Spring Term 2

Topic: Ready, Steady, Cook

History	Geography	Art	Design and Technology
	Children will learn that different foods are produced in different areas of the world, and create art work based on this (see art). They will also study the water cycle which links to the Literacy poem.	Children will use collage to create a plate linked to a particular country, e.g., Roast beef and vegetates for the UK or enchiladas and nachos for Mexico Still life drawings of fruit and vegetables (and flowers linked to science) using pastels and charcoal. Study artist: Giuseppe Arcimboldo and recreate some of his ideas in their own work.	Children will design a healthy salad that could be served in a restaurant, and write a menu description to make their salad sound appealing. Children will use the correct tools, and learn how to do this safely, in order to create their salad. Bake off choosing the correct tools and follow a recipe to make various dishes.

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
Chef Nutritionist café business Making buns/bread to sell for charity Being a TV presenter for a food demonstration (video)	Children will learn that different foods are produced in different areas of the world, and create art work based on this (see art).	Children will learn about all sections of the EatWell plate and why they differ in size Children will learn that food is processed into different ingredients, discussing whether or not this makes the end product more or less healthy Healthy Me in PHSE

Core links through the curriculum.

Basic Skills **Real World Applications**

English	Numeracy	Using Technology including Computer Science	Science
Key texts The Quest to Digest **Writing opportunities** Write a menu and meal description, with a focus on using exciting **Reading opportunities** (See texts above)	Children will weigh ingredients to an appropriate level of accuracy when cooking. Problem solving amounts e.g. if I need twice as many buns, I will need …. Ingredients.	Children will use computers / ipads to look at real life menus, using the ideas to make their work more realistic. They will look at colours, styles and menu descriptions, discussing which they prefer and why Presentation skills	Children will build on learning from year 2, describing the importance for humans of exercise and eating the right amounts of different types of food Garden grow topic -grow own vegetables and flowers and record these; Parts of flowers

Objectives	Activities
Geography:	
I can locate countries in Europe and North and South America on a map or atlas. I can describe some European and North and South American cities using an atlas. I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. I can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains I can recognise the main land uses within urban areas and the key characteristics of rural areas.	Find various countries on a map and know which foods are grown/produced there. Link this with the climate and suitable environment for the plants to grow. Know why certain area are used for different purposes (rural vs urban). Areas to cover: Foods from different countries Fruits in different countries Fairtrade activities Food customs around the world I can explain the water cycle and use technical language for processes.
ICT:	
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <u>This will involve:</u> create a simple presentation create shapes create a hyperlink to another slide use slide transitions insert audio and video files (where possible) record audio onto a slide plan a branching story create simple slide templates copy and organise slides as required use animations to introduce objects to a slide find out which audio and video formats work in a particular presentation application can set when the audio or video plays can evaluate the layout of presentation slides effectively	Children will use computers / ipads to look at real life menus, using the ideas to make their work more realistic. They will look at colours, styles and menu descriptions, discussing which they prefer and why. They will then produce a Powerpoint showing how they found out about healthy foods, what these are, insert Eatwell plate and create their own menu. Children will video themselves in groups doing a cookery demonstration. This will be added into the Powerpoint. Presentation skills: Use clip art and photos of self to make a picture in the style of Arcimboldo.
D&T	
Food technology I understand all sections of the EatWell plate and why they differ in size. I can follow a recipe I can select the tools and equipment suitable for the task I can cook using a heat source I can use the right tools to slice, mix, spread, bake and knead I understand that food is processed into different ingredients e.g. Milk into butter. I understand that different foods are produced in different areas of the world	Design a healthy 3 course meal and present this as a menu (following Eatwell idea) Bake off: Make dish from Mexico - enchiladas and nachos Make dish from Spain – Make bread Make buns/bread to sell: enterprise to raise money for charity

Art	
Developing/ Applying Ideas To use a Sketch books to record ideas and explore techniques ***Independent Artist*** I can prepare and clear away my working area. ***Art in Context/History*** I can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers studied. I can describe how my own work is similar and/or different to the work of well-known artists and designers that I have studied ***Drawing*** With pastel/charcoal, he/she can vary the thickness of lines. With pastel/charcoal, he/she can use the side to build up layers of colour. With pastel/charcoal, he/she can work on top of a background to create detail.	Draw still life pictures of fruit and vegetables using pastel and charcoals Make a background and draw on top of it with pastel and charcoals Study artist: Giuseppe Arcimboldo and recreate some of his ideas in their own work. Research and study artist: Giuseppe Arcimboldo and recreate some of his ideas in their own work. Make self-portrait in the style of Arcimboldo. See ICT links
Science	
I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal I can 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 **<u>Working scientifically:</u>** I can ask relevant questions when prompted I can set up simple and practical enquiries, comparative and fair tests I can set up comparative tests I can make systematic observations, using simple equipment I can use standard units when taking measurements I can record findings in various ways I can, with prompting, suggest how findings may be tabulated I can, with prompting, use various ways of recording, grouping and displaying evidence I can with prompting, suggest conclusions from enquiries I can suggest how findings could be reported I can gather and record data about similarities, differences and changes I can with prompting, suggest conclusions that can be drawn from data I can suggest possible improvements or further questions to investigate	Grow vegetables that they can eat. Observe them growing, knowing what they need to stay healthy and reproduce. Link to Healthy eating and EatWell plate What plants need to stay healthy and reproduce