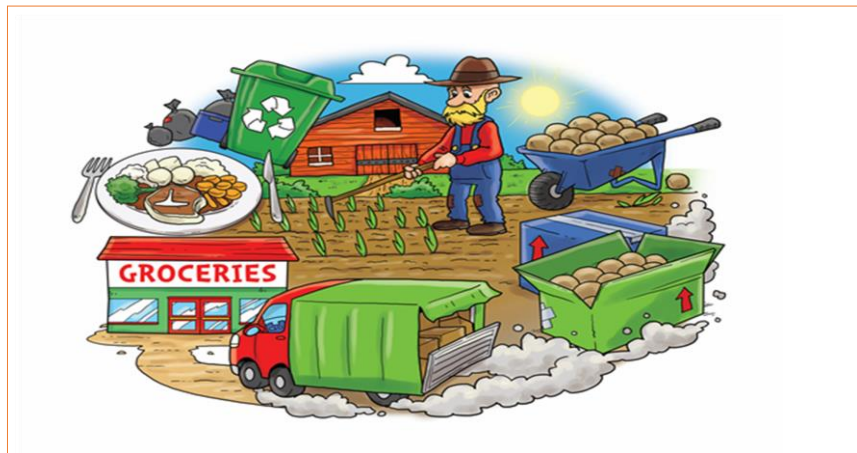


## Year 2 - Summer 2 -Theme: From Field to Fork

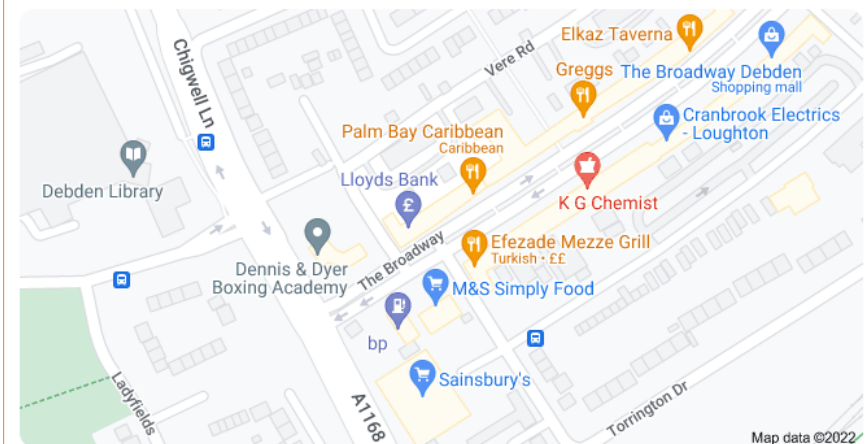
### Summary:

This term, we will return to our exciting topic of Field to Fork. We will visit our vegetable patch and finally harvest our carrots. We will dig up, wash, peel, cut and grate our carrots to prepare them and bake a delicious carrot cake using a recipe we have created ourselves. We will plant, grow and observe cress seeds in different conditions. We will continue to learn about the journey food takes from various places to our plate.



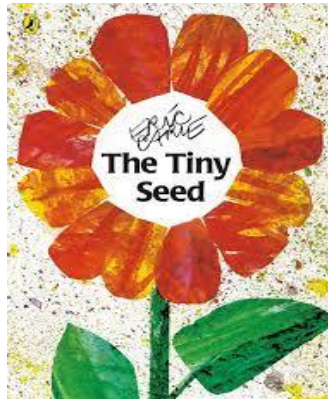
A flowchart to show the journey from field to fork.

