

NEWNHAM CROFT

PRIMARY SCHOOL

HEALTHY ME

YEARS 1/2 SUMMER 2 CYCLE 2



This is a whole school topic which builds the children's awareness of their health, fitness, diet and mental well being as they move through the school. In Years 1 and 2 this builds upon their understanding of their own bodies, fitness, diet learnt in Reception and helps then to develop a healthy lifestyle. They will study the texts, I will not ever eat a tomato, Dr Dog and Mad about minibeasts. This will lead to them writing instructions for looking after your teeth and poems about minibeasts. Science work build up their understanding of good nutrition and explores what all animals need in order to survive and grow. Design technology work is geared around food and nutrition too with the children creating and designing a health meal.

This topic focuses on the benefits of healthy eating and regular physical activity

SUBJECT AREAS

SCIENCE

- To ask simple questions based on a situation
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To use senses/ equipment to observe events
- To gather and record data to help in answering questions
- To select information from a range of given sources
- Explore and create diagrams, drawings and physical models
- To use pictograms and simple tables
- To ask new simple questions from looking at answers
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To understand that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals
- To name the different parts of a human body linking to senses Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

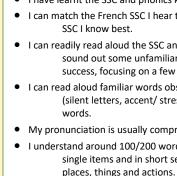
- Begin to build up a clear narrative of what main events happened in Britain/Local area/the world during different centuries
- To describe events and periods using the words: BC, BCE and decade and century
- To sequence events, artefacts and historical figures on a timeline with dates
- To look at two versions of the same past event and identify differences and explain reasons for this
- To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- To begin to make connections and contrasts between different time periods studied and talk about trends over time
- To use more than one source of evidence for historical enquiry
- To use my research skills in finding out facts about the time period studied
- Through research, to compare and contrast different forms of evidence

HISTORY

- To answer and sometimes devise questions about the past (finding information)
- To suggest why certain events happened as they did in history and why certain people acted as they did in history
- To understand the everyday lives of people in time periods studied and contrast them with lives today
- Explain how events from the past have helped shape our lives today
- To describe changes that have happened and give reasons for those changes
- To use and understand historical vocabulary to communicate information, such as ruled, invasion, conquer and kingdoms
- To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters
- To start to present ideas based on their own research about a period studied

COMPUTING	 Learning how to operate a digital camera and tablets Using a basic range of tools within graphic editing software Develop use of the mouse through dragging, clicking and resizing of images to create different effects 	MUSIC	 Follow pitch movement with their hands and use high low and middle voices Sing a phrase from a dot notation Perform in different ways and different situations To learn about famous composers and iconic musical pieces Sing with sense of awareness of pulse and control rhythm Accompanying a song by clapping the pulse and ostinato rhythm Perform together and follow instructions that combine the musical element Perform and be part of audience Follow instruction that combine musical elements
ART & DESIGN	 Observe anatomy (faces, limbs) and replicate them To experiment with different tools and surfaces To draw as a way of recording experiences and feelings To create images using collage To use overlapping and overlaying to create effects To create patterns by printing To use relief printing To print with a growing range of objects To identify the different forms printing takes To show awareness and discussion of patterns To create repeating patterns To use symmetry in images Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Discuss regular and irregular patterns 	DESIGN TECHNOLOGY	 To describe textures in food To understand why you wash hands & clean surfaces To say where some foods come from, (i.e. plant or animal) To describe differences between some food groups (i.e. sweet, vegetable etc.) To discuss how fruit and vegetables are healthy To cut, peel and grate safely, with support To describe properties of ingredients and the importance of varied diet To describe how food is farmed, home-grown, caught To describe "five a day"
PHYSICAL EDUCATION	 To describe how my body feels before, during and after an activity To show how to exercise safely To understand why being active is good for them To catch with both hands developing hand-eye coordination To kick and control a ball in different ways To hit a ball with a bat or racquet To throw a ball in different ways To pass and receive a ball in different ways with increasing control To decide where the best place to be is during a game To participate and use simple tactics in a game To follow rules of a variety of simple team games 	RELIGIOUS EDUCATION	 To explore a range of religious stories and sacred writings and talk about their meanings To identify and suggest meanings for religious symbols and begin to use a range of religious terms and ideas. Pupils begin to use key words/vocabulary related to Christianity and at least one other religion To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses To suggest meanings of some religious and moral stories To explore to wn ideas, opinions and talk about their work creatively using a range of different medium To reflect on how spiritual and moral values relate to their own behaviour To recognise that religious teachings and ideas make a difference to individuals, families and the local community.

- I can link SSC to new words I hear.
- I listen and transcribe SSC within single words with some success. .
- I use sound-spelling links to follow when I listen and read. •
- I have learnt the SSC and phonics key words and remember them. .
- I can match the French SSC I hear to print and transcribe accurately the
- I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.
- I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words.
- My pronunciation is usually comprehensible.
 - I understand around 100/200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.
- I look words up in an alphabetical word list.
- I can use around 100/200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- ٠ I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures
 - I distinguish and understand (in listening and writing): singular and plural articles (indefinite and definite),
- ٠ To describe people, places, things and actions (in speaking and writing): I use singular and plural articles (indefinite and definite)



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