

Year 2 Curriculum

Geography

Task 1

We started our new topic called:

Why does it matter where my food comes from?

We learnt about where dairy products come from and we explored a few dairy farms in Devon.

Watch this clip: East Devon *Food for Thought* Project at www.youtube.com/watch?v=CpwWNjj91bM

Listen out for:

- How many years is it before calves produce milk?
- How much milk on average does an adult milking cow produce per day?
- What happens to the cheese that this company makes from the milk? Which country in particular is it sent to? How does it get there?

Remember it is a business- they don't give it away for free!

I would like you to draw a story line/time line of how cheese is made. Use labels and pictures to illustrate your knowledge.

Task 2

I want you think carefully about where it said most of the cheese is sent too. Use a world map to track the journey the cheese is likely to take. Try and use key vocabulary (compass points, names of countries, continents and oceans) to inform someone in your family of the journey.

Task 3

I want you to choose your favourite fruit and vegetable and research how it they grow and get into the shops that we purchase them from. Using this information, I want you to create a poster or story map illustrating the journey. Use labels and captions too. Make it eye catching for all to see!

Design and technology – sock puppet

You can all sew a straight stitch! You are brilliant!

Design brief:

To create a sock puppet for a child aged 6-8 years old

Task 1

Ask your parents for a sock that you can use.

With an adult, look at this website : <https://www.wikihow.com/Make-a-Sock-Puppet>

for ideas.

Create a sock puppet plan, using labels and phases of the materials that you need. **Remember you need to use materials in your home.** You can sew or glue!



Task 2 and 3

Cut out any templates, like we did with our hand puppets at school, today.

Start attaching the eyes and any other attachments

Task 4- evaluation

Today I need you to be critical about your lovely puppet. Create mini mind maps for the following questions:

- Why would a child aged 6-8 years old like your sock puppet?
- What would you change next time? Why?

History – Who was the greatest History maker?

This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'. The investigation begins with the pupils considering the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? What did Guy Fawkes do that left a mark on history? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further significant people.

Task 1

Research Guy Fawkes and gather information on a mind map.

- Who was he?
- What did he do?
- Why?
- Who else was involved?
- What annual event involves him?
- Why are fireworks significant?

Task 2

Create a poster or booklet (depending on what you prefer) demonstrating all your research. Remember to use pictures, sentences with conjunctions, sub-headings.

Task 3

Reflect: In what ways did Guy 'make history'? What does someone have to do in order to become a 'history maker'?

Encourage the children to reflect upon and discuss their ideas as to what they think someone 'making history' might mean?

You want the children to come to the conclusion that making history means a person doing something so important (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs and ideas.

Life skills

Can you... ?

- Make a bed
- Tell the time
- Put a load of washing on with adult supervision
- Wash up
- Clean your room
- Help wash your parent's car
- Make lunch for your family
- Set the table for a meal
- Grow your own vegetables
- Plan your family's daily exercise route or task
- Write a shopping list
- Fold clothes neatly
- Gardening
- Follow a recipe
- Food hygiene
- Sew (You can all do a straight stitch! 😊)

Useful links

<https://www.foodafactoflife.org.uk/5-7-years/>

<https://www.cosmickids.com/>

Five senses scavenger hunt- see attachment

Design and technology challenges – see attachments