

**Topic FOOD GLORIOUS FOOD Spring Term 2023 Class and Year Groups: ORANGE CLASS (Yr 3/4)**

<p><b>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</b></p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• recognise the work of Cezanne. They will draw and create their own still life piece using a range of media.</li> <li>• find out about everyday lives of people in time studied including people who lived locally and compare this to the lives of local people today.</li> <li>• understand why the food bank is important and how this supports out local community.</li> </ul>	<p><b>KEY FOCUS AREAS</b></p> <p><b>GEOGRAPHY:</b> Where does our food come from? Different climate zones and biomes.</p> <p><b>HISTORY:</b> How has what we eat changed over the past 100 years? How has where we buy our food changed?</p> <p><b>SCIENCE:</b> Animals including humans: how to live a healthy lifestyle.</p> <p><b>ART:</b> Still life/Observation art, Artist Study: Cezanne.</p> <p><b>PE:</b> Swimming and Cricket</p>	<p><b>SYNOPSIS:</b></p>	
		<p>What do we know already? Where does our food come from? Different places around the world.</p>	
		<p>What food is produced in tropical/temperate/ mediterranean climate zones? (2 lessons)</p>	
		<p>What food is produced in the UK?</p>	
		<p>How has what we eat changed in the past 100 years?</p>	
<p><b>SCIENCE:</b> Throughout this unit, the children will build on their understanding of how animals survive and stay healthy and learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies to grow, develop and stay healthy. They will also explore how different animals eat different types of foods and need different proportions of nutrients. understand what food labels on packaging show and gather information from food labels to help them to answer questions. They will also explore the different types of skeletons that animals have and compare these, name some of the bones in the human body and carry out different investigations to explain how the human body works. They will learn how to plan a fair test and measure and record accurately and explain their results.</p>	<p><b>KEY QUESTIONS:</b> Where does our food come from? What are food journeys/food miles? How much should we eat? Which foods are healthy/unhealthy? What is a balanced diet? What is the food chain? What should we eat? Why? What is a food bank? Why is it important? How has the way we shop for food changed? Why? Has the food we buy changed?</p>	<p><b>KEY VOCAB:</b> balanced diet food miles food journey healthy unhealthy food chain biomes climate tropical temperate mediterranean nutrients</p>	
			<p align="center"><b>Opportunities for Extension</b></p>

Write a weekly menu for your family that incorporates a balanced diet; make a shopping list; help to cook and prepare meals for the family.  
 Make a poster to show how you can have a healthy lifestyle and why it is important.  
 Try a new food. Write about your experience - what did you like about it? would you eat it again?  
 Visit a farm.  
 Visit a supermarket and look at the labels of where the food has come from.  
 Visit a fruit and veg shop and compare what is available? Is it grown locally? What fruit/veg grows in what season?

**Vertical Drivers and Opportunities for Enrichment**

**Vertical Driver:** Courageous Advocacy, Celebration of Diversity, The Environment, Our place in the world.

**Places to visit:**

<http://sainsburys.lgfl.org.uk/museum.htm>

A farm, supermarket, farm shop/market will provide enhancement opportunities for this topic. See Opportunities for Extension for activities/ideas of what to do there.

**ENGLISH: Key purpose for writing: Narrative and Explanation text (linked to Science):** Feast (Visual Literacy), The incredible Book Eating Boy (Narrative), The Rascally Cake (poetry), Skeletons and Muscles (Non fiction - explanation text)

**READING Whole class KEY TEXT(S):** Goat Pie, Jim and the Beanstalk, Chocolate Cake.

**MATHS:**

Y3: Multiplication/division, Length & Perimeter. Shape (Maths on the Move)

Y4: Multiplication/division, Length & Perimeter, Fractions

**Modern Foreign Languages (French): Food Glorious Food, Family & friends including pets:**

- To listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

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<p><b>PE: Swimming and Fitness</b> To compare their performances with previous ones and demonstrate improvement to achieve their personal best. To take part in physical activity challenges both individually and within a team. To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.</p>	<p><b>MUSIC: Charanga: Let Your Spirit Fly?</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Geography: Where does our food come from?</b> Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human geography, including: including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Art:</b> Explore the roles and purposes of artists (Cezanne - observational still life), craftspeople and designers working in different times and cultures. Make informed choices in drawing inc. paper and media - paint, pencil, charcoal, pastels. Talk about their work understanding that it has been sculpted, modelled or constructed. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p><b>D &amp; T:</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
<p><b>PSHE and RSE: (SCARF)</b></p> <p><b>BRITISH VALUES:</b></p> <ul style="list-style-type: none"> <li>• Rule of Law</li> <li>• Tolerance of those with different faiths and beliefs</li> <li>• Mutual Respect</li> </ul> <p><b>School Value: Truthfulness?</b></p>	<p><b>ICT/COMPUTING:</b></p> <ul style="list-style-type: none"> <li>• To locate information on the search results page.</li> <li>• To use search effectively to find out information.</li> <li>• To assess whether an information source is true and reliable.</li> <li>• To analyse the contents of a web page for clues about the credibility of the information.</li> <li>• To understand how children can protect themselves from online identity theft.</li> <li>• To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> <li>• To identify the risks and benefits of installing software including apps.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul>	