A map of our local area

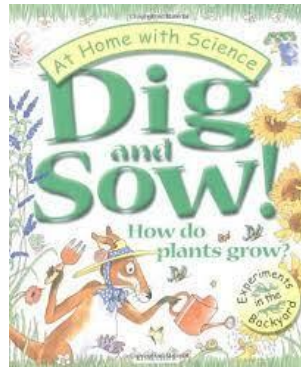


Texts we will be reading:

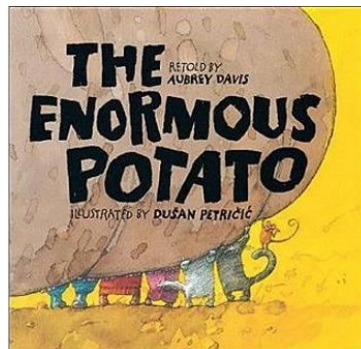
The Tiny Seed by Eric Carle  
Dazzling, colourful collage illustrations and a simple but dramatic text that tells the fascinating story of the life cycle of a flower in terms of the adventures of a tiny seed.



Dig and sow, how do plants grow by Janice Lobb  
A delightful non-fiction text exploring the journey seeds take to grow into plants.



The Enormous Potato  
by Aubrey Davis  
A comical fictional story about a farmer who grows a potato so big that he needs help to harvest it.  
Will he ever get it out?



A variety of poetry linked to plants and growth.

Activities:

In English, we will be writing a newspaper report based on the story 'The Enormous Potato' by Aubrey Davis. We will also write a recipe of how to make a carrot cake using instructional language.

In Geography, we will explore our local area and plot routes using maps and compass directions. We will conduct field trips and devise maps.

In Science, we will observe carefully to conditions needed for plants to grow and will understand the importance of exercise, eating and healthy foods for humans.

In Art, we will use fruit and vegetables to create prints.

In DT, we will cut, peel and grate ingredients carefully to make a carrot cake.



## Key Vocabulary:

Nutritious - food that is good and healthy for us.

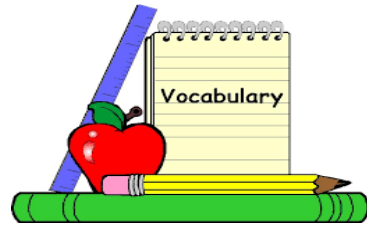
Balanced meal - a meal that consists of all food groups.

Hygiene - being clean.

Germs - a living thing that can make you unwell or turn into a disease.

Repeat - doing something more than once.

Overlapped - putting one thing slightly over another.



## Key Vocabulary:

Ingredients - any of the foods that are combined to make a particular dish.

Location - a particular place or position.

Prohibited - not allowed to do.

Guidelines - a general rule to follow.

Responsibility - having a duty to deal with something.

Emergency - a serious, unexpected and often dangerous situation requiring immediate action.

Direction - a course of which someone or something moves.

In Art we will be learning to:

Create a piece of art work using vegetables and fruit to make prints. To press, roll, rub and stamp to make prints. Use some of the ideas of artists studied to create pieces. Describe the work of notable artists, artisans and designers.

We will be learning about the artist: Nancy Azara



At the end of the topic, I will know:

That print is a mark that is made on a surface. That repeated means over and over again. That prints can be repeated. That overlapped means when two items go slightly or fully on top of each other. That prints can be overlapped. That paint needs to be applied to the object for printing. That I need to use pressure to press the object into the paint, the more pressure I use the more paint will be on the object. That the fruit or vegetable used for printing will transfer the paint to the paper. That to make a print I need to hold the vegetable securely and press it on to the paper. That I can make print by placing an item underneath a sheet of paper and use wax crayons to make the indentations of what's underneath show. That Nancy Azara is an American sculptor who was born in 1939 in New York. That Nancy's work involves sculpture, collage and printing and her work has been displayed in the Metropolitan Museum of Art in New York.

In DT we will be learning to:

Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.

