

	Year group: Year 2	Area/topic: Food and Nutrition
	(objectives from NC/ELG/Development matters)  Understand where food comes from.	

Prior learning	Future learning
Children have begun to have discussions on where their food comes from	Children should be able to confidently discuss where a variety of their food comes from that they eat throughout the day.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children should understand the role of a farmer. Children should confidently be able to name and think of a food that links to the food groups. Children should understand where different food from different food groups comes from.	Children to create their own eat well balanced diet plate and name and label what the food group is and where the food has originally come from.
Key vocabulary	
Eat well plate, Balanced diet, Food groups, Fruit and vegetables, Carbohydrates, Dairy, Protein, Fat.	
Common misconceptions	Books linking to this area
Children may not understand that different people have different thoughts and feelings about food and the foods that they eat. All dietary requirements should be celebrated throughout the classroom discussions.	Welcome to our table  Where does my food come from?
Memorable first hand experiences	Opportunities for communication

Norse to provide a plate of food for the children to look at and discuss where it has originally come from and what food groups are available.

Farmer Time - talk to a farmer and ask them questions about where food has come from.

Children should discuss what they know about food.

### Dereham Church of England Infant and Nursery Academy

#### Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
Social, Emotional and Mental health	Sensory and Physical
<p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p>Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts</p>