Theme Overview: Food Glorious Food
Year A – Spring Term
Years 3/4

Key Questions
Spring 1: Are plants living?
Do you know where your food comes from?
Spring 2: Can a food chain survive with an absent link?

Curriculum Intent (link with values etc):
(Where are you going and why!)

The curriculum intent is closely linked with the value of community. Throughout this topic we will be learning about plant and human life in our local community. Hazel class will be working scientifically by recording and gathering data through observations. With the data they have collated we will be working as scientists to analyse and evaluate using bar and line graphs. Key words we will be using throughout this term include fair test, dependant, independent and constant variable.
Alongside the science of plants, we will also be learning about the benefits on health through a cooking unit. Hazel class will be able to track where their food comes from by starting at the beginning by growing and then cooking a food. Learning in computing will focus on algorithms and variables as there is a natural link with the cooking process.
At the end of the topic, the children will be able to talk in detail about where their food has come from. They will understand the importance of plants and what their requirements are to grow successfully e.g. water, nutrients from the soil, sunlight etc. Additionally, final outcomes include; Focused work on non-fiction alongside the STEM focus- this will be seen through the format of a non-chronological report in both English and topic learning.

Enrichment and Experiences:
First aid and safety talk
Outdoor learning

English – long term overview coverage:
Spring 1-
Fiction-
The Boy who grew Dragons by Andy Shepherd and Sara Ogilvie
Non-Fiction
Non-Chronological report on features of a studied animal
Poetry
Ted Hughes Moon Whales or Lost words

Spring 2-
Fiction
Charlottes Webb by E.B. White
Non-Fiction –
Newspaper reports on the effects of unhealthy eating
Non-Chronological report for how to apply the principles of a healthy and sustained diet.

Possible texts:

- The Boy who grew Dragons by Andy Shepherd and Sara Ogilvie
- Ted Hughes Moon Whales
- Charlottes Webb by E.B. White
- The mole who knew it was none of his business relating- the digestive system

Opportunities for Cross Curricular Maths:
STEM learning through collecting and presenting data

Science NC objectives-
Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- identifying differences, similarities or changes related to simple scientific ideas and processes

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Art NC objectives

Art in D&T through textiles and natural dying

DT NC objectives

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Linking textiles and food in with natural dying. Use the processes of mordanting and dying and using a hammer to bash strong plants that dye e.g. geraniums

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Cooking unit of work

Computing

CQ Threshold concept: Code

NC objectives:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ? use sequence, selection, and repetition in programs; work with variables and various forms of input and output ?
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PSHE objectives

Respecting themselves and others

R31: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

Respect for others including peers, wider community, plants and animals

Healthy Lifestyles- Spring 2

H4: how to recognise that habits can have both positive and negative effect on a healthy lifestyle.

H5: about what good physical health means; how to recognise early signs of physical illness.

H6: about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a heathy diet including obesity and tooth decay.

Links with science- food chains and the digestive system