

Big Question: Where in the world does our food come from?

Year: 3		Term: Spring 2
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the big question for this half term: 'Where in the world does our food come from?' and explain how it fits in with the whole school topic of 'Mother Nature'. Show the children some pictures and quotes to demonstrate the concept of 'Mother Nature'. Then look at an example of a typical meal and then talk about when the ingredients for that meal would have come from (looking at a map and a globe). Discuss some of the issues and problems that come from the distribution of food around the world (e.g. famine, Fairtrade, air miles etc.). Ask the question: What food do you eat, who makes/grows it, where does it come from and how does it get here? Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	History/Geography
<p>Writing own narratives that involve an adventure. This is child interest led and will culminate in children being authors of their own individual stories.</p>	<p>Maths No Problem – Length, Mass and Volume Pupils will explore measurements including learning about the units of km, m, cm, kg, g, ml and l.</p>	<p>Where food comes from: the distribution of natural resources. Famine Fairtrade Air miles/sustainability</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Painting and Mixed Media Prehistoric Painting Reflecting on the purpose of cave art paintings and introducing a sense of proportion when drawing an animal.</p>	<p>Nutrition Eating seasonally Learning about seasonal foods and using their understanding to create a seasonal food tart.</p>	<p>Jigsaw Scheme of Work Healthy Me</p>
Science	RE	Computing
<p>Animals including humans – nutrition I can identify that animals, including humans, cannot make their own food; they get nutrition from what they eat. I can identify that animals, including humans, need the right types and amount of nutrition.</p>	<p>2022 Newham Agreed Syllabus <i>How are symbols and sayings important in religion?</i> How and why do Hindus celebrate Holi?</p>	<p>NCCE Scheme of Work Data and Information Branching databases</p>
PE	Music	Spanish
<p>Handball Basketball</p>	<p>Project Earth Rock Low carbon diets and active and healthy travel Learning to play the ukulele</p>	<p>Wild animals and story: ¿A qué sabe la luna? by Michael Grejniec</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures and ○ in narratives, creating settings, characters and plot. 		

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and
 - discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

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Maths
Pupils will be taught to :
measure, compare, add and subtract lengths, mass, volume/capacity

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Geography
Pupils should be taught to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Working towards: I can locate the continents and countries of the world on a map and identify some patterns in food distribution and trade.	Expected: I can label continents and countries of the world on a map and describe some key features of land use, such as farming, as well as global food distribution and trade.	Greater depth: I can explain human and physical features of land use, such as farming, and evaluate key advantages and disadvantages of the global food distribution and trade.
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Art and Design

Make

- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively.
- Explore contrasting and complimentary colours.
- Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping.
- In sketchbooks, use collage as a means of collecting ideas.

Knowledge of artists

- Use subject vocabulary to describe and compare creative works.
- Use their own experiences to explain how art works may have been made.

Evaluate

- Confidently explain their ideas and opinions about their own and other's art work, giving reasons.
- Use sketchbooks as part of the problem-solving process and make changes to improve their work.

Working Towards I can describe what happens to a paint colour when water is added.	Expected I can explain what pigment is and how it has been used by artists.	Greater Depth I can explain what it means to scale up a drawing and what a negative image is.
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Design and Technology

Design

- Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.

Make

- Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.
- Following the instructions within a recipe.

Evaluate

- Establishing and using design criteria to help test and review dishes.

- Describing the benefits of seasonal fruits and vegetables and the impact on the environment.
- Suggesting points for improvement when making a seasonal tart.

Working Towards	Expected	Greater Depth
I can describe the appearance of a dish using key words.	I can select and use appropriate tools for cutting and peeling different foods.	I can explain why different ingredients should be used in my recipe.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I understand how exercise affects my body and know why my heart and lungs are such important organs.
- I can set myself a fitness challenge.
- I can tell you my knowledge and attitude towards drugs.
- I can identify how I feel towards drugs.
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
- I can express how being anxious or scared feels.
- I understand that, like medicines, some household substances can be harmful if not used correctly.
- I can take responsibility for keeping myself and others safe at home.
- I understand how complex my body is and how important it is to take care of it.
- I respect my body and appreciate what it does for me.

Working Towards	Expected	Greater Depth
I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe. I know how to tell someone if I feel scared.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear.

Science

- Pupils should be taught to:
- identify that animals, including humans, cannot make their own food; they get nutrition from what they eat and
 - identify that animals, including humans, need the right types and amount of nutrition.

