Farm to Fork

Year 1and 2

YEAR 1

Cycle 2 Summer

Science

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Guidance:
Use the local environment throughout the year to explore and answer questions about plants growing their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe how different plants grow. Pupils should be introduced to the requirements of reproduction and growth in plants.
Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Skills / Work Scientifically:

- Can sort and group parts of plants using similarities and differences e.g. the shape of leaves, the colour of the flower/ blossom.
- Can use simple charts and Venn diagrams etc. to identify and classify plants.
- Use photographs and their own observations to talk about how plants change over time (e.g. seed to sapling to tree) and over the year (deciduous and fruit bearing trees).
- Plant seeds and observe how they grow and change by making simple observations.
- Point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green, the leaves are different shapes.
- Use first hand experience and simple information sources to answer questions.
- Make predictions and compare results.

History

Changes in ways of life (Farming)

- Place events in chronological order to show changes over time
- Identify things that are the same and different between ways of life at different times (linked to farming)
- Make comparisons about different aspects of life in different periods

Design & Technology

Food Technology: Breakfast Dishes (Overnight oats/ Continental breakfast)
Learn how to peel, chop, cut safely. Learn how to use a skewer and combine fruit, colours and textures

- Work safely and hygienically
- Investigate similar products to the one to be made to give starting points for a design
- Develop sensory and technical vocabulary/knowledge using taste, smell, texture and feel
- Group familiar food products e.g. fruit, vegetables
- Analyse the taste, texture and appearance of a range of foods
- Follow instructions; measure and weigh ingredients
- Make healthy eating choices from an understanding of a healthy diet
- Join, chop, grate, cut and combine a range of ingredients using tools/equipment safely
- Plan work sequence and keep a construction diary (pictures/ notes)
- Record plans with drawings and annotations
- Select one design to develop and propose realistic suggestions as to how they can achieve their ideas
- Discuss their ideas with others and consider pros/cons
- Evaluate their product against criteria and needs of the user.

Geography

Place knowledge
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Comparing climate to enable different foods to be grown).

Religious Education 1

Theme: Shabbat
Key Question: Is Shabbat important to Jewish children?
Religion: Judaism

Theme: Rosh Hashanah and Yom Kippur
Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Religion: Judaism

Art

PAINTING –WATERCOLOUR
Starting Point—Cezanne
See Access Art, Still Life Compositions; Inspired by Cezanne and introduction to Watercolour

- To know the primary colours
- To use primary colours to create secondary colours
- Experiment with watercolours to create different marks and effects
- To draw carefully in line from observation using pencil
- To draw carefully in line from observation using pen
- To use watercolour washes and techniques over pencil and pen drawings

Enrichment—PRINTING

Physical Education

Summer 1

Sports Coach: Athletics

(leading up to Sports Day)

- Running at different speeds
- Jumping from standing
- Throwing using balls/ equipment

(Outside weather dependant)

Teacher led: Outdoor Circuit Training

- Running, hopping and stopping at different speeds
- Develop a range of sending, collecting and receiving equipment
- Throwing techniques

(Inside)

*Extra Sports Day Practise

Summer 2

Sports Coach: Games

- Choose different ways of hitting/ striking/ throwing/ passing
- Retrieve and stop a variety of balls/ equipment
- Decision making within a game
- Use a variety of balls and rackets with greater consistency

(Outside weather dependant)

Teacher led: Athletics

- Running at different speeds
- Jumping from standing
- Throwing using balls/ equipment

(Outside weather dependant)

Music

Term 3: High & Low—Exploring Pitch

- Recognising changes in pitch and copying simple pitch patterns
- Performing simple melodic patterns using voices and pitched instruments
- Representing pitch
- Creating music for a performance

Personal, Social and Health Education 1

Year One (Coram SCARF Units)

Being my Best

- I can eat a rainbow
- Eat well
- Harold's wash and brush up
- Catch it! Bin it! Kill it!
- Harold learns to ride his bike
- Pass on the praise!

Growing and Changing

- Healthy me
- Then and now
- Taking care of a baby
- Who can help? (2)
- Surprises and secrets
- Keeping privates private

Computing

- Animated Stories
- Coding

Other Notes

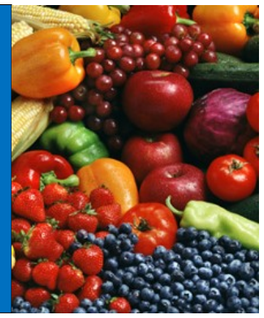
English and Maths: Teaching in English and Maths will follow the appropriate year group objectives as detailed in the English and Maths RS Folders.
ICT Links: ICT should be considered in all subjects to enhance learning and for research and presenting information. The themes from the topics should be used to provide a basis for Computing tasks.
Outdoor Learning: Where possible, there should be a least one topic linked outdoor learning task per short term.
Trips/Visits: Trips and visitors are strongly encouraged with at least one planned per topic.

