a livestock or pastoral farm. That an arable farm only grows crops. Some farms have both crops and animals and these are called mixed farms.

In Computing we will be learning about programming using Scratch:

Programming - Scratch JR

Algorithm	A clear set of instructions to carry out a task.
Animation	Pictures or photographs in a sequence to give the illusion of movement.
Bug	An error or mistake in computer code.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code (verb)	To write in programming language (code).
Debug	To fix the error in code.
Icon	A small image which represents something or someone.
Imitate	To copy.
Instructions	A list of commands and directions on how to do something.
Loop	A repeated sequence of instructions.
Repeat	To do the same again.
Scratch JR	A simple, block-based coding application, in which you can instruct Scratch the cat.
Sequence	A set order or pattern for something to follow.

A Scratch JR algorithm with a loop:



Key facts

Kapow Primary

Scratch JR is an application for tablets.

Code blocks let you build algorithms:

Triggering blocks:

Motion blocks:

Looks blocks:

Sound blocks:

End blocks:

Control blocks:

In RE we will be learning:

About the story of (Melligat) Esther and understand why it is so special to Jews. How Jews remember the story of Esther during the festival of Purim. Why Easter is an important religious festival for Christians.

By the end of the term I will know:

That 'Melligat' means story. Esther was a Jewish woman from long ago and is remembered for the special festival of Purim because of the courage she showed. Jewish people celebrate Purim by dressing up in colourful clothes, giving gifts and eating treats called Hamantashen which are shaped into triangles to symbolise Haman's hat.

That Easter is a special time for Christians as it is a time that they remember the last week of Jesus' life. That Jesus died on the cross and was resurrected (returned to life).

That Easter eggs are a symbol of Jesus' resurrection.

In PSHE we will be learning:

To recognise and celebrate our strengths and set simple but challenging goals

To understand about growing, changing and becoming more independent

By the end of term I will know:

That I can set myself a goal. That a goal is a target I want to achieve for myself. That I can break my goal down into smaller steps to make it achievable. That there are different stages of being a human: babies, toddlers, children, teenagers, adults, elderly. I will be able to order these and describe features of each stage. For example, babies are helpless and need their parents to do everything for them. Toddlers begin to walk and talk. Between the ages of 3 and 12 children learn lots of new skills. Teenagers are between 13 and 19 years old. They become more independent as they are getting ready to become adults. Adults are fully grown and can have babies of their own. Elderly people are 60 years old and over. They slow down as their body ages and their skin becomes softer and more wrinkly.

In PE we will be learning:

To catch a ball, to throw a ball in different ways, to use hand eye co-ordination to control a ball, to kick and move with a ball.

By the end of the term I will know:

Ready Position

The ready position is a key starting point when fielding. It provides you with the best opportunity to catch and/or stop the ball and allows you to move into position quickly. This is done by being on your toes with your body weight slightly towards where the ball is coming from with hands ready.


Short Barrier

The short barrier is a way of stopping and picking up a ball. It can be done with either one or two hands. The palm of your hands need to be able to 'see the ball' with fingers pointing towards the ground. You can also put your foot behind your hands in line with the ball as a back up in case you miss the ball with your hands.

Don't be a frog!!

Releasing the Ball

This is a vital skill for throwing control for both distance and aim. Where you release the ball from your hand will determine whether the ball goes high, low, to the side or at the target. Think Spiderman!

Hand Position

This is used for catching and stopping (see short barrier) the ball. When catching with two hands your hands need to be together with no big gaps– if there is a gap the ball may go through your hands. This needs to be maintained until the catch is complete.

Football

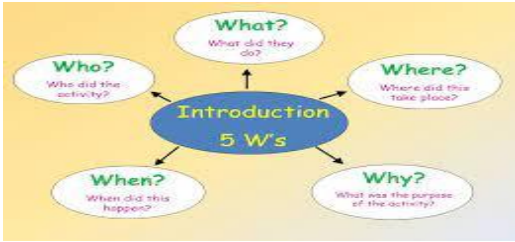
Lots of small touches with your foot using either the inside, outside or top of your foot. Try to keep your toe pointing slightly down when touching the ball.

Sending the ball

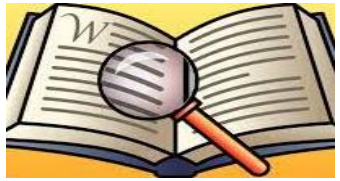
Football—move towards the ball—non-striking foot planted to the side of the ball and swing striking foot at the ball.


In English we will be learning to:
Identify key features of instructional texts. Plan and write instructions for how to sow carrot seeds. Identify and use adverbs of time, plural and singular nouns, past tense, adverbs and adjectives. Plan and write our own version of 'The enormous turnip'. Identify and use story language: adverbs, past tense verbs, story starters and conjunctions.