By the end of the term I will know:

I will know that I must wash my hands before touching food and I must wash the fruit and vegetables. How to use a vegetable peeler safely by gripping the peeler in one hand, the vegetable in the other, then hold the vegetable at an angle and slide the peeler over the skin to remove it - away from me. How to use a knife safely and position it for cutting by pointing downwards. How to use a food grater carefully by applying pressure to the vegetable and sliding it up and down. That to measure weight we use weighing scales and the unit of measure is grams or kilograms. That to measure liquid I need to use a measuring jug and the unit of measurement is millilitres and litres. I will know that different amounts of different ingredients are used to make a final product. I will know that I need to follow the steps in a recipe.



Knife



vegetable peeler



grater



weighing scale



measuring jug



## In Geography we will be learning to:

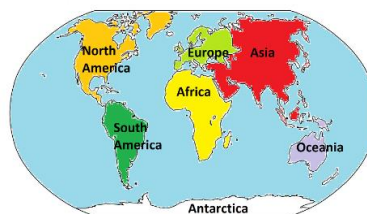
Identify land use around the school. (Use simple grid references). Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Know and use the terminologies: left and right; below and next to; relate to map work on local area (create basic maps of area from direct experience). To use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



Compass



globe



seven continents



five oceans

## At the end of this topic I will know:

That a key in a map uses symbols to help identify features of an area. That maps have letters at the bottom that go across (horizontal) and numbers along the side that go up (vertical), these are used to pinpoint places on the map and are called grid references. That a rural area is a place in the countryside. That an urban area is a built up area. That a coastal area is a place by the sea. That a village is a group of houses and buildings situated in a rural area. That a town is a built up area that is larger than a village. That a city is a large town. That a compass is a tool that identifies north so that you can identify the directions of east, south and west. Understand how some items from the past may still be used today but may have been adapted for use. That an atlas is a collection of maps of earth. A globe is a 3D model of earth in the shape of a sphere. To know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland and to locate them on the map. That the capital city of England is London and the capital city of Scotland is Edinburgh, the capital city of Wales is Cardiff and the capital city of Northern Ireland is Belfast. The seven continents of the world are: Asia, Africa, North America, South America, Antarctica, Europe and Australia (Oceania). That the five oceans of the world are: Pacific, Atlantic, Indian, Southern, Arctic.

In Science we will be learning to:

Observe and describe how seeds and bulbs grow into plants. Find out and describe what plants need to grow. Observe closely using simple equipment. Use observations and ideas to suggest answers to questions. Ask simple questions and recognise that they can be answered in different ways. Understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



At the end of this topic I will know:

That plants need water, light and a suitable temperature to grow and stay healthy.

That to stay healthy I need to eat a balanced diet which includes food from the following nutrient groups:

Fruit and vegetables: apples, broccoli, carrots and bananas

Carbohydrates: potatoes, bread, rice and pasta

Protein: meat and fish

Dairy: milk, cheese and eggs

Fats and sugars: olive oil

That it is important to eat the right amount of food to stay fit and healthy as eating too much food can make me gain weight and not eating enough can make me underweight.

That to keep my body fit I need to exercise regularly. When I exercise my muscles become stronger and my heart and lungs work well. That during exercise my heart pumps more blood around my body to give me more oxygen. That during exercise my body feels hotter so produces sweat to cool my down. That doing regular exercise is good for my mind and body.

That hygienic means maintaining health and preventing disease by being clean. That it is important to be hygienic because it helps prevent me from getting or spreading germs. That I must take care of my personal hygiene such as: brushing my teeth and hair, washing my hair and body and wearing clean clothes

In Computing we will be learning about data handling. The International Space Station (ISS) is a fascinating real-world setting for learning how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.

