


# Hazelbury Learning Quest

## The Future is Us



Year 2	Where does our food come from?
	<p><b>Intent</b> This theme will broaden children's understanding of food and where it originates. They will become more aware of sustainability and appreciate the process of how food gets to our plate.</p> <p><b>Implementation</b> In <b>geography</b>, pupils will identify the different continents, countries and locations where food comes from, using world maps. They will learn how the seasons relate to food grown in the UK and the effect the equator has on foods grown around the world. They will devise a simple map of the 'Edible Playground' using a simple key.</p> <p>In <b>DT</b>, pupils will follow a design brief and prepare a seasonal healthy dish. They will prepare and cook with a variety of ingredients and will learn about nutrition including the importance of eating the right amount of fruit and vegetables each day.</p> <p>During <b>music</b> lessons, children will learn to sing a friendship song and perform this as a class. They will also listen to a variety of other friendship songs, as well as participate in musical activities to find the pulse and clap rhythms.</p> <p>Within their <b>science</b> lessons, pupils will learn about how plants grow from seeds or bulbs and what they need to survive. They will observe and record the growth of plants.</p> <p><b>Impact</b> Children will understand that food has to be farmed, grown elsewhere (e.g. home) or caught. They will know that everyone should eat at least five portions of fruit and vegetables every day, and this will help them to consider their own food choices for a healthier, balanced lifestyle. They will also understand how environmental factors can have an impact on where certain foods can grow.</p>
<p><b>Hazelbury Value – Responsibility</b> Children will need to demonstrate responsibility when collecting fruit peel for the compost bins in the Edible playground.</p> <p><b>Citizenship Focus - PSHE</b> <b>Living in the wider world – Money Matters</b> This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe.</p> <p><b>UNCRC Articles</b> <b>Article 24 - Health and health services</b> - Every child has the right to the best possible health. <b>Article 29 – Aims of Education</b> - Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>	

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### Rule of Law

Oracy discussions - What laws or requirements are in place on food packaging to help us eat healthily? Should more or less be done by the government to tackle obesity?

### Engage, Enrich, Experience

**Enrich-** Pupils will bake and taste a healthy dish and well as learning about making food sustainability.

**Experience** – Pupils will have the opportunity to plant, grow and observe the process of growing fruits and vegetables in our Edible Playground.

### Digital Learning

Digital music- pupils will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Pupils will compare creating music digitally and non-digitally and will look at patterns and purposefully create music.

### Writing across the curriculum

Children will write a recipe for the healthy dish that they will make and write an informative leaflet about healthy eating.

**Subjects covered:** Geography, DT, Music and Science

### National and School curriculum

Geography	DT	Music	Science
<ul style="list-style-type: none"> <li>Name and locate the world's continents, when considering what food grows here</li> <li>Identify seasonal weather patterns in the UK and the impact this has on growing food</li> <li>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles and consider how this effects food growth</li> <li>Use basic geographical vocabulary relating to human and physical features of locations where food grows</li> <li>Devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>Generate ideas by drawing on their own experiences and knowledge of existing products.</li> <li>Explain how their products will look and work through talking and simple annotated drawings</li> </ul> <p><b>Where food comes from:</b></p> <ul style="list-style-type: none"> <li>Understand that all food comes from plants or animals.</li> <li>Understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> </ul> <p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>Know that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Use techniques such as cutting, peeling and grating safely and hygienically.</li> <li>Assemble or cook ingredients</li> <li>Follow a simple recipe</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate if their product meets the design idea.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how they can enjoy moving to music.</li> <li>Listen with concentration and understanding.</li> <li>Find the pulse.</li> <li>Recognise and name some of the instruments they hear.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>