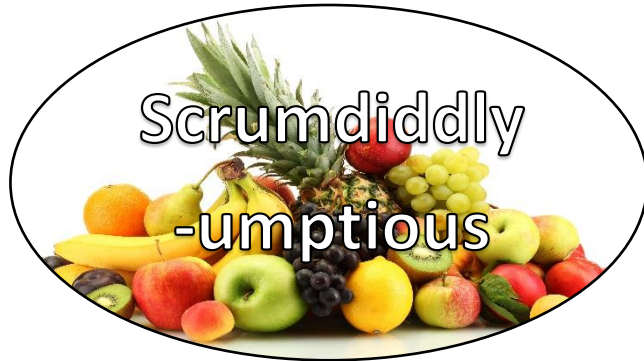


## Key Vocabulary

bake  
brand  
carbohydrate  
citrus  
climate  
dairy  
dish  
equipment  
fair trade  
fat  
flavour  
food group  
fruit  
herb  
ingredient  
meat  
nutrition  
oil  
packaging  
produce  
protein  
recipe  
savoury  
starch  
sugar  
taste  
texture  
utensil  
vegetable



### Key questions for this area of learning:

What makes a healthy diet?  
Why do we need different foods?  
How can we create a tasty healthy meal?  
Is our food fair?

### Key people studied:

Roald Dahl

### Visits, visitors or key events:

Discovery Kitchens  
Creating Lunch Pots and Healthy Cereals  
Visit to the Coop (Fair Trade)

### Home learning ideas/ places to visit:

Food shopping  
Meal planning and cooking at home

### Science Key area of Learning:

Animals, including humans

### Science working scientifically skill development:

Gather, record, classify and present data in a variety of ways to help in answering questions.



### Science knowledge and understanding:

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.

Research different food groups and how they keep us healthy and design meals based on what they find out.

### Key areas of English learning:

Charlie and the Chocolate Factory

- Descriptive fiction
- Character development

Recipes – real and fictional

Cloudy with a chance of meatballs

### Key areas of Maths Learning

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Measures of mass and capacity in recipes

Food miles

### **Design and Technology:**

Investigate and analyse a range of existing products. Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of techniques. Select from and use a range of tools and equipment to perform practical tasks accurately.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Evaluate ideas and products against their own design criteria and consider the views of others to improve their work. Select from and use a range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.

### **History:**

This is taught in other topics.

### **Religious Education:**

#### **Inspirational people from the past (1)**

Key question: What can we learn from inspiring people in sacred texts and in the history of religion? An exploration of Abraham, Moses (People of God) and Muhammad.

### **Art and Design:**

Create images of different animals using fruit.

Study the work of William Morris using items from nature observing pattern, orientation, and colour.

Create sketch books to record their observations and use them to review and revisit ideas (including fruit cross sections).

Improve their mastery of art and design techniques, including printing designs with polystyrene tiles.

### **Geography:**

Use maps, atlases, globes and digital/computer mapping to locate continents and the equator to find where different foods come from.

Describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including in the production of food. Consider the effect of climate on food miles and the concept of Fair Trade.

### **Citizenship/ PSHE:**

A study of Fair Trade and its impact on different communities.

How to be a good friend (Bucket filling)

PIT Day

### **Computing:**

We are opinion pollsters:

-collect and analyse data including survey design, using charts and interpreting results

-research shopping online



### **PE:**

Football, Hockey or High 5

Boccia

### **Carousel:**

The children are taught RE, Drama and Music by specialist teachers every week.

The drama is linked to the topic, where possible.