



'Love your neighbour as yourself' (Luke 10:27)

# St. Brigid's C of E Primary Summer 1: Term Knowledge Organiser

## Year F2- Healthy living.

*Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.*

### Key Vocabulary & Information

Healthy	taste
Unhealthy	exercise
Carbohydrates	muscles
Proteins	dehydrate/hydrate
Vitamins	heart
Fat	cleanliness
Fatty	hygiene
Diary	
Sugar	
Sweet	
Sour	

### Reading Opportunities

Supertato-excite book  
Oliver's vegetables  
Handa's surprise-reading spine

### Values explored

- Love Your Neighbour
- School Vision Statement
- Compassion
- Hope
- Love
- Resilience
- Friendship
- Creativity
- Global Goal 14 / 15 "Life on Land" "Life

### Learning Opportunities *(Sequential week teaching points or explicit opportunities planned)*

**UTW-** Learning facts about space- links to **C&L** making comments and sharing ideas about what makes food healthy or unhealthy. Ideas of what foods to eat more/less of.  
**Investigation station** – looking at the skin of fruits, flesh, smell and taste of fruits. Sorting of healthy and unhealthy foods. Creating a un/healthy lunch box.

**BI-** links to Handa's surprise- Modelling the story. Africa theme- animals, fruit and baskets. links to Supertato- freeing the vegetables. Role play café-introducing real foods.

**EAD-** Study of a great artist- Giuseppe Arcimboldo-fruit portraits/face art. Handa's surprise weaving baskets.

**Literacy-** Reading challenges (what am I?) accessible to all. Design sheet for Arcimboldo fruit portrait. Pobble writing-Superhero meal. Creating a healthy plate and label. How do we stay healthy posters-Persuasive writing. Colouring sheets and sentence writing. Clean the capital / lowercase letters on teeth do they know letter name.

**PD-** Faces using dried foods and pasta. Squishies challenge. Fundamental skills-PE specialist lesson. Obstacle courses and challenges using bodies and bikes. Finger gym- Putting the teeth into the mouth using the tweezers-links to maths.

**Large scale construction-** design and create your own super market and lorries to transport food. Take away construction connectors to enhance PD and problem solving.

**ICT-** Tallegami- photograph a fruit or veg and add an interesting fact. Mr Potato head. Maths cubes. Ow and aw matching.

**Texture Kitchen/Outdoor enhancements-** picnic basket, picnic blanket and foods. Add stop watches to the provision.

**Mathematics-** Continue and create a healthy repeating pattern see whiteboard. Weighing-bucket scales/weighing scales. Tally of favourite fruit and veg. Number of the week 18 and 19. Tower ordering, matching numicon to numeral, grouping the fruit into 2's, representing 18- ten and 8 more. Handa's Surprise board game.

### Display Information/Questions

How can we keep our bodies healthy?  
What do we need to put into our bodies to stay alive?  
What foods should we eat lots of/sometimes/less of?  
Can we talk about different types of food groups?  
How do our muscles work?

### EYFS FRAMEWORK

**L & A-** They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Maintains attention, concentrates with increasing attention and recall.

**Und-** They answer 'how' and 'why' questions about their experiences and in response to stories or events. Listens and responds to ideas expressed by others in conversation or discussion.

**SP-** Uses talk to organise, sequence and clarify thinking. They develop their own narratives and explanations by connecting ideas or events.

**MR-** Explains own knowledge and understanding and asks appropriate questions of others. Initiates conversations, attends and takes account of what others say.

**SC&SA-** Enjoys responsibility of carrying out a small task. Confident to speak to others about own wants, needs, interests and opinions.

**MF&B-** Aware of behavioural expectations in the setting.

**Literacy R&W-** Writes labels and simple captions. Attempts to write short sentences in meaningful contexts. To read back what they have written. Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters and the names. Begins to read simple sentences. Enjoys a range of books.

**The world-** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

**EAD-** Explores what happens when they mix colours. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**M&H-** Handles tools, objects, construction and malleable materials safely and with increasing control.

**BI-** Creates simple representations of events, people and objects. Introduces a storyline or narrative into their play.

Children have learnt about media and materials in original ways thinking about purposes and uses. They represent their own ideas, thoughts and feelings through design and technology, art, music, role play and stories.

**Also meeting lots of objectives within all of the areas of learning (working across 40-60 months and ELG)**