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**ASSESSMENT DESCRIPTORS**

Science Targets - A LKS2 Scientist	History Targets- A LKS2 Historian
<p><b>Through Scientific Enquiry:</b></p> <ul style="list-style-type: none"> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Animals including Humans:</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food</li> <li>they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Yr 4:</b></p> <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul> <p><b>Yr 3:</b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Look at representations of the period – museum, cartoons etc</li> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> <li>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>
Geography Targets - A Year 3 Geographer	Art Targets - A Year 3/4 Artist

**Year 4**

**Geographical Enquiry:**

- Ask and respond to questions and offer their own ideas.
- Collect and record evidence with some aid
  - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
- Begin to identify significant places and environments
- 4 compass points well:
- Begin to use 8 compass points;
- Use letter/no. co-ordinates to locate features on a map confidently.
- A map of a short route experienced, with features in correct order;
- Make a simple scale drawing.
- Why a key is needed.

**Describe and understand key aspects of:**

Physical geography, including: climate zones and biomes

Types of settlements in modern Britain: comparing villages, towns, cities.

**Year 3**

**Geographical Enquiry:**

- Begin to ask/initiate geographical questions.
- Use NF books, stories, atlases, pictures/photos and internet as sources of information.
- Investigate places and themes at more than one scale
- Begin to collect and record evidence
- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
- Begin to identify points on maps A,B and C
- 4 compass points to follow/give directions:
- Use letter/no. co-ordinates to locate features on a map.
- To make a map of a short route experienced, with features in correct order;
- Try to make a simple scale drawing.
- Why a key is needed.
- Use standard Begin to identify features on aerial/oblique photographs.

**Exploring and developing ideas (ONGOING)**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and purposes of artists. Evaluating and developing work (ONGOING)
- Adapt their work according to their views and describe how they might develop it further.

**Drawing**

- Draw for a sustained period at their own level.
- Use their sketchbook to collect and record visual information from different sources.
- Collect images and information independently in a sketchbook.

**Painting**

- Make and match colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements appropriately.
- Plan and create different effects and textures with paint according to what they need for the task.
- Show increasing independence and creativity with the painting process.

**Breadth of Study**

Investigate art, craft and design in a variety of genres, styles and traditions. Use ICT. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

**Food Technology**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

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**DT/ Art Targets - A Year 3 Artist**

**PE Targets Swimming:**

- Describe good practise when at a swimming pool and explain how to stay safe when near water. Show how to enter and exit the water safely without using the steps (slide) Move in water using swimming aids and support (eg. Jump, walk, hop and spin) Float and move with swimming aids. To show awareness of buoyancy and support of the water and water aids Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination.
- To swim unaided for a sustained period of time over a distance of at least 25m, use a variety of ways to enter and exit the water (slide, jump, etc), use a range of recognised strokes and personal survival skills eg. Front crawl, back crawl, breaststroke, sculling, floating and surface diving.
- To use recognised arm and leg actions to swim increasing distances eg. Front crawl, back crawl , submerge in water and demonstrate breathing control choose most effective stroke for challenges related to speed, distance and personal survival.

**PE Targets Cricket:**

- understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness
- lead a partner through short warm-up routines
- engage in regular physical activity outside of the PE lesson (play time, lunch time, breakfast club, after school clubs and out of school clubs)
- recognise criteria that lead to improvement - watch, describe and suggest possible improvements to others' performances
- compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness
- suggest improvements to their own and other people's performances - suggest what needs practising – evaluate how they went about tackling tasks
- work increasingly cooperatively with others when the challenge gets harder
- compete against personal best and against others in a variety of challenging contexts

**MFL Targets - A Year 3 Linguist**

Understand a few familiar spoken words and phrases – e.g. Say and/or repeat a few words and short simple phrases – e.g. Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.

**MFL Targets - A Year 4 Linguist**

Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

**Music Targets - A Year 3/4 Musician**

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- Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).
- Demonstrate the ability to recognise the use of structure and expressive elements through dance.
- Identify phrases that could be used as an introduction, interlude and ending.
- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.
- Explore and select different melodic patterns.
- Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds.
- Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.