

Topic title: Where does our food come from? Europe

<p>Key outcomes:</p> <p>Children will build on their knowledge of Great Britain by locating different parts of the country. They will begin to link weather patterns and the natural features of an environment in the UK and Europe. They will then begin to discover how places are linked and looking at trade.</p>	<p>Maths</p> <p><u>Year 1</u> -Doubling/halving -Numbers 0 - 20</p> <p><u>Year 2</u> -Length and height -Mass, capacity and temperature</p>	<p>Science:</p> <p><u>Living things and their habitats:</u></p> <p>Am I dead or alive? To name, sort and compare living and non-living things.</p> <p>Why am I alive? To be familiar with the life processes that are common to all living things.</p> <p>How do I stay alive? All living things have certain characteristics that are essential for keeping them alive and healthy</p>	<p>Writing:</p> <p>Texts: Formal letter</p> <p>Purpose for writing: Formal letter written to Paddington Bear</p>
<p>Reading:</p> <p>Daily story - end of the day story time</p> <p>Weekly 1:1 reading</p> <p>Phonics Year 1 - Phase 5</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Where does our food come from? • Where is Newtown Linford? Where is Devon? • Where do Dairy products come from? • Why are there so many dairy farms in Devon? • Why is Devon a good place for dairy farming? • What are our favourite Fruits and vegetable? <p>Why don't some foods don't come from the UK?</p> <ul style="list-style-type: none"> • Why does John have so many happy customers? 	<p>Food Technology - learn about food grown in different parts of the world. Prepare dishes using a variety of foods. (Fruit Salad)</p> <p>Food Technology</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. (Cooking & nutrition) • Understand where food comes from. (Cooking & nutrition) • Select from and use a range of tools and equipment to perform practical tasks. (Make) 	<p>Indoor PE (FnF) Gymnastics</p> <ul style="list-style-type: none"> • I can balance with my body close to the ground • I can balance in high positions • I can hold a balance for three seconds <p>Y2: I can balance high and low Y1: I can experiment with bounces and jumps</p> <p>PE Session 2: Real P.E.(Creative)</p>

		<ul style="list-style-type: none"> • Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make) 	
<p>Music</p> <p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs</p>	<p>R.E.</p> <p>Christians, Jewish and Muslims</p> <p>What can we learn from sacred books?</p>	<p>PSHE:</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Money • Needs and Wants • Looking After Money • Banks and Building Societies • Jobs 	<p>Computing:</p> <p>Computer Science</p> <p>Programming: Algorithms unplugged</p> <ul style="list-style-type: none"> ▪ <i>Create and debug simple programs</i> <p>Can create simple programs and correct mistakes during simple programming.</p>