### International Space Station

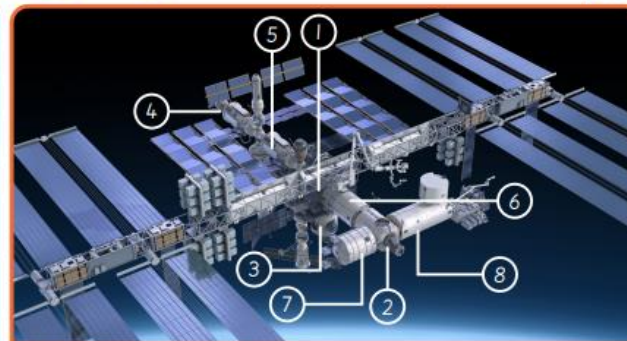
Approximate	Being close but not exactly the same as something.
Astronaut	Someone who is trained to control a spacecraft.
Data	Information used for a specific purpose or investigation.
Digital content	Information and media such as videos and pictures stored on a computer.
Experiment	To trial and test new ideas.
Interactive map	A digital map which can be searched, zoomed in or out of and provide information about a place.
International Space Station (I.S.S)	A laboratory in space that orbits the Earth.
Interpret	Explain the meaning of something to someone else or to yourself.
Laboratory	A place where scientists carry out research and experiments to discover more about something.
Monitor (verb)	To check the status of something.
Satellite	A computer that orbits the Earth to provide information or communication services.
Sensor	A tool or device that is designed to monitor, detect and respond to changes.
Space	A vast area around and beyond planet Earth, which is not inhabited.
Survival	To stay alive in bad conditions.
Thermometer	A device that measures and displays the temperature of something using a scale ( $^{\circ}\text{C}$ or $^{\circ}\text{F}$ ).

### Growing plants in space



### Key Facts

Kapow  
Primary



1	Node 1 (Unity)	Connects U.S. and Russian modules of the I.S.S.
2	Node 2	Connects the American, European and Japanese modules.
3	Node 3	Sleeping and resting area.
4	Zvezda (Star)	Central hub for Russian astronauts.
5	Zarya (Sunshine)	Russian research module.
6	Destiny	American research module.
7	Columbus	European research module.
8	Kibo (Hope)	Japanese research module.

### Survival Items





In RE we will be learning:

How Buddhists live their lives and who the Buddha was. What the characteristic features are of the Islamic prayer.

What Muslims go without during the month of Ramadan and why they fast. How Muslims celebrate the end of Ramadan.



By the end of the term I will know:

That the Buddha lived 500 years before Jesus and that he started a religion called Buddhism. That it is an unusual religion because Buddhists do not have a god. That Buddha was a man not a god. That Buddhists believe that peacefulness and wisdom can be achieved through meditation and many Buddhists spend time every day meditating. That Buddhists follow guidelines in their daily lives called the Five Precepts. This is a set of principles for living, which are: Do not harm living beings, do not take things unless others give them to you, do not behave inappropriately, speak truthfully, do not eat or drink things that will cause harm to your mind or body. That some Buddhists decide to fully dedicate their lives to Buddhism by becoming monks. That Muslims believe they have a duty to pray to Allah (God) five times a day. That the mu'adin calls the people to prayer from the top of the minaret.). That to prepare themselves for prayer, Muslims perform an elaborate washing ritual called wudu. That Muslims face the city of Makkah when they pray. That Muslims must always pray in a clean place, so they remove their shoes and use a prayer carpet. That the word 'fast' means to go without food. That at breakfast (break-fast) we break our night-long fast. That during the month of Ramadan, Muslims are prohibited from eating or drinking from just before dawn until sunset. That Muslims fast because it enables them to understand how it feels to be a person who does not have enough food or drink. It also helps them to control their own desires and cravings. That the new moon marks the end of Ramadan, celebrated at the festival of Id ul-Fitr. That presents and cards are sent and given, best clothes are worn and lots of food is eaten!



In PSHE we will be learning:

The correct names for the main parts of the body of females and males. Similarities and differences between boys and girls. Rules for keeping safe. How to ask for help if they are worried about something. About the people who work in their community and how to get their help, including in an emergency.



