

KS1 Topic Title: Food Glorious Food

Term: Autumn 1

Weeks: 8 Weeks

Events: Children plan and cook snack for parents and serve them in our 'café'

(Visit Tesco)

Subject	NC Objectives	Learning Outcomes & Assessment
<p>Geography</p>	<p>Content</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Aims</p> <p>The national curriculum for geography aims to ensure that all pupils:</p>	<p>All children should be able to</p> <ul style="list-style-type: none"> • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Use maps and atlases to explore the hot and cold places of the world. • Show ways in which weather affects where things grow. • Use and follow simple compass directions (NESW). • To ask geographical questions – Where is it? What is this place like? How near/far is it? <p>Most children will be able to</p> <ul style="list-style-type: none"> • Name and begin to locate countries of the world using an atlas or globe. • Understand and locate simple climate zones using key terms. • Use compass directions (NESW), locational and directional language. • Use maps and atlases to explore the hot and cold places of the world. • Describe ways in which weather affects where things grow and why

	<ul style="list-style-type: none"> ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: <ul style="list-style-type: none"> ▪ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>Some children will be able to</p> <ul style="list-style-type: none"> • Name and locate a range of countries of the world and begin to explain simple human and physical features of these countries. • Locate and name countries within climate zones with reasoning for their location. • Compare and contrast the key features of different place
<p>D&T</p>	<p>Content</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>All children should be able to</p> <ul style="list-style-type: none"> • Know how to eat a healthy and varied diet. • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use equipment to prepare dishes. • Understand that some food is grown and some food is caught. <p>Most children will be able to</p>

	<p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks. ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Aims</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ▪ critique, evaluate and test their ideas and products and the work of others ▪ understand and apply the principles of nutrition and learn how to cook. 	<ul style="list-style-type: none"> • Explain that the food they eat can be split into different groups and know they should eat a balance of foods, to have a healthy and varied diet. • Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. • Follow a simple recipe. • Work with some independence to correctly use equipment when preparing dishes. • Understand that fruit and vegetables are grown in different places. <p>Some children will be able to</p> <ul style="list-style-type: none"> • Give specific names to the different foods they eat and know how to maintain a healthy and varied diet. They will understand that they need more of some foods than others. • Use the basic principles of a healthy diet to prepare dishes and give some detail about why it is healthy. • Accurately follow a simple recipe. • Work mainly independently to accurately use equipment. • Give specific names of vegetables that grow below the ground and fruits and vegetables that grow above the ground.
<p>Science</p>	<p>Content</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. 	<p>All children should be able to</p> <ul style="list-style-type: none"> • name the basic parts of the body. • name the senses and say which body part is associated with each sense. • give examples of healthy and less healthy food. • name some things that humans do to keep themselves clean. <p>Most children will be able to</p> <ul style="list-style-type: none"> • draw and label parts of their body; • describe activities that use each of the five senses; • say what is healthy about their diet.

	<p>Animals, Including Humans</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • (y2) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Aims</p> <ul style="list-style-type: none"> ▪ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<ul style="list-style-type: none"> • say how they could improve their diet. • give reasons why humans should keep themselves clean. <p>Some children will be able to</p> <ul style="list-style-type: none"> • label more parts of the human body. • give a reason why humans need to exercise. • name one effect that exercise has on the human body. • record information about exercise. • use information to answer questions. • set up a simple test. • collect and interpret results.
PSHCE	<p>See Jigsaw Scheme of Work Unit 1 – Being Me in My World</p>	<p>See Jigsaw Document</p>
RE	<p>See Kirklees Agreed Syllabus Unit 1.1 – Special Books and Stories</p>	<p>See Unit of work</p>
Computing	<p>Content</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs 	<p>All children should be able to</p> <ul style="list-style-type: none"> • Create a recipe with correctly ordered steps • Film video • Import their video to the computer <p>Most children will be able to</p> <ul style="list-style-type: none"> • Create a recipe with clear steps • Predict what will happen when someone follows their recipes • Film video, keeping the camera still and steady • Join video clips together

	<ul style="list-style-type: none"> ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Aims</p> <p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology. 	<p>Some children will be able to</p> <ul style="list-style-type: none"> • Create a recipe with unambiguous steps • Correct their algorithms • Film a variety of shots • Use more advanced video editing techniques (such as transitions or narration)
PE	Content	See Power of PE Scheme for outcomes

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending <p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives. 	
<p>Art</p>	<p>Content</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>All children should be able</p> <ul style="list-style-type: none"> • Use drawing and painting to develop and share their ideas, experiences and imagination. • Explain that Giuseppe Arcimboldo was an artist, who used fruits and vegetables in his paintings. <p>Most children will be able to</p> <ul style="list-style-type: none"> • Use their imaginations to create drawings, paintings and pictures using fruits and vegetables. • Talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Giuseppe Arcimboldo and one way in which it is different. • Use materials and tools effectively. <p>Some children will be able to</p>

	<p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none">• produce creative work, exploring their ideas and recording their experiences• become proficient in drawing, painting, sculpture and other art, craft and design techniques• evaluate and analyse creative works using the language of art, craft and design• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	<ul style="list-style-type: none">• Compare their own work to the work of their classmates, and the work of Giuseppe Arcimboldo, by discussing similarities and differences in techniques, colours, shapes, materials, design, and subject matter.• Use the language of art and design to talk about Arcimboldo's work.
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