

## Year 2 Spring Term Expedition Narrative

In January 2022, the Year 2 children began their Spring Term Learning Expedition, focusing on the guided question:

**“Where in the world does our food come from?”**

### Our Learning:

Through geography (Case Study 1), we developed our skills in using a world map, atlas and globe to find the 7 continents of the world and 5 oceans. We explored the hot and cold areas of the world by looking at the equator, North Pole and the South Pole. We discussed how different climates and conditions impact on food growth and production. Each class was allocated a different non-European country (Mexico, India and Kenya) to investigate and research. We identified the physical and human features of this locality and made geographical comparisons between there and the UK.

Through our learning of science (Case Study 2), we explored the importance of good personal hygiene and investigated the impact of exercise on our bodies. We then learnt about the five major food groups and how we can incorporate these into a healthy diet. We then investigated the different conditions needed for a plant to grow effectively and conducted an experiment using broad beans to evaluate this. We kept a weekly diary to record our observations and finally presented our findings to the rest of the year group.

Through design and technology (Case Study 3), we learned how to cook and apply the principles of nutrition and healthy eating. We also learned about how we can keep safe whilst cooking and which piece of equipment is the most effective for different purposes in the kitchen. This was followed by each class cooking traditional food from the non-European country which they had studied in geography.

### Engage

At the engage stage of this expedition, the children explored a variety of different fruits and vegetables – including some which we had never seen before. Through our art lessons, we explored different collage and sketching techniques before making our own collage fruits and vegetables. These were then displayed on our working wall in our classroom.



## Our Learning Targets

### **Case study 1 - Geography**

- To use world maps, atlases and globes
- To name and locate seas surrounding the UK, as well as the five oceans and seven continents around the world on a world map or globe
- To name, locate and explain the significance of a place
- To locate the equator and the North and South poles on a world map or globe
- To describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country

### **Case study 2 - Science**

- To observe closely using simple equipment
- To gather and record data to help in answering questions
- To observe and describe how seeds and bulbs grow into mature plants
- To describe how plants need water, light and a suitable temperature to grow and stay healthy
- To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- To ask simple questions and recognise that they can be answered in different ways
- To perform simple tests
- To identify and classify
- To use their observations and ideas to suggest answers to questions

### **Case study 3 - DT**

- To design purposeful products for themselves and other users based on design criteria
- To generate, develop and communicate ideas through talking and drawings
- To select from and use a range of tools and equipment to perform practical tasks (*cut and peel ingredients safely, assemble or cook ingredients with support*)
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- To evaluate my ideas and products using design criteria
- To understand the basic principles of a healthy and varied diet to prepare dishes
- To explore and evaluate a range of existing products
- To evaluate their ideas and products against design criteria
- To understand where food comes from

## Assessment

We used formative assessments throughout our expedition in order to assess each learning target and give children timely feedback on their work. Children received this feedback in a variety of ways such as oral feedback during lessons, written comments on their work as well as plenty of opportunity for discussion as a class, in groups and on a one-to-one basis. Pupils had many opportunities to evaluate their own and each other's work and give kind, specific feedback. Children's acquisition of knowledge was regularly assessed through their oral explanations, including regular check-ins for prior learning. For example, when we were learning about the importance of different food groups, the children took part in a 60 second challenge to see how much they could remember and talk about in that time to the rest of the class.

## Final Product

In our classes, we each focused on a different country and researched different traditional dishes from these areas. We investigated where each of the ingredients were grown or came from and used this to create our own set of recipe cards. On one side of each recipe card was the recipe of a famous dish from that country and on the other side were facts linked to the geography of that area. We then brought all our learning together by producing a set of recipe cards that contained our tasty dishes and information about the country the food was from.

## Staff Model Product

# Mexico!



**Where in the world is Mexico?**



Mexico is a country in North America.  
The main language spoken in Mexico is Spanish.

**Famous Mexican Food!**

Mexico is famous for food such as fajitas, enchiladas, quesadillas and tortillas.