By the end of term I will know:


That genitalia are the private part of the body. That males are born with a penis and testicles and females are born with a vagina and vulva. Rules for and ways of keeping physically and emotionally safe that include, road safety, cycle safety and safety in the environment. Who the people are that look after me, my family networks and who to go to if I am worried and how to attract their attention. That I share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. About the 'special people' who work in my community and who are responsible for looking after and protecting me. How to contact those special people when I need their help, including dialling 999 in an emergency.










In P.E. I will be learning about fitness.







# FITNESS KNOWLEDGE ORGANISER

KS1

Overview	
<p>-<u>Fitness</u> is the our ability to exercise (to be physically active).</p> <p>-<u>General fitness</u> is about being fit in order to lead a healthy and happy life.</p> <p>-General fitness may include keeping our heart, lungs, muscles and bones strong.</p> <p>-Specific fitness is about being fit in a particular area, perhaps for a sport or an occupation.</p> <p>-We can <u>improve our fitness</u> by regularly exercising and eating a healthy diet.</p>	

Social and Emotional		Key Vocabulary
<p><u>Supporting and Encouraging</u> Encouraging and supporting others can help them to feel good and perform well.</p> 	<p><u>Selecting and Applying</u> There are lots of different ways that we can stay healthy. We should select and apply those that will have the desired impact on our bodies and minds.</p>	
<p><u>Keeping Safe</u> Follow the rules and listen to the instructor's advice. Use a mat and apparatus safely.</p> 	<p><u>Building Confidence</u> Some fitness activities can be difficult or uncomfortable. It is important that we believe in ourselves and build confidence whilst we exercise.</p>	
<p><u>Focus and Perseverance</u> Focus is all about putting all of our concentration into something, to do our best to get it right. Perseverance is about keeping going even when something is difficult or tiring.</p>	<p><u>Challenging Myself</u> Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!</p>	






Physical (there are many different physical poses that children may perform, these are examples)		
Skill	Definition	How do I do this?
 <p>Stamina</p>	Stamina is our ability to keep doing something for a long time.	-Do not start activities too quickly, or you will tire before long. Maintain a steady and comfortable pace throughout, and speed up towards the end if you feel that you are able to.
 <p>Speed</p>	Speed is our ability to do things quickly.	-You can improve the speed at which you can do something by regularly practicing it. We should also make sure that we learn the correct technique for activities (e.g. sprinting technique).
 <p>Agility</p>	Agility is how well we can change our body's position.	-Running around things, jumping over things and balancing on things all use our agility. Agility can be improved by practicing being flexible (e.g. yoga) and well-balanced (e.g. gymnastics).
 <p>Strength</p>	Strength is about being strong: having power over something.	- Strength helps us to lift heavy things, strike things harder and repeat movements without making muscles tired. We can make our muscles strong by doing exercises that contract them.
 <p>Flexibility</p>	Flexibility is our ability to bend and stretch.	-Yoga, Pilates and stretching are all ways that we can improve our flexibility. Stay active – being inactive can make our joints stiffen up!

Thinking/ Strategic	
<p><u>Skipping</u> Skipping is one of the best exercises for cardio (heart and lung) fitness. Remember to jump on balls of the feet and maintain steady rhythm. Hands at waist height.</p> 	<p><u>Bodyweight Exercises</u> Bodyweight exercises involve us lifting and moving our bodies in order to develop our muscle and bone strength, and also our lung and heart capacity.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Squat</p> </div> <div style="text-align: center;">  <p>Plank</p> </div> <div style="text-align: center;">  <p>Sit-up</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Jumping Jack</p> </div> <div style="text-align: center;">  <p>Push-up</p> </div> </div>

In English we will be learning to:

Identify key features of recount texts. Plan and write a recount in the form of a newspaper report. Identify and use time conjunctions, plural and singular nouns, past tense, adverbs, synonyms, possessive apostrophes, apostrophes for contraction and adjectives. Read and respond to poems. To use our five senses to plan and write a poem. To identify and use features of instructions. To read, follow and write instructions.