Farm to Fork

Year 1 and 2

YEAR 2

Cycle 2 Summer



Science

Plants

- Knows that plants may grow from either seeds or bulbs.
- Knows that seeds and bulbs can germinate and then grow into seedlings and then continue to grow into mature plants.
- Knows that mature plants may have flowers which then develop into seeds, berries and fruits etc.
- knows that seeds and bulbs need to be planted at particular times of the year and will germinate and grow at different rates.
- knows that some plants are better suited to growing in full sun and some grow better in partial and full shade.
- Knows that plants need water, light and a suitable temperature to grow and stay healthy

Guidance:
Use the local environment throughout the year to explore and answer questions about plants growing their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe how different plants grow. Pupils should be introduced to the requirements of reproduction and growth in plants.
Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Skills / Work Scientifically:

- Classify food in a range of ways, including using the Eatwell guide
- Make close observations of seeds and bulbs
- Classify seeds and bulbs
- Research and plan when and how to plant a range of seeds and bulbs
- Look after the plants as they grow – weeding, thinning, watering etc.
- Make close observations and measurements of their plants growing from seeds and bulbs
- Make comparisons between plants as they grow
- Can spot similarities and difference between bulbs and seeds
- Use first hand experience and simple information sources to answer questions.
- Make predictions and compare results.

History

Changes in ways of life (Farming)

- Place events in chronological order to show changes over time
- Identify things that are the same and different between ways of life at different times (linked to farming)
- Make comparisons about different aspects of life in different periods

Design & Technology

Food Technology: Breakfast Dishes (Overnight oats/ Continental breakfast)
Learn how to peel, chop, cut safely. Learn how to use a skewer and combine fruit, colours and textures

- Work safely and hygienically
- Investigate similar products to the one to be made to give starting points for a design
- Develop sensory and technical vocabulary/knowledge using taste, smell, texture and feel
- Group familiar food products e.g. fruit, vegetables
- Analyse the taste, texture and appearance of a range of foods
- Follow instructions; measure and weigh ingredients
- Make healthy eating choices from an understanding of a healthy diet
- Join, chop, grate, cut and combine a range of ingredients using tools/equipment safely
- Plan work sequence and keep a construction diary (pictures/notes)
- Record plans with drawings and annotations
- Select one design to develop and propose realistic suggestions as to how they can achieve their ideas
- Discuss their ideas with others and consider pros/cons
- Evaluate their product against criteria and needs of the user.

Geography

Place knowledge
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Comparing climate to enable different foods to be grown).

Computing

-

Art

PAINTING –WATERCOLOUR
Starting Point—Cezanne
See Access Art, Still Life Compositions; Inspired by Cezanne and introduction to Watercolour

- To know the primary colours
- To use primary colours to create secondary colours
- Experiment with watercolours to create different marks and effects
- To draw carefully in line from observation using pencil
- To draw carefully in line from observation using pen
- To use watercolour washes and techniques over pencil and pen drawings

Enrichment—PRINTING

Physical Education

Summer 1

Sports Coach: Athletics

(leading up to Sports Day)

- Running at different speeds
- Jumping from standing
- Throwing using balls/ equipment

(Outside weather dependant)

Teacher led: Outdoor Circuit Training

- Running, hopping and stopping at different speeds
- Develop a range of sending, collecting and receiving equipment
- Throwing techniques

(Inside)

*Extra Sports Day Practise

Summer 2

Sports Coach: Games

- Choose different ways of hitting/ striking/ throwing/ passing
- Retrieve and stop a variety of balls/ equipment
- Decision making within a game
- Use a variety of balls and rackets with greater consistency

(Outside weather dependant)

Teacher led: Athletics

- Running at different speeds
- Jumping from standing
- Throwing using balls/ equipment

(Outside weather dependant)

Music

Term 3: Patterns With Pitch—Exploring Pitch & Melody

- Identifying and describing changes in pitch
- Copying pitch patterns
- Creating and notating simple melodies
- Performing simple musical accompaniments and preparing for performances

Personal, Social and Health Education 2

Year Two (Coram SCARF Units)

Being my Best

- You can do it!
- My day
- Harold's postcard - helping us to keep clean and healthy
- Harold's bathroom
- What does my body do?
- Basic first aid

Growing and Changing

- A helping hand
- Sam moves away
- Haven't you grown!
- My body, your body
- Respecting privacy
- Some secrets should never be kept

Religious Education 2

Theme: Community and Belonging
Key Question: Does going to a Mosque give Muslims a sense of belonging?
Religion: Islam

Theme: Hajj
Key Question: Does completing Hajj make a person a better Muslim?
Religion: Islam

Other Notes

English and Maths: Teaching in English and Maths will follow the appropriate year group objectives as detailed in the English and Maths RS Folders.
ICT Links: ICT should be considered in all subjects to enhance learning and for research and presenting information. The themes from the topics should be used to provide a basis for Computing tasks.
Outdoor Learning: Where possible, there should be a least one topic linked outdoor learning task per short term.
Trips/Visits: Trips and visitors are strongly encouraged with at least one planned per topic.