



Inspire

CURRICULUM

Unit 1: What do I need to be me?

Term: Autumn 1

Year: 2



Unit Overview

To deliver this Unit effectively you will need to create a role-play area 'Healthy Café'. This should contain tables and chairs for a café area, a serving area with menus and food items displayed and a notice board containing posters of activities available for different age groups. The café will be used in science and English and can also be used in maths lessons where pupils will use the café to price items, buy things and learn to give change.

To weave the magic into any Unit depends on teachers and TAs using their own inspiration to adapt the Unit to the pupils in their class. Feel free to take ownership and change it so it works for you.

This Unit can culminate in the staging of a real café in the classroom or elsewhere, where the pupils can make and serve their smoothies to parents or invited guests. The pupils will be handling real money and making real calculations in an authentic task. This also replicates the world of work and life outside the classroom.



Links



What do I need to be me?

Pupils need to know we change as we grow from babies to old age. Although we look similar during this process, some animals are unrecognisable as they change from egg to new born to adult stages.

Through this Unit, pupils will have opportunities to consider what we need to stay fit and healthy in terms of food and exercise. They need to learn how to make the right choices and understand why.

Key questions that will be explored include:

- What do I need to stay fit and healthy?
- How do I change as I grow?
- What changes do other animals make?

An important scientific idea that needs to be emphasised in this Unit is that of survival and the idea that features and behaviours of living things can be understood in terms of how they aid survival. For example, an animal may be camouflaged to avoid detection as an aid to survival or have distinct markings to warn off potential predators.

Two key scientific skills to develop here are that of observing and measuring (seeing how growth occurs) and asking questions (about what promotes health and aids survival).



Outdoor Learning

- In science, pupils will be exploring the life cycle of a butterfly and this will give opportunities for outdoor study whilst the focus on healthy living will include outdoor exercise.



National and International links

- Looking at healthy food choices will give an opportunity to talk about and research foods from around the world.



Links to the world of work

- The theme includes a particular focus on what it means to be fit and healthy and the following roles can be studied as part of the Unit:
 - Chef or other food worker
 - Personal Trainer/Fitness Instructor
 - Sports coach



Links to learning and life skills

- Knowing who I am and what I can do



Summaries

Art and Design

- Investigate animal patterns
- Create plasticine printing block of a pattern
- Mix inks to make new colours and print on animal shapes or group paper
- Look at still life fruit and vegetables: look at images by artists such as Cezanne's 'Still Life with Apples', Carol Keen's 'Modern still life fruit and basket art', Roy De Maistre's 'Still Life: Fruit' or Patrick Heron's 'The Long Table with Fruit'.
- Discuss key features
- Learn to mix new colours with primary colours
- Develop own modern art still life images of fruit / veg using a range of interesting colours and textures
- Mixed mediums can be used

Applied Computing

- Take photos of caterpillars and butterflies changing
- Add information to create a multi-media PowerPoint or Photo Story

What do I need to be me?

Applied Maths

- Ordering prices at the café
- Adding prices at the café
- Giving change at the café

English

- Life cycle fiction and non-fiction books – structure and comprehension
- Poetry – riddles about animals
- Transcription – writing recounts and menus
- Chronological report
- Poetry (riddles)
- Recount
- Lists

Music

- Harvest songs
- Composition (song)

Science

- Lifecycle of butterfly - looking after, feeding correctly etc
- How do we change as we grow?
- Look at different animal life cycles and explore that some animals change by just getting bigger and that other animals metamorphose
- Do humans change by just getting bigger? Explore by enlarging images of a baby and a child so they are the same size as an adult image. What is different about the proportions? Why? As we get older we acquire certain skills – what are we good at now in our play? How is this different for older / younger people? Link to animals play
- What do humans need to be fit and healthy? Food, exercise, water and clean air. Explore through the healthy café.
- Ordered sequence
- Environment for successfully hatching butterfly eggs

Design and Technology

Make smoothies:

- Pupils design a smoothie for their parent
- They learn about the importance of eating '5' a day and use their knowledge to design a product that will encourage their parents to eat more healthily



Resources

Art and Design

- Enlarged photographs of animal markings; Giraffes, leopards and tigers and zebras would be recommended
- Colouring pencils/sketch books
- Plasticine, rollers & pairs of sticks about 1cm + thick
- Flat printing trays and rollers
- Printing inks red, blue, yellow for colour mixing (paint is runny and does not print well)
- Still life images by well-known artists such as Cezanne's 'Still Life with Apples', Carol Keen's 'Modern still life fruit and basket art' (digital art), Roy De Maistre's 'Still Life: Fruit' or Patrick Heron's 'The Long Table with Fruit'.
- Still life set up in the room using fruit/veg and other objects
- Paints – 2 yellows (lemon and brilliant), two blues (brilliant & turquoise), two reds (brilliant and crimson) and white, (black is rarely needed).

English

- 'Hurt no Living Thing' by Christina Rossetti
- 'The Butterfly Riddle' and other animal riddles
- Butterfly Park recount
- Arrange visit to a leisure centre
- Prepare a questionnaire about the types of food on sale in the café and the leisure activities on offer.
- Published menus (perhaps from the school canteen)

Music

- A selection of excerpts of music (you can use recordings or play live music if possible)
- A selection of classroom percussion instruments

What do I need to be me?

Science

- Photographs of various animals ranging from baby animal, young animal to adult animal with question headings
- Photographs of eggs (to scale) to display on whiteboard
- Name labels for all creatures
- Embedded video clips
- Butterfly 'cage' and caterpillars
- Various items such as sweets, fruit, fizzy drink, water (these could be toys or real) items of clothing etc.

Design & Technology

- A selection of fruits, including some locally grown and some globally imported fruits
- Liquid ingredients for smoothies – full fat milk, low fat milk, juice and water
- Every day fruits for pupils to practise washing, peeling, de-coring, discarding pips/seeds
- Aprons
- Chopping boards
- Peelers
- Paring knives
- Forks
- Glasses
- Arrange invitations for Mum and Dad to visit the Happy & Healthy Café

Applied Maths

- Café
- Food and drink (real or play)
- Price tickets
- Play money

Applied Computing

- Photos of caterpillars and butterflies changing
- Create a multimedia production in PowerPoint or Photo Story



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