1	Get 2 slices of bread	
2	Get 1 cheese slice	
3	Spread butter on 1 side of each piece of bread	
4	Put buttered side of bread in frying pan	
5	Put a cheese slice on top of bread	



By the end of term I will know:

That the key features of a newspaper report are; heading, subheading, chronological order, bold text, picture, caption, orientation and eye-witness quote. That sequence words, such as first, next, after, finally show chronological order. That the 5 Ws (who, what, when, where, why) should be used in the orientation (introduction) of the newspaper report. That newspaper reports are written in the third person which is he, she, they. That apostrophes can be used to show possession. For example the boy's hat. (The hat belonging to the boy). That apostrophes can be used to show contraction which is when two words are combined and shortened to make one word. For example do not becomes don't. The apostrophe replaces the missing letters. That poems are a type of creative writing that expresses ideas and feelings. That poems use verses instead of paragraphs. That we read poems in a rhythmic style. That the features of instructional writing include the use of imperative (bossy) verbs. For example, put, cut, chop, stop, sit, listen. That instructions use numbers, steps and pictures to show the order that a process must be followed. That instructions show what you need and what to do. That instructions are written in the present tense and are concise and to the point.

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:

Measure, compare and order length and height in centimetres (cm) and metres (m).

Measure, compare and order mass and weight in grams (g) and kilograms (kg).

Measure, compare and order capacity and volume in millilitres (ml) and litres (l).

Measure, compare and order temperature in degrees Celsius ( $^{\circ}\text{C}$ ).

Solve measurement problems using the four operations.

Describe position, movement and turns.

Make patterns with shape.



Measuring  
tape



Ruler



Metre stick

By the end of the term I will know that:

To measure length and height we use a ruler, metre stick or a measuring tape. Length is how long something is. Height is how tall something is. The unit of measure for length and height is cm and m. There are 100cm in 1m. When I measure with a ruler I must start at 0. To measure mass and weight we use weighing scales or balancing scales. Mass and weight is how heavy something is. The unit of measure for mass and weight is g and kg. There are 1000g in 1kg. When I measure with weighing scales I must make sure the dial is on 0 before I place the item on. I must check what scale they are counting up in to read them accurately. To measure capacity and volume we use a measuring jug, a measuring cylinder or a measuring beaker. Capacity and volume is how much space liquid takes up within a container. The unit of measure for capacity and volume is ml and L. There are 1000ml in 1L. To read the measuring container accurately, we need to look at what number the liquid reaches. To measure temperature we use a thermometer. Temperature is how hot or cold something is. The unit of measure for temperature is  $^{\circ}\text{C}$ . To read the scale on a thermometer we need to look at where the red line (capillary tube) reaches. That clockwise is turning the same way as the hands on a clock. Anti-clockwise is turning in the opposite direction to the hands on a clock. Turns can be made in full, quarters and halves. A full turn will take you all the way round back to your starting position. That when we direct someone or something to move forward or backwards it must be from the way they are facing.

## Clockwise and Anticlockwise

These arrows show  
**clockwise** direction.



Clockwise is the same direction the hands  
of a clock move.

These arrows show  
**anticlockwise** direction.



Anticlockwise is the opposite direction to  
which the hands of a clock move.

National Curriculum Objectives to be covered with activities:

### Art and Design

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to learn about the work of a range of artists

### Design and Technology

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Geography

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding
- To devise a simple map; and use and construct basic symbols in a key
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

### Science

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

National Curriculum Objectives to be covered with activities:

## Maths

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## English

- develop positive attitudes towards and stamina for writing by:
- writing poetry
- 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 used correctly and consistently, including verbs in the continuous form.
- using the present and past tenses correctly and consistently, including the progressive form
- using subordination (when, if, that, or because) and co-ordination (or, and, or but)
- using the grammar taught in year 2
- using some features of written Standard English

