

Where does food come from?



English

Outcomes:

- Children will write an information text about food.**
- Children will read and perform poems based on food.**
- Children will write their own food poem.**

They should be able to:

- Share their current understanding of where food comes from.
- Explore and discover factual information about 'Where food comes from' as a class.
- Perform food poems
- Write a factual piece of text relating to the topic 'Where does food come from?'
- Create their own 'food' poem.
- Make basic inferences about what is being said and done.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how
- Participate in discussions, presentations and performances

Art and Design Technology

Outcomes:

- Children will sketch fruit and vegetables from a still life.**
- Children will paint a range of fruit and vegetables.**
- Children will print using a range of tools and objects.**
- Children will prepare food.**

They should be able to:

- Focus on a particular artist and use their paintings as inspiration.
- Sketch and paint a range of fruit and vegetables from primary and secondary sources.
- Print using cut up fruit and vegetables.
- Use a variety of tools such as pencils, rubbers, crayons, pastels, felt tips, charcoal, ball point, chalk and dry media.
- Mix primary colours and match colours to observations.
- Make marks in print using found objects and basic tools and use these to create repeated patterns.
- Describe the differences and similarities between a selected artist and their own work.
- Use simple tools with help to prepare food safely.

Geography

Outcomes:

- Children will think about food that they eat at home.**
- Children will learn about food from around the world.**

They should be able to:

- Learn about food that is grown in the UK and how this is different in other countries.
- Learn about the differences in climate and how this affects farming.
- Identify the position of the Equator
- Name, describe and compare familiar places
- Describe seasonal weather changes
- Use basic geographical vocabulary to refer to key physical features; forest, hill, mountain, sea, ocean, river, season and weather.
- Use basic geographical vocabulary to refer to key human features; city, town, farm, house, office and shop.

Also this term...

Maths

Outcomes: Children will become more proficient with the use of addition and subtraction.

They should be able to:

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent & use number bonds and related subtraction facts within 20.
- Given a number, identify one more and one less.
- Measure and begin to record: lengths and heights.
- Count, read and write numbers to 100 in numerals.
- Count in multiples of 2s, 5s and 10s.
- Read and write numbers from 1 to 20 in numerals and words.

Music

Outcome: Children will learn seasonal songs and will explore the sounds of the classroom objects.

They should be able to:

- Use movement, voices, body percussion and instruments to understand pitch and beat.
- Develop vocabulary and understanding of pitch movements.
- Develop and understanding of pitch and identify contrasts in high and low pitches.

Computing

Outcome: Children will create a digital book using the iPad.

They should be able to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use technology safely and respectfully, keeping personal information private.
- Identify where to go for help and support when they have concerns about content.

PE

Outcome: Children will create dance routines based on different seasons.

They should be able to:

- Create and perform simple movement phrases/sequences.
- Work cooperatively with a partner to create a simple dance routine.

Science

Outcome: Children will investigate what plants need to survive.

They should be able to:

- Identify different plants and know how some may be used.
- Identify what plants need to grow and how to conduct an experiment.
- To name the basic parts of plants and what they do.
- Observe and identify plants in my local environment.

English

Outcomes: Children will write information texts about tigers. Children will write a story based on 'The Day the Crayons Quit'.

They should be able to:

- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Join clauses using "and"
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Check that texts make sense while reading and self-correct.
- Make basic inferences about what is being said and done.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.

PSHE

Outcome: Children will understand the importance of mental wellbeing.

They should be able to:

- Understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Take part in mindfulness activities.
- Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences.

RE

Enquiry question: Does celebrating Chanukah make Jewish children feel closer to God?

They should be able to:

- Consider religious festivals and the importance of why they are celebrated.
- Empathise with Jewish children by understanding how it feels to for them to take part in Chanukah activities.