

AUTUMN		SPRING		SUMMER	
Are we what we eat?					
English Writing	<p>Narrative - 'Phinneus Gets Cooking'</p> <p>Instructional - 'Bread in a bag'</p> <p>Non Chronological - The history of Bread making</p>	<p>Narrative - 'Itch'</p> <p>Instructional - 'Xmas food box'</p> <p>Non Chronological - What constitutes a healthy meal?</p>			
SPAG	<p>Word classes</p> <p>Sentences types</p>	<p>Subject/verb agreement</p> <p>Verb tenses (past + past progressive) Active/passive</p> <p>Direct/reported speech</p> <p>Speech punctuation</p> <p>Apostrophe for possession</p>			
SCIENCE	<p>Living Things and their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Working Scientifically (DRIVER)</p> <p>To develop scientific inquiry skills - planning; carrying out and evaluating purposeful science experiments (Yeast, material, decomposition), which will genuinely inform, influence and enrich our project.</p>				
Computing	<p>E Safety, Blogging & Spreadsheets</p> <p>To enhance their digital literacy skills in exploring the concept of 'E Safety' - how to stay safe online and to develop their computer science skills by using ICT as a 'real life' tool to support and promote their project direction.</p>				
Design Technology	<p>'Bread in a bag' & 'Xmas Food box' (DRIVER)</p> <p>To design, evaluate and produce 'Bread in a bag' and a 'Christmas food box' containing specifically selected ingredients; well-crafted instructions and informative fact cards.</p>				
ART					

GEOG	Here & There				
	To track our food in Britain - researching the long distance journey that some food make in order to reach our plates and how this impacts on price, fair trade, nutrition, etc. We will then compare this to locally produced foods.				
HISTORY	Now & Then				
	To explore the history of British food - from bread making to farming. We will be considering the economic constraints that affected the healthy choices made throughout history and comparing it to the choices available to us now.				
Languages (French)	My Family	In the classroom			
	To develop pupils confidence and competence when speaking the French language. To identify, associate and rehearse French vocabulary with common everyday objects/ themes.	To develop pupils confidence and competence when speaking the French language. To identify, associate and rehearse French vocabulary with common everyday objects/ themes.			
MUSIC	To support and secure pupils knowledge of what constitutes a 'healthy diet', whilst reinforcing the concept of 'food miles' (local produce vs imported) and seasonality. This should be transported through the vehicle of song and composition.				
PE	Basketball (ball bounce/catch) Pilates	Basketball (ball bounce/catch) Pilates			
PSHE/ SMSC	Being me in the World/Celebrating difference				

RE	<p>To compare and contrast food from other cultures - looking at the part it plays in rituals, festivals and the religious significance of certain food types.</p> <p style="text-align: center;">RE DAY</p> <p style="text-align: center;">Religion and the Individual/Community What does it mean to belong to a religion/belief system?</p> <p style="text-align: center;">RE DAY</p> <p style="text-align: center;">Beliefs and Questions/The Journey of Life and Death What do people believe about life?</p>		
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Autumn

Outcome: Pupils will design, evaluate and produce 'Christmas food boxes' containing specifically selected ingredients; well-crafted instructions and informative fact cards. Children will have researched food from different cultures as well as sustainable packaging and considered the nutritional, economic and moral issues surrounding dietary choices and how they affect our lifestyle.

Spring

Outcome:

Summer

Outcome: