



Explore, Inspire, Enrich

Long Term Plan Cover Page- Curriculum Classes

What it means to be...

A Communicator- Communicate effectively, make choices, listen to and read stories for pleasure, recognise different styles of writing, understand and interpret the world around them, apply skills to real life (reading/ writing lists, recipes, application forms etc.)

A Mathematician- Problem solvers, understand cause and effect, compare, apply skills to real life (financial literacy, money management etc.)

A Scientist- Explore, investigate, anticipate, predict, question, theorise, experiment, be inspired, be curious, have realisation of the world around them

A Geographer- Recognise familiar places, know that there are places beyond their home, family and Hull, understand how to get to a desired location, gain independent travel skills

A Historian- Know their personal history and their family, know famous historical event and places, understand time passing, anticipate future events, be aware of key figures throughout history, begin to have a concept of old and new, explore local historic venues

Creative- Be immersed in colours and music, express themselves through different mediums, gain enjoyment from the creative efforts of others

Physically active and engaged- Have changes of position, maintain an active lifestyle, participate in a variety of activities and sports, keep healthy, become a team player, be tacticians and referees

Empowered- Celebrate achievements, set goals, respect each other, be healthy, know about different types of relationships, understand how to keep safe, seek help, emotional literacy, career awareness, engage in activities that promote emotional regulation (PSHE & RSE)

... at Frederick Holmes School

Summer 1 Lower Key Stage 2

Theme: Me and My World

Topic: Food Glorious Food



English Core Text:

Supertato (Sue Hendra and Paul Linnet)

Meet Supertato! He's always there for you when the chips are down. He's the superhero with eyes everywhere - but now there's a pea on the loose. A very, very naughty pea. Has Supertato finally met his match?

Supplementary texts:

Fiction:

Non-fiction:

Poetry:

Genres to cover:

*Descriptive: Information narrative (including character and setting descriptions, postcards, biographies, explanation, etc.)

*Expository: Recipes

*Expository: Recount (including procedural)

Science

Suggested learning: Know that our food comes from plants and animals. Look simply into human digestion and label the human body. Make 'poo' in an experiment on digestion. Use the 5 senses to explore different foods and sort into likes/dislikes.

Foundation knowledge: Know some similarities and differences between the natural world around them
Next steps: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults.

Food Technology

Suggested learning: Design and make a new dish using ingredients that have been sourced during Geography & Science lessons. Evaluation the dish. Improve this dish each week by adjusting the ingredients and/or recipe. Design and make food packaging for this dish.

Foundation knowledge: Make use of props and materials when role playing characters in narratives
Next steps: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Maths (My Money Week- June)

Number: Double facts, numerical patterns odd and even numbers
Revisit Autumn Core Number content
Money: Recognition
Measures & Geometry: Time
Revisit length/ mass/ capacity content

Foundation knowledge and next steps: Links Outlined on FHS Maths Progression Document

PSHE

Suggested learning:
Helping others
Working together
Healthy Eating

Jigsaw
Relationships
Changing Me

Geography

Suggested learning: Explore where our food comes from. Visit a local farm and/or supermarket (Tesco farm to fork). Look at food packaging to see which countries/areas our food comes from. Know that food comes from plants and animals. Identify local sources of food. Choose a country each week to focus on as a theme?

Foundation knowledge: Explain some similarities and differences between life in this country and life in other countries
Next steps: Name, locate and identify characteristics of the four countries of the United Kingdom. Use basic geographical vocabulary to refer to: Physical; coat, forest, mountain, sea, ocean, river, soil, vegetation, season and weather. Human; city, town, village, factory, farm, port, harbour and shop.

Creative Arts

Suggested learning: Still life fruit drawing (compare artists), fruit prints, sketching techniques looking at shadows etc. Listen to and sing songs about foods and other countries that foods are grown.

Foundation knowledge: Being imaginative and expressive. To draw and paint using a range of materials, tools and techniques, experimenting with colour, texture and form.
Next steps: Use their voices creatively and expressively by singing songs and speaking chants and rhymes. To use drawing and painting to develop and share their ideas, experiences and imagination. Know about the work of a range of artists, describing the similarities and differences.

History

Suggested learning: Explore how they have changed since they were babies (linking to science). What can they do now that they couldn't when they were younger? Aspirations for the future.

Foundation knowledge: Talk about the lives of the people around them and their roles in society
Next steps: Know about changes within living memory (their own life).

RE

Suggested learning:
Eid

Foundation knowledge: Know some similarities and differences between different religious and cultural communities in this country