

Dear Parents/ Carers,

Please find below information about what your child is learning this term- we call it a 'Knowledge Organiser' for our new Connected Curriculum. The last section of the Knowledge Organiser offers ideas of how adults can support children at home and gives information about homework.



Please speak to your child's class teacher if you have any questions.

Knowledge Organiser for Y2 Unit 1- Can party food be healthy?

Baseline assessment and experience of learners (Learner conversation & KWL grid) Grid completed 04.09.20

Knowledge to be secured (What do learners need to know and understand?)

- Learners need to understand what we mean by a party, healthy and different food types. They need to know how certain foods contribute to their health and wellbeing.
- To prepare for the party, the children need to be aware about different types of materials needed for the cups, utensils, hats, decorations and table cloths and where they come from, including man-made and natural materials.
- For the design element, the children need to design and make a party hat linking their knowledge of materials to this.
- As artists, the children will explore the work of Giuseppe Arcimboldo who used fruits, vegetable and foods in their compositions. The children will then use these influences in their own work.
- In computing, the children will investigate the structure of recipes and how they are set out, as well as video recipes in order to create their own.
- As a Geographer, the children will investigate where foods have come from and identify these places on world maps. This will link to the cultures and beliefs surrounding harvest festival.
- As musicians, the children will need to compose short pieces of music to accompany the party. This will link in with PE where they will create their own dance for the party.

Terminology and vocabulary

- PSHE-** party/ healthy/ food types/ wellbeing/ hygiene/ 5 a day/ diet
 - Science-** materials/ properties/ suitability/ man-made/natural
 - Design & Technology-** design/ create/ evaluate/ measure
 - Art-** Observe/ sketch/ print/ artist/ influence
 - Computing-** algorithm/ recipe/ sequence
 - Geography-** continent/ ocean/ harvest
 - Music-** composition/ notes/ volume/ tone/ pitch
 - Maths-** Number/ digit/ data/ tally/ popular/ place value/ tens/ ones/ multiples
 - English-**Journey/ character/ recipe/ instructions/ letter/ invitations
- Party-**a gathering of people to celebrate or have fun.
Healthy- being free from sickness; well; fit.
Wellbeing-the condition of being healthy, happy, and comfortable.
Hygiene- the practice of keeping clean to stay healthy and prevent disease.
Diet-the food and drink usually eaten and drunk by a person or animal.
Material-anything used for building or making something else.
Property-a quality that something is known by; characteristic.
Suitability-right for the situation or purpose; fitting.
Man-made-made or formed by human beings; not natural.
Natural-of or produced by nature; not made by humans.
Design-to plan for a certain goal or purpose.
Create-to produce.
Evaluate-To judge something.
Measure-the exact size, weight, or amount of something that is found by using a ruler, scale, or similar device.

- As mathematicians, the children will explore collecting data regarding favourite foods and display this in different ways.

In our discrete Maths lessons, the children will be learning and exploring skills around place value and the number system.

In English, the children will explore recipes, invitations and letter writing.

In our discrete English lessons, the children's first unit will be journey stories, with a focus on Little Charlie and the Lighthouse Keeper. The second unit will be instruction writing.

Observe- to notice or see.

Sketch-A careful drawing of something.

Print-To copy something by transferring ink to another surface.

Artist-a person who is good at painting, music, writing, or any other art.

Influence-a thing or person that has the power to affect another.

Algorithm-A sequence on instructions to result in completing something.

Recipe-a list of ingredients and instructions for making a food dish.

Sequence- a pattern or process in which one thing follows another.

Continent-one of the earth's seven major areas of land.

Harvest-the season in which they are gathered.

Ocean- the vast body of salt water covering about three quarters of the earth's surface.

Composition-the way the parts of something are put together; order or structure.

Notes- A single musical tone or written symbol.

Volume- the amount of sound.

Tone- the character of a sound or sounds.

Pitch- How high or low a sound is.

Possible misconceptions that may arise or things which these learners may find difficult

- Confusion surrounding 'healthy foods,' what makes food healthy?
- What do they understand about the word diet and 5 a day?

Skills to be secured (What do learners need to be able to do?) Know how to...

PSHE- Discussing healthy, diet, 5 a day and exercise and how these all contribute to healthy wellbeing.

Science- Identify materials, their properties, suitability and whether they are man-made or natural.

Design & Technology- Linking knowledge of materials to make, design and evaluate a party hat.

