

Food Glorious Food!



Successful learners

Areas of Learning

As Historians we will be enjoying preparing for the Royal Wedding and we will learn a little about our Royal Family and how important they are to our country.

As Geographers we will be 'travelling' around the UK to explore and investigate the countries and cities there. We will be learning about the capital cities and using maps and atlases to pin point interesting landmarks.

As Scientists we will be investigating our amazing bodies, naming our body parts and exploring why we are designed as we are. We will be learning about food choices and how to keep fit and healthy.

As users of technology we will be continuing with our work on algorithms to program an animated story, using 'Scratch'.

As Artists we will explore different ways that we can print patterns with food and other objects. We will design, print our own fabric and sew a pair of knickers for the queen to wear at the Royal wedding.

As Musicians we will respond with our bodies to a steady beat and feel the rhythm of the music. We will experience combining rhythm patterns using body percussion.

We will use our design and making skills to develop cooking skills to make a variety of dishes from around the UK, fit for a queen.

Confident individuals

Enterprise

As enterprising people, we will:

Responsible Citizens

Spiritual & Moral

In our spiritual and moral development, we will:

Enrichment

To enrich our learning:

Role play:

We will be enjoying going to and working in the café, serving and eating healthy meals and snacks.

We plan to celebrate the Royal Wedding with our own mock wedding and healthy wedding breakfast.

In our home learning we will:

Look carefully at what we eat; what's in our lunch boxes and how we can make sensible swaps.

Communities

As members of a community we:

Visits:

Are hoping to visit Pizza Express to see how we can make healthy food.

Are hoping for a visit from a nurse to help us understand how to keep healthy and fit.

History Key Objectives	
Milestone 1	
To investigate and interpret the past	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line.
To build an overview of world history	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
Geography Key Objectives	
Milestone 1	
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.
To investigate patterns	<ul style="list-style-type: none"> • Identify seasonal & daily weather patterns in the UK...
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). •
Science Key Objectives	
Milestone 1	
To work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
To understand humans	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body & say which part of the body is associated with each sense. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene.
DT Key Objectives	
To master practical skills: Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
To design, make and evaluate.	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.

Art Key Objectives	Milestone 1
<p>To develop ideas</p> <p>To master printing techniques:</p> <p>To master techniques (Textiles):</p> <p>To take inspiration from the greats (classic and modern)</p>	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use repeating or overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. • Join materials using glue and/or a stitch. • Use some of the ideas of artists studied to create pieces.
PE - Gymnastics	Milestone 1
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
Music	Milestone 1
<p>To compose</p> <p>To transcribe</p> <p>To describe music</p>	<p>Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, rhythmic phrases.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>

English	Mathematics
<p>Fairy tales</p> <p>Explanations</p> <p>Poetry</p>	<p>Language and problem solving</p> <p>Comparison including statistics</p> <p>Coins, ordering and comparing</p> <p>Counting in 2s, 5s and 10s</p> <p>Measures</p>

Books	Resources
	<u>Small world play</u> <u>Travel agents / Cafe Role play area</u>