

YEAR 1 CURRICULUM SPRING TERM

‘FROM FIELD TO FORK’





Longhill Primary School Year 1 Spring Curriculum

Theme – From Field to Fork

Driving the Theme:

Design and Technology

As designers we will understand where food comes from. We will use basic principals of a healthy and varied diet to prepare dishes.

Programmes of Study

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components including ingredients according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

We will collect images and samples of favourite foods. Then discover how it comes from plants or animals and explore how food is farmed, caught or grown. We will explore some of the changes that happen to food as it makes its journey from the farm to our fork.

We will sort some of the food into groups which are farmed, caught or grown. We will taste some foods which might be new to us and explore where they come from. We will look on maps of the world to track the journey of our food.

We will research fishing and farming in the UK. We will look at how farmers grow crops and rear cattle. We will find out about harvest time.

As we look into where food comes from. We will discover that some food needs to be changed so that it is safe for us to eat. To help understand this we will prepare some dishes where we will need to wash, peel, cut and cook. We will research some everyday foods such as cheese, bread, yogurt, ham, fish fingers, orange juice to understand how food is changed on its journey to our plate.

Throughout the topic we will have some great fun designing, making and enjoying some hot and cold meals.

Writing	Reading	SPaG
<p>Instructions</p> <p>Narrative</p>	<p>One Spies session followed by two mini missions a week.</p> <p>Domains for SPIES</p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p> <p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p>Mini Mission</p> <p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p>	<p>Regular plural noun suffix –s</p> <p>Regular plural noun suffix –es</p> <p>Suffixes added to a word where the root remains the same – ing, ed, er. est</p> <p>Using the prefix un- to change the meaning or verbs and adjectives.</p> <p>How words combine to make sentences.</p> <p>Joining words and joining clauses using and</p> <p>Sequencing sentences form short narratives.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letter for names and the personal pronoun I</p> <p>Spelling common exception words</p>

	<u>Big Read Texts</u> Farmer Duck Pumpkin Soup	
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Science	Art	Music
<p><u>Working Scientifically</u> During years 1 and 2, pupils should be taught to work scientifically by:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment • Performing simple tests. • Identifying and classifying • Using observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p><u>Seasonal Changes</u> Seasonal changes need to be looked at each term to identify how they change. Consider the following for Winter and Spring:</p> <ul style="list-style-type: none"> • To know the changes across the four seasons. • To know which weather types are associated with the seasons and how the length of 'day' changes. • To know how plants change across the four seasons and how some do not appear to change. 	<p><u>Awesome Art-</u> Rachel Ruysch, Dutch <i>Still Life with Fruit</i></p> <p><u>Spring 1 Collage</u> Can select with thought, different materials from the teachers resources, considering content, shape, surface and texture Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</p> <p><u>Spring 2 Textiles</u> Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ? use their voices expressively and creatively by singing songs and speaking chants and rhymes • ? play tuned and untuned instruments musically • ? listen with concentration and understanding to a range of high-quality live and recorded music • ? experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><u>Charanga</u> In the Groove Round and Round</p> <p><u>Continuous Provision</u> Listen to music throughout the school day. Transitions – Use music for transitions between activities. Storytelling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems. Warm ups – E.g. in PE Calm Sessions – For example, after break time.</p>

<ul style="list-style-type: none"> • To know how the seasons affect animals (e.g. hibernation, lambs born in spring etc...) <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> • To know differences between an object and the material from which it is made. • To know and name a variety of materials: wood, plastic, glass, metal, water, rock • TO know some simple physical properties of a variety of materials. • To know how some materials have different properties to others. <p><u>Conscious Connections/CP</u></p> <p>Link the food we eat to our senses e.g. what does What do prawns smell like, taste like and look like.</p> <p>Can we grow any of the food we eat? – link to plants. Label the plant as it grows/changes.</p> <p>Where do we get food from at other times of the year?</p> <p>Identify some animals which are commonly used as food in the UK and some that are not.</p> <p>Are these animals eaten in any other countries around the world?</p>	<p>Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist</p> <p>Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work</p> <p>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons</p> <p>Can weave in a simple loom and build constructed textile surfaces</p>	<p><u>Longitudinal Learning</u></p> <p>Pitch Perfect</p> <p>In this ongoing challenge, pupils experiment with a range of tuning forks and pitch pipes. They generate a note using the apparatus and attempt to replicate it with their voice.</p>
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History

Non Negotiables

Use of sources

Use photographs/videos/opinions of how farming has changed throughout the years- look at the introduction of new machinery and what this looks like. Compare this to the machinery used today

Historical enquiry

How has food changed throughout the years? Investigate how the food we eat today is very different to that which people would have eaten in the past – (look at Walkers crisp factory, Leicester and how this is very different to the way crisps would have been produced before this)

Continuous Provision

Children to have access to sources which show the past and present within farming/ food
Topic books to be on display within the classroom for children to access
Have key vocabulary out for the children to research and use

Geography

Locational Knowledge

Know the world has continents and oceans- link this to where our favourite foods come from and which ocean surrounds them e.g. Italy- Pizza-Adriatic sea

Place Knowledge

Know geographical features of the UK- Snowdonia/Lake District (sheep farming) Look at the hills and lakes of Ireland when learning about potatoes

Human and Physical Geography

Use some key vocabulary to talk about the environment

Conscious Connections

Use world maps/globes to identify the United Kingdom
Identify continents using globes
Use aerial photographs to look at features- compare countryside to urban

Continuous Provision

Children to have access to atlases and globes for children to identify places of interest from the topic
Have photographs of farms (both working and non-working) Can children spot the similarities/differences?
Use simple compass directions for children to plot places

PE	RE	PSHCE
<p><u>The PE HUB</u> <u>Spring 1</u> <u>Netball basic skills</u></p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> develop balance, agility and co-ordination, <p><u>Spring 2</u> <u>Striking and fielding skills</u></p> <ul style="list-style-type: none"> master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Spring 1</u> <u>Theme - Jesus is a friend</u></p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p><u>Religion: Christianity</u></p> <p><u>Spring 2</u> <u>Theme - Easter – Palm Sunday</u></p> <p>Key question: Why was Jesus welcomed like a king or celebrity by crowds on Palm Sunday?</p> <p><u>Religion: Christianity</u></p>	<p><u>Jigsaw</u> <u>Dreams and Goals</u></p> <p>I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p><u>Healthy Me</u></p> <p>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy and understand how germs cause disease / illness. I know that all household products including medicines can be harmful if not used properly. I understand that medicines can help me if I feel poorly and I know how to use them safely.</p>

<p><u>Netball basic skills</u></p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending		<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep safe and healthy.</p>
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Computer Science

Mr Andrews Online – Key Stage One Projects – Computing: Me and My Selfie (<https://mrandrewsonline.co.uk/me-and-my-selfie/>) - Link this with healthy foods and healthy eating.

Information Technology

- I can use a camera to capture images which are in focus
- I can select options to change the appearance of digital content
- I can apply edits to digital content to achieve a particular effect
- I can combine words and images to create Word Art

Digital Technology

- I can explain how other people's identity online can be different to their identity in real life and how they might make themselves look different
- I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help (speak to adult I can trust)
- I can recognise examples of information that is personal to me (name, address, birthday, age, where I go to school)
- I can explain why I should always ask a trust adult before I share information about myself online
- I can describe how online information about me can be seen by others
- I can explain how information put online about me can last for a long time and be copied
- I know what information I should put online and who to talk to if I think someone has made a mistake about putting something online

Try New Things

Continuous Provision

Bake Bread