Working towards	Expected	Greater depth
I can identify different food groups and how they make up a balanced diet and can compare the diets of different animals.	I can identify different food groups and how they make up a balanced diet and explain why some foods are important for giving us healthy bodies.	I can explain why some foods are important for giving us healthy bodies and why vitamins and minerals are important for healthy diets.

RE

Pupils should be taught to investigate the stories surrounding the Hindu festival of Holi, how it represents a battle between good and evil and what we can learn from it today.

Working towards	Expected	Greater depth
I can recall the main parts of the story of Holi, name the good and evil characters and describe the main message/moral of the story.	I can retell the story of Holi, naming and describing the good and evil characters and explaining the main message/moral of the story and what it means to me.	I can write down the story of Holi, naming and describing the good and evil characters and their motivations. I can explain the main message/moral of the story and describe what I have learnt from it and what Hindus learn from it.

Computing

Branching Databases
Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

Working Towards	Expected	Greater Depth
	I can recognise which attributes can be selected in	

I can explain what type of questions should be used for a branching database.	order to create yes/no questions for a branching database. I can design my own branching database.	I can spot and rectify mistakes in a branching database.
PE		
Music Project Earth Rock: Low carbon diets and active and healthy travel. Learning to play the ukulele.		
Working Towards I can recognise a ukulele and hold it correctly.	Expected I can play identifiable chords on the ukulele.	Greater Depth I can play a tune on the ukulele.
Spanish To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.		
Educational Visits and Visitors		
<ul style="list-style-type: none"> • Visit a local Hindu temple and/or invite a visitor in to talk about how they celebrate Holi. • Visit a local supermarket to investigate how far the food has travelled to get there (could be set as home learning). • Visit a farm to explore where fruit, vegetables, meat and dairy come from. 		
Sequence of Key skills/objectives/context (Key teaching points)		
<ul style="list-style-type: none"> • Knowledge and understanding of the purpose of each food group. • Understand how exercise affects my body. • Know the role of important organs such as heart and lungs. • Knowledge, understanding and attitude towards drugs. • Identify things, people and places that they need to keep safe from. • Know some strategies for keeping themselves safe including basic first aid and who to go to for help and how to call 999. • Understand medicines and some household substances can be harmful if not used correctly. 		
Key Vocabulary		
Geography Famine Fairtrade Distribution Natural resources Air miles/sustainability Harvest Crops Mother nature	PSHE Healthy Me Diet Carbohydrates, protein, dairy, fats and sugars, fibre, fruit & veg calories	RE symbols represent connotation Hindus Brahman celebrate Holi
Additional Information RE Online – information about Holi https://www.reonline.org.uk/festival_event/holi/ and https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/festivals-utsavas/		
Evidence in the books and on display:		
<ul style="list-style-type: none"> • Display a map of the world with examples of food around it and arrows showing where the food comes from (e.g. tea, coffee, bananas, cocoa etc). • In their books, the children will have written about where different types of food come from (e.g. milk comes from cows). • Maps in books of where their food has come from with factfiles about the countries involved. • The children will have written an argument for using Fairtrade products. • The children will have written about their response to the 'Chaga and the Chocolate Factory' story and will have written about countries where the majority of people living there are living in poverty (e.g. due to famine). 		
Outcomes:		

- The children will understand the concept of Mother Nature.
- The children will understand that the food they eat has come from all around the world.
- The children will be able to talk about how their food was produced.
- The children will be able to find the countries they are discussing on a map.
- The children will be able to explain what famine, Fairtrade and sustainability mean.
- The children will be inspired to make good choices when they are choosing which products to buy.
- The children will be able to articulate what makes a healthy choice and will encourage each other to make healthy choices.

Helpful Websites

BBC Teach – Where Does My Food Come From?
<https://www.youtube.com/watch?v=9Opt06QF9WY>

SMSC			
Spiritual	Moral	Social	Cultural
-Awe and wonder at the variety of food the world grows.	-Fairtrade food v non-Fairtrade	-Explore how sharing food is a social experience.	-Explore how food and how it is cooked differs in different cultures.

BRITISH VALUES			
Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-Look into what the government has said and done for food produce- ensuring that the welfare of animals is a priority; Fairtrade and buying British (thinking about air miles).	-Explain that people have the right to buy any food from anywhere they want to as long as they are not breaking any laws.	-Discuss how some people make the choice to be vegetarians or vegans.	-Look at the rules and laws around food.

Links to Rights Respecting Schools

- Article 24 – (Clean environment and water)
- Article 27- (Food, shelter and clothing)

Links to Safeguarding

- Opportunities for children to speak out about any concerns they have around unhealthy choices.

Celebrating Heritage

- Exploring the foods we like to eat and the culture they are related to.