Art- Exploring drawing from direct observation, printing using own designs, using different materials as well as studying other artists.

Computing- To follow recipes in order and produce own video version of these for others to follow.

Geography- Map skills locating countries around the world where food comes from. Link to harvest festival and cultures around the world.

Music- To know what a composition is and to create their own with a purpose.

PE- Learning dances suitable for the party and make links to own music compositions.

Maths- Know what data is and ways in which it can be displayed.

In our discrete Maths lessons the children will learn how to make numbers in different ways, order numbers, write numbers in words and numerals, odd and evens and how the same number can be made in different ways.

<p>English- To understand the purpose of a letter, recipe and invitation and create own ones. In our Talk 4 Writing sessions, the children will learn about the structure of different journey stories, building up to writing or performing their own using these elements. For instructional writing, the children will explore different types of instructions, again building up to generating and composing their own version.</p>	
<p>The journey...</p> <ul style="list-style-type: none"> The hook for this unit will be a letter received from Cinderella asking the children to prepare and hold a party. Following this, the children will be asked to organise and prepare their own party. The unit will then finish with the party, where the children will have made various things for it and they will share their learning journey through our Big Book and year group webpages. 	<p>Planned or possible experiences, investigations or enquiries (link to any entitlement lists drawn up by the school)</p> <ul style="list-style-type: none"> Furniture designer visitor DJ
<p>Probing or comparative questions / challenges</p> <ul style="list-style-type: none"> What makes...? How is...healthy/unhealthy? How do you know? What's the difference between... and ...? What's the same about... and ...? What if ...? Can you tell me...? 	<p>T4W and T4R opportunities and related skills</p> <ul style="list-style-type: none"> Invitations, letters, recipes, menus and stories.
<p>Resource guidance</p> <ul style="list-style-type: none"> Story of Cinderella, Little Charlie and the Lighthouse Keeper, menus, invitations, letters and recipes. Objects made from different materials. I-pads, musical instruments and visitors to support this unit. 	<p>Agreed outcomes</p> <ul style="list-style-type: none"> The children will have a deeper understanding of the processes involved in organising a party and how they can be healthy in doing so. They will be able to identify healthy foods and how to prepare them safely, along with designing and making hats to wear at the party. In English, the children should be able to identify key features of journey stories, menus, invitations, letters, recipes and instructions. In Maths, the children can use data to identify popularity and also talk confidently and reason about numbers and their relationship to others.

Ways parents/ carers can support/ Homework

- Invite parents to visit of class webpages to see what we have been exploring in school.
- Children to create a party alphabet, also ask parents about parties that they have been to.
- **P.E. Days:** Monday and Tuesday. Please remember to bring in your P.E. Kit, take earrings out and long hair must be tied back.
- Each Friday, your child will also be given My Maths weekly homework to complete online, which will support their learning in class.

Reading books - In Year 2, the expectation for reading is 5 times a week. Books will only be changed on Monday and Thursday. They must have their reading book and journal in school every day.

During this school year, please help your child to achieve the following five challenges – they could be recorded in reading records or by photograph and sent into school:

1. Take a trip to the seaside or walk alongside a river.
2. Buy something and check your change.
3. Grow something from a seed.
4. Travel to a new place in something different to a car.
5. Dress up as a superhero.

Phonics Groupings in Year 2

In Year 2 we have grouped the children flexibly to extend their learning further. In each group the children will be learning a range of sounds which have been differentiated to their current working ability.

Mrs. Causebrook: Initial Code recapping key sounds- ff, ll, ss, zz, moving onto words with vcc and cvcc patterns. Introducing sh, ch, th, ck, wh, ng, qu. Introducing the extended code- sound /æ/ first spellings.

Mrs. Hill: Extended Code- alternative spellings for /æ/ /ee/ /ie/ /oe/ /oo/

Miss. Wood: Extended Code- first spellings oo, ew, ue, u-e, o, moving on to first spellings i, ie, y, i-e, igh, then oo, u, oul and finally oo as in moon and book.

Fast Spelling and Fast Maths - We do not do weekly spelling or multiplication tests, we do something called Fast Spelling & Fast Maths, which involves regular targeted practice in class. Please support your child with learning the words and sounds listed on the knowledge organiser and ensuring your child knows their x2, x5 & x10 multiplication tables and addition and subtraction facts.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