**Food Grown in Mexico**

- Maize
- Tomatoes
- Avocadoes
- Vanilla



# Mexico!



**How to make delicious quesadillas!**

**Ingredients**

- 2 soft tortilla wraps.
- 100g grated cheddar cheese.
- Half a red onion.
- Sunflower Oil



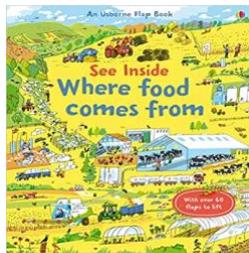
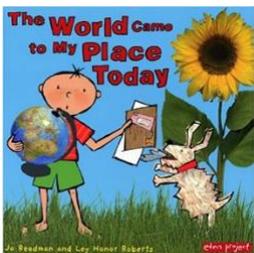
**Method:**

1. First, carefully grate the cheddar cheese using a cheese grater.
2. After that, dice the red onion into small pieces.

**WARNING: Be careful when using a sharp knife and make sure an adult is there to help you!**

3. Next, put the hob onto a low to medium heat and heat up a small amount of sunflower oil in the frying pan. (Make sure an adult turns the hob on for you).
4. Then, once the pan is hot, place one tortilla in the frying pan, sprinkle it with the cheese and onion, then place your second tortilla on top.
5. Next, flip the tortilla slowly using a spatula once one side is a light golden brown colour.
6. Finally, when both sides are lightly browned and the cheese has melted, they are ready to serve!

## Key Texts



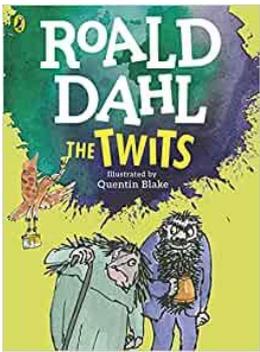
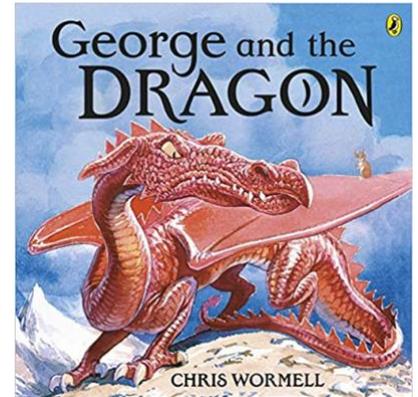
## Family Learning

Towards the end of the expedition, the children's families were invited into school to taste test some of the food which the children had produced. The children presented their recipes to their parents and there was also the opportunity for the parents to buy some of the recipe cards to take home.

## Other subjects taught this term

### Writing

We used the text 'George and the Dragon' to help us further develop our skills of writing narrative texts. We focused on adding additional detail to our descriptions by using exciting adjectives and verbs to our writing. We also looked at how we can use different conjunctions (when, if, that, because) to help extend our sentences. We also looked at apostrophes and question marks to help us use different punctuation types throughout our writing. At the end of this writing unit, we wrote our own versions of 'George and the Dragon' where we decided on our own mythical creature and developed our own problem which our hero would need to solve!



We then started looking at 'The Twits' by Roald Dahl and we wrote instructions on how to make Mrs Twit's disgusting spaghetti. We explored the structure of instructions and we worked on using adverbs to add more detail as well as using a variety of interesting imperative verbs. At the end of this writing unit, we came up with our own revolting recipe to write instructions for.

### Phonics

We continued our daily phonics sessions where we recapped and consolidated our knowledge of the 40+ phonemes. Some of us started learning about different spelling rules using Spelling Shed.

### Maths

We started this term by learning all about money. We started by identifying different coins and notes and then applying this knowledge to help us calculate total amounts. We then explored how we can make the same total by using different combinations of coins. We also applied our addition and subtraction skills to help find totals of amounts and to help us work out how much change we would need to get if we were spending our money in a shop.



We then moved onto our multiplication and division unit. We began by exploring the concept of equal groups and how important this is to help us multiply and divide accurately. We started by learning about the 2, 5, 10 and 3 times tables and how we can represent these pictorially as equal groups or arrays. We then moved onto division where we explored the different methods of sharing and grouping. Alongside this unit, we began developing our fluency skills linked to our multiplication and division facts.

## **Music**

We started a unit called 'I Wanna Play in a Band' through our Charanga music scheme. Each lesson, we began by appreciating a different 'rock' song, where we explained whether we liked or disliked the song and identified the instruments being played. We completed activities to help us physically find the beat in different pieces of music. We then learnt to sing confidently, and in tune, before learning how to play parts of the same song on the glockenspiel.



## **RE**

We started our RE learning by looking at the religion and practices of Judaism. We explored the Jewish faith by learning about the synagogue, the Rabbi and important festivals in the Jewish calendar such as Passover and Hannukah. We also learnt about the life of Moses who is a significant person to Jewish people. Some of us made comparisons between Judaism and different religions which we know about from our community.

