

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science	<p>Animals, including humans</p> <p>2.9 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<ul style="list-style-type: none"> • To know the difference between healthy and unhealthy food. • To know that foods are grouped into five main categories. • To know how much food of each group you should eat. • To know how to plan a healthy meal. • To know that sugar is bad for our teeth. • To know how our school makes its dinners healthy. • To know that tooth brushing is essential to keep our teeth healthy. • To know what germs are and how they can be spread. • To understand the importance of washing your hands with soap. • To know it is important to exercise to stay healthy. 	<p>healthy unhealthy food groups fruit and vegetables bread, rice, potatoes, cereal and pasta milk and dairy meat, fish, eggs and beans sugary/fatty food Eatwell plate germs hygiene soap tooth brushing decay sugar investigate exercise heart rate muscles</p>	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> • Explore the world around them and raise their own simple questions. • Experience different types of science enquires, including practical activities. • Begin to recognise different ways in which they might answer scientific questions. <p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> • Carry out simple tests • Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying). • Observe closely using simple equipment. With help, observe changes over time • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. <p>Concluding</p> <ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • To understand the difference between healthy and unhealthy. Make a healthy lunchbox with food they understand to be healthy. • To go through the five main food groups (1) fruit and vegetables; (2) bread, rice, potatoes, cereal and pasta; (3) milk and dairy; (4) meat, fish, eggs and beans; (5) food and drink high in fat/sugar. To show children how much of each food group you should be eating using the Eatwell food plate or the food group pyramid. Could make a class display and children draw food to add to the plate or pyramid. • Create unhealthy and healthy people. Draw around two children then get the children to stick pictures of healthy food in one outline and unhealthy in the other outline to make a healthy and unhealthy person. • Children to plan a healthy meal they would make using the Eatwell plate. Could make the food using plasticine/craft materials on a paper plate and get children to label them. • Interview the school cook to find out how she makes the school dinners healthy. • Investigation: To investigate the affect sugar has on your teeth. To use eggshells and soak in different liquids e.g. coke, orange juice, water, cordial. • Get children to bring their toothbrush into school. To use disclosing tablets to get children to see if they are brushing their teeth properly. To recap on when they used to brush their teeth in Nursery and Reception. • Children to understand what germs are. To take children outside and put glitter on your hand. To then shake one child's hand and they then go and shake another child's hand. To watch the glitter spread – just like germs. • Investigation: To investigate what happens when you don't wash your hands before you eat. To use slices and bread. Take one slice out of the loaf with tweezers, being careful not to touch it with your hands, and place in a clear, sealable bag. Next wash your hands thoroughly and place a second slice in another bag. Finally, pass the third slice around the whole class so that every child has touched it, then put it in another bag. Children to predict and record what happens to the bread. Children to make observations throughout the week. • To borrow the UV hand light from the NHS library. Children to look at the difference before and after washing their hands. Have they washed their hands properly or not? • Investigation: To investigate how soap helps to get rid of germs. To pour water in a small bowl and sprinkle a light covering of black pepper onto the water. Children to compare what happens when they dip one finger into the centre of the peppered water and then again when they cover their finger in washing-up liquid/soap. • Thinking Skills activity: Diamond 9 activity focusing on essentials for keeping healthy. Can they prioritise them? • Do a week of the Daily Mile and discuss the importance of exercise in keeping you fit and healthy. • Become a 'Healthy Superhero' and have a chart in the class and give children ticks when they do something healthy e.g. 2 pieces of fruit of veg, doing the daily mile, PE session, doing wake-up shake-up etc. • Could have a PE morning where they carousel different types of exercise.

