

Year 2 Summer Term 2
Healthy Me, Healthy You!

Hook (curiosity):

Visit to Brighton (What is it like to live by the coast? Geography)
Visit to Wagamama to explore healthy food linked to Design and Technology

Text (Reading, language, communication):

George's Marvellous Medicine by Roald Dahl

End product (engagement):

Class Café: Children make healthy food options.

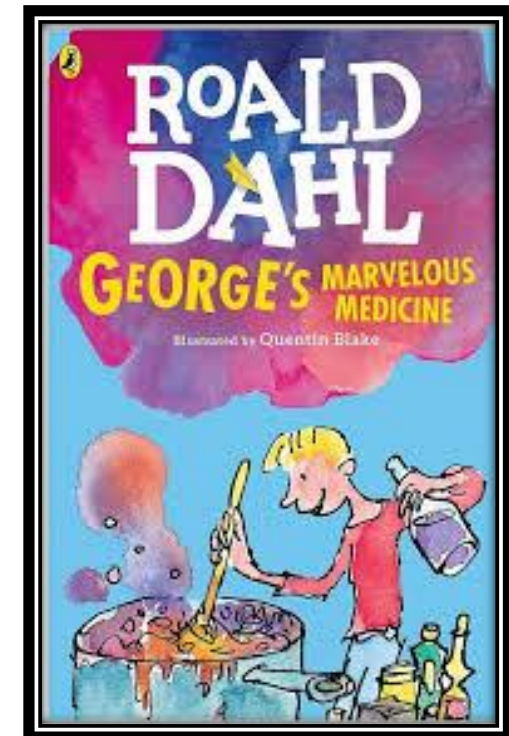
Vocab (Reading, language, communication):

nutrition, hygiene, balanced diet, physical activity, health

Sticky knowledge (Learning that sticks):

1. The five food groups are: carbohydrates, fruits and vegetables, dairy, protein and fats/oils.
2. I need to eat a variety of foods from each food group to have a balanced diet.
3. Drinking water helps to keep me hydrated.
4. Exercise helps to keep our body healthy.
5. Rest and sleep are important for my body.
6. Basic hygiene routines like: brushing my teeth, washing my hands, and having a shower/bath can help stop the spread of disease.
7. People who help me to stay healthy are: doctors, nurses, opticians, dentists, parents.
8. My mental health is important and this can be improved by spending time outdoors, helping others and doing physical exercise.

Healthy ME,
Healthy You!



PSHE

Health and wellbeing

National Curriculum links:

- To know that food and drinks with lots of sugar are bad for our teeth.
- To understand the importance of exercise to stay healthy.
- To understand the balance of foods we need to keep healthy.
- To know that breathing techniques can be a useful strategy to relax.
- To know that we can feel more than one emotion at a time.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Progression of skills objectives:

- Exploring the effect that food and drink can have on my teeth.
- Exploring some of the benefits of exercise on body and mind.
- Exploring some of the benefits of a healthy, balanced diet.
- Suggesting how to improve an unbalanced meal.
- Learning breathing exercises to aid relaxation.
- Exploring strategies to manage different emotions. - Developing empathy.
- Identifying personal goals and how to work towards them.
- Exploring the need for perseverance and developing a growth mindset.
- Developing an understanding of self-respect.

Religious Education

Thematic: What makes a good leader?

Progression of skills objectives:

- that being a leader is an important job and comes with responsibilities.
- that religions have leaders whose example is still followed today.
- that leaders might have certain characteristics linked to thinking about others or following God.

Geography

What is it like to live by the coast?

National Curriculum links:

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Use geographical vocabulary to refer to: key physical features, including beach, cliff, coast, mountain sea, ocean, river, season and weather.
- Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Progression of skills objectives:

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents, oceans studied in KS1.
- 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.

Computing

Robot Algorithms

National Curriculum links:

- 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

Science

Animals including Humans

National Curriculum links:

- Animals have offspring which grow into adults.
- Some animals have young, like babies, that grow into adults.
- Some animals lay eggs that hatch and grow into adults.
- Some young animals do not look like their parents – eg. tadpoles.
- All animals have the basic needs of feeding, drinking and breathing that they need to survive

Progression of skills objectives:

- Asking simple questions and recognise that they can be answered in different ways including use of scientific language.
- Use simple equipment to observe closely including changes over time.
- Perform simple comparative tests.
- Identify, group and classify.
- Use observations and ideas to suggest answers to questions.
- Noticing similarities, differences & patterns
- Gather and record data to help in answering questions including from secondary sources of information

PE

Net and Wall Games

National Curriculum links:

Net and Wall Games:

- Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Athletics:

<p>-that Jesus is a leader for Christians...etc. -that people try to follow the teachings and example of their leaders. -that they themselves can be influenced by the example of others & influence others.</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> - I can choose a series of words that can be enacted as a sequence - I can follow and give instructions -I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms -I can compare my prediction to the program outcome - I can follow a sequence and predict the outcome of a sequence -I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable -I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program -I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program 	<p>master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><u>Progression of skills objectives:</u></p> <p><u>Net and Wall Games:</u></p> <p>Physical: throw, catch, hit, track Social: co-operation, respect, support others Emotional: perseverance, honesty Thinking: select and apply, reflection, decision making, comprehension</p> <p><u>Athletics:</u></p> <p>Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills</p>
<p style="text-align: center;">Design technology</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from. <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> -To use with close supervision a knife to cut or slice fruit and vegetables. -To slice fruit and vegetables which sometimes are already semi-prepared in halves ready to cut or slice. 	<p style="text-align: center;">Art and Design</p> <p><u>National Curriculum links:</u></p> <p><u>Progression of skills objectives:</u></p> <p>See previous terms</p>	<p style="text-align: center;">History</p> <p><u>National Curriculum links:</u></p> <p><u>Progression of skills objectives:</u></p> <p>See previous terms</p>

- To place fruit or vegetables onto a skewer.
- To explain that a salad is a cold dish of fresh and/or cooked vegetables or fruit.
- To use sensory evaluation to evaluate qualities such as appearance, smell, taste, texture (mouth feel).
- To explain why I need to wear an apron, tie my hair back, cover up cuts and to wash my hands before preparing food.