By the end of term I will know:



That the key features of an instructional text are: present tense, adverbs of time, (first, next, after, finally), imperative verbs, numbers, clear steps in chronological order, adverbs. That a story needs to entertain the reader. That the language used in a story needs to be lively and interesting. That the use of sentence starters helps to link ideas together and help our writing to flow.
That past tense verbs can be regular or irregular and some have an 'ed suffix.
That singular means one (cat) and plural means more than one (cats).
We can add the suffix '-s' or '-es' to regular nouns to change them from singular to plural, for example: church would become churches.
That an adverb describes a verb, for example: Walk carefully to the playground, the verb would be 'walk' and the adverb would be 'carefully'. That synonyms are words that have the same or similar meaning, for example: happy and cheerful. That an adjective is a describing word, for example: pretty, green or tall. That conjunctions are words that can be used to join two clauses together, for example: and, or, but, so, because, if.



Within our reading we will continue to:
Retrieve information from the text by identifying key words from the question and using the skimming and scanning strategy to locate the answer. We will make inferences from the text by using prior knowledge and identifying clues within the text. We will make predictions about what might happen next based on what we have read so far. We will sequence events in the text. We will explore vocabulary. We will continue to develop fluency and expression, using our phonics to help decode and blend.

In Maths we will be learning to:

Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30).

Add and subtract any 2 two-digit numbers using the tens and one's method (e.g. 48 + 35; 72 – 17).

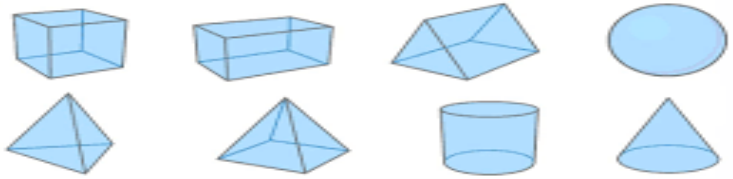
Count in twos, fives and tens from 0 and use this to solve problems

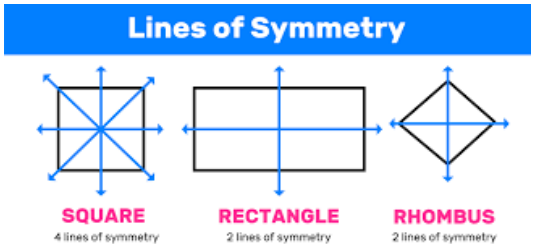
Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. For example: understanding that if 2X5=10 then5X2=10 and if 10÷2=5 then 10÷5=2.

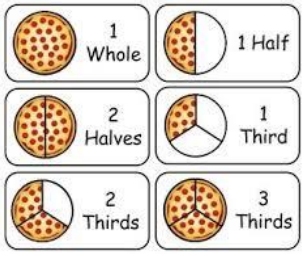
Recognise and find 1/ 4 , 1/ 3 , 1/ 2 , 2/ 4 , 3/ 4 , of a number or shape, and know that all parts must be equal parts of the whole.

Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Sort 2D and 3D shapes based on their properties.







By the end of the term I will know that:

Fractions are a part of something whole. The top of the fraction is the numerator and the bottom is the denominator. Unit fractions are any fraction with 1 as its numerator (top number) and a whole number for the denominator (bottom number). Non-unit fractions are any fractions where the numerator (top number) is greater than 1. The denominator (bottom number) can be any whole number. 1/4 is a quarter, 1/2 is a half. 1/3 is a third and 3/4 is three quarters. Equivalent fractions are simplified fractions, you can simplify a fraction by dividing the numerator and denominator by the same number. 1/2 and 2/4 are equivalent fractions. That these are the names of some 2D shapes; Square. Circle. Triangle. Rectangle, Pentagon, Hexagon and Heptagon. 2D shapes are flat. That these are the names of some 3D shapes; Cube, Sphere, Pyramid, Cylinder, Cuboid and Cone. That 3D shapes are three dimensional. 2D shapes have the following properties; sides (the lines that go around the shape) and vertices (the point where two sides meet).3D shapes have the following properties; faces (the flat parts of the shape), edge (the part where the faces meet) and vertices (the point where edges meet). A line of symmetry is when a line can be drawn through a 2D shape and either side of the line is a reflection of the other.

National Curriculum Objectives to be covered with activities:

Art and Design

- **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**

Design and Technology

- **To design purposeful, functional, appealing products for themselves and other users based on design criteria**
- **To explore and evaluate a range of existing products**
- **To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]**

History

- **To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**

Science

- **To explore and compare the differences between things that are living, dead, and things that have never been alive**
- **To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other**
- **To identify and name a variety of plants and animals in their habitats, including microhabitats**
- **To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.**

National Curriculum Objectives to be covered with activities:

Maths

- **To recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity**
- **To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2**
- **To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line**
- **To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces**
- **To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]**
- **To compare and sort common 2-D and 3-D shapes and everyday objects.**

English

- **To develop positive attitudes towards and stamina for writing by:**
- **writing narratives about personal experiences and those of others (real and fictional)**
- **writing about real events**
- **writing for different purposes**
- **Consider what they are going to write before beginning by:**
- **planning or saying out loud what they are going to write about**
- **writing down ideas and/or key words, including new vocabulary**
- **encapsulating what they want to say, sentence by sentence**
- **make simple additions, revisions and corrections to their own writing by:**
- **evaluating their writing with the teacher and other pupils**
- **re-reading to check that their writing makes sense and that verbs to indicate time are** **g verbs in the continuous form**
- **proof-reading to check for errors in spelling, grammar and punctuation [for example,**