Art	<p>1 – To use range of materials creatively to design and make products.</p> <p>3 – To develop a range of techniques using colour, pattern, texture, line, shape and form.</p>	<ul style="list-style-type: none"> • To understand what a print is. • To understand what a pattern is. • To know that there are natural and man-made patterns in the environment. • To know what makes a design symmetrical. 	<p>print pattern symmetrical natural man-made repeating environment collage materials fabric</p>	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> • Work from observations and known objects <p>Printing</p> <ul style="list-style-type: none"> • Create patterns and pictures by printing from objects using more than one colour • Develop printed images with some added pencil or decorative detail • Use equipment and media correctly to produce clean image • Use appropriate language to describe tools, process, etc • Create order, symmetry, irregularity • Design and build repeating patterns and recognise pattern in the environment • Print with a range of hard and soft materials, natural and man-made (e.g. corks, sponge, fruit and vegetables, fingers) • Using roller and inks, take prints from other objects (leaves, fabric, corrugated card) to show texture • Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc <p>Pattern</p> <ul style="list-style-type: none"> • Experiment creating repeating patterns on paper using drawing or printing own design. Link to maths: repeating patterns & RE. 	<ul style="list-style-type: none"> • Look at the different forms printing can take – wallpapers, fabrics, photos, books, newspapers etc. • Draw around 2 people and create a healthy and unhealthy person. Use printed pictures of food for features e.g. doughnut for eyes, broccoli hair. • Look at examples of patterns in the local environment, both natural and man-made. How do they differ? • Experiment with printing and pattern making, using a range of materials and tools – corrugated card, bubble wrap etc and inks/paints and rollers. • Use fruit and vegetables prints to create a face (symmetrical design). Print using such as broccoli for hair. Add detail using pencils/crayons. • Fabric print on bags using fruit. Create a repeating pattern using colours and shape. • Create a balanced food plate using a range of collage materials.
DT	<p>Cooking and Nutrition</p> <ol style="list-style-type: none"> 1. Use the basis principles of a healthy and varied diet to prepare dishes. 2. Understand where food comes from. 	<ul style="list-style-type: none"> • To know the difference between healthy and unhealthy food. • To know how to make a balanced meal. • To know where some of our foods come from. • To know which tools to use to prepare food. 	<p>healthy unhealthy balanced diet cooking oven knives chopping board mixing ingredients recipe prepare grate peel fruit vegetables</p>	<p>Technical Knowledge – Food and Nutrition</p> <ul style="list-style-type: none"> • explain hygiene and keep hands and surfaces clean. • think of interesting ways to decorate food • describe properties of ingredients and importance of varied diet • say where food comes from (animal, plant, underground etc.) • describe how food is farmed, home-grown, caught • describe differences between some food groups (i.e. sweet, vegetable etc.) • discuss how fruit and vegetables are healthy • describe “five a day” • cut, peel and grate with increasing confidence 	<ul style="list-style-type: none"> • Use a range of recipes to allow children to explore cooking and creating healthy balanced meals. • To discuss where different foods come from – link to food in recipes.
Writing	<p>Refer to Writing Progression Sheets for relevant year group objectives.</p>	<p>See writing progression sheets.</p>	<p>See writing progression sheets.</p>	<p>See writing progression sheets.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Retell the story ‘Keep Running Gingerbread Man’. Link to traditional tale and look at differences. <p>Year 2</p> <ul style="list-style-type: none"> • Create and write a character description of your own fruit or veg superhero.

					<ul style="list-style-type: none"> • Instructions on how to make a fruit salad/ healthy pancake. • Use 'The Very Hungry Caterpillar' to teach days of the week in maths. • Letter to Lola from the story 'I will not ever never eat a tomato'. To ask her questions about why she won't try the food and explaining to her the importance of a balanced diet. • To write questions to ask the school cook on how she makes our school dinners healthy. • Children to create their own healthy superheroes. To write a character description of their new character describing what it looks like and what its superpowers are. • To write a report on healthy living using everything they have learnt throughout the topic. 	<ul style="list-style-type: none"> • Write our own stories about how fruit or vegetable superheroes save the day. Draw cartoon strip with this. • Write a report on ways to stay healthy – diet, exercise, hygiene, teeth. • Letter to Lola (as Y1) • Instructions on how to make a healthy fruit salad or pancake (link pancake day?) • Retell the story 'Give us a smile Cinderella' – teeth cleaning. • To write questions to ask the school cook on how she makes our school dinners healthy
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Science Spring Y1	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> • To name the four seasons. • To know the characteristics for the season spring. • To know that daylight hours become longer in the spring. • To know that the weather starts to get warmer. 	spring seasons daylight weather warm growth offspring bulbs seeds	Asking Questions & Planning Enquiries <ul style="list-style-type: none"> • Ask people questions and use simple secondary sources to find answers. Concluding <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • In spring, children could make a journey stick/spring time bracelet/nature picture frame and collect items of nature which link to spring. • In spring discuss the clocks changing again and how the days are getting longer. Relate back to work done in the autumn. • Complete signs of spring sheets where children have to spot signs of the season. • Observe changes in the pond -frogspawn, tadpoles etc.
Science Spring Y2	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> • To know that plants start to grow in spring. • To know that animals often produce offspring in the spring. • To recognise weather patterns associated with spring. 		Asking Questions & Planning Enquiries <ul style="list-style-type: none"> • Ask people questions and use simple secondary sources to find answers. • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data • Record simple data. Concluding <ul style="list-style-type: none"> • With guidance, they should begin to notice patterns and relationships • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Continue to photograph chosen tree for the time lapse. • Sketch or paint chosen tree and compare to winter. • Create a signs of spring display by collecting items and pictures which link to spring • Measure wind speed. Time how long bubbles take to travel from one end of the playground to another. Can they race the bubbles to see if they can run faster than the wind? • To make windsocks and link to geography objectives of compass directions. • Observe the bulbs that we planted and keep a record of their growth plus sketch the flowers that grow.