



Science

"Eating and Digestion"

1	Defining the terms 'herbivore', 'carnivore' and 'omnivore', and identifying examples of each.
2	Constructing and interpreting a variety of food chains using appropriate vocabulary.
3	Identifying the different types of teeth humans have and their various functions.
4	Exploring and investigating ways of keeping our teeth healthy.
5	Identifying organs of the digestive system, and asking and answering questions about how digestion works.
6	Identifying organs of the digestive system and describing their main functions.
Objectives:	<ul style="list-style-type: none"> Year 4 - asking relevant questions and using different types of scientific enquiries to answer them Year 4 - setting up simple practical enquiries, comparative and fair tests Year 4 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Year 4 - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Year 4 - identifying differences, similarities or changes related to simple scientific ideas and processes Year 4 - using straightforward scientific evidence to answer questions or to support their findings Year 4 - describe the simple functions of the basic parts of the digestive system in humans Year 4 - identify the different types of teeth in humans and their simple functions Year 4 - construct and interpret a variety of food chains, identifying producers, predators and prey



Geography

"Where does our food come from?"

1	Recognising that the foods we eat come from all over the world, and investigating where some of our foods come from.
2	Exploring the crops grown in temperate climate zones, specifically wheat in North America.
3	Exploring tropical climate zones and the kinds of crops that are grown there.
4	Exploring how land use is being changed in tropical climate zones to produce more food, and considering the positive and negative effects of this.
5	Exploring Mediterranean climate zones and the kinds of crops that are grown there.
6	Investigating how land is used for both arable and pastoral farming in the UK.
7	Understanding and describing the trade links that allow foods from around the world to be eaten in the UK.
Objectives:	<ul style="list-style-type: none"> KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - 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 KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



DT

"Seasonal Food"

1	Following recipes to cook food from ingredients that are available all year round in the UK.
2	Identifying seasonal fruits grown in the UK and finding out how they are grown and processed.
3	Learning the importance of vegetables to a balanced diet and cooking a healthy vegetable recipe.
4	Understanding how seasonally-produced meat can form part of a healthy lifestyle and cooking a recipe with meat or a meat alternative.
5	Exploring how fish are caught or reared, and processed, and how they can form part of a healthy diet.
6	Consolidating what they have learnt about how seasonal form can form a healthy diet, and planning meals and recipes to reflect this.
Objectives:	<ul style="list-style-type: none"> KS2 - understand and apply the principles of a healthy and varied diet KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques KS2 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed



RE

"Special Foods"

1	Finding out about some of the rules and traditions surrounding food for each of the six major world religions.
2	Learning what fasting is and exploring why people following some major world religions fast at different times during the year.
3	Exploring some of the foods that are used in a variety of religious festivals, and their significance.
4	Exploring the symbolism of foods associated with the Jewish festival of Passover.
5	Finding out about the symbolism and significance of bread and wine in the Christian communion.
Objectives:	N/A

Food, Glorious Food

Teacher's Topic Planner

Maths

Computing

Art

English

Science

"Eating and Digestion"

PlanBee 

History

Geography

"Where does our food come from?"

PlanBee 

RE

"Special Foods"

PlanBee 

DT

"Seasonal Food"

PlanBee 

Languages

Music

Teacher's notes:



Science

"Eating and Digestion"



Geography

"Where does our food come from?"



DT

"Seasonal Food"



RE

"Special Foods"

Eating and Digestion : Science : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and classify carnivores, herbivores and omnivores.	Children will identify similarities and differences between the diets of different organisms, then sort and describe them using technical vocabulary such as herbivore, carnivore, and omnivore.	<ul style="list-style-type: none"> Can children explain why all animals, including humans, need to eat? Can children identify animals that are carnivores, herbivores and omnivores? Can children classify animals according to their diet? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Animal Cards A/B Books, access to internet, etc. Challenge Cards (FSD? activity only)
Lesson 2	To be able to construct and interpret a variety of food chains.	Children will learn about food chains, then organise a variety of organisms using food chains.	<ul style="list-style-type: none"> Do children know what the terms 'producer' and 'consumer' mean in relation to food chains? Can children interpret food chains? Can children construct food chains? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D/2E Organisms Sheet Name Tags (FSD? activity only)
Lesson 3	To identify the different types of teeth in humans and identify their functions.	Children will identify different types of human teeth and their functions. They will then sort, draw, label or describe teeth.	<ul style="list-style-type: none"> Can children identify the different types of human teeth? Do children know that the shape of teeth make them useful for different purposes? Can children suggest reasons why animals might have different types of teeth? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D Mirrors (FSD? activity only)
Lesson 4	To explore different ways of keeping teeth healthy.	Children will learn about what happens to teeth during the lifetime of humans, and consider ways in which we can ensure our teeth stay healthy.	<ul style="list-style-type: none"> Do children know that humans have two sets of teeth during their lifetime? Can children explain why it is important to look after teeth? Can children describe ways in which people can make sure their teeth stay healthy? 	<ul style="list-style-type: none"> Slides Worksheet 4A Poster Template Information Sheet
Lesson 5	To investigate how the digestive system works.	Children will start to learn about the digestive system: its organs and their functions. They will then use a variety of sources to learn more and answer questions.	<ul style="list-style-type: none"> Can children ask relevant questions? Can children use different sources of information to find the answers to questions they have asked? Can children name some of the organs associated with the digestive system? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Fact Cards Additional information sources, e.g. books/posters Question Cards (FSD? activity only)
Lesson 6	To be able to describe the functions of the basic parts of the digestive system.	Children will continue to learn, in greater depth, about the organs of the digestive system and their functions. They will then either draw and label diagrams to show what they have learned, or conduct a digestion experiment.	<ul style="list-style-type: none"> Can children name the organs associated with the digestive system? Can children describe the basic functions of the organs associated with the digestive system? Can children describe the process of digesting food? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Label Cards Help Sheet (FSD? activity only) Equipment for experiment - see Help Sheet (FSD? activity only) End of Unit Quiz

Where does our food come from? : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that the food we eat comes from many different places around the world.	Children will locate the UK as being in the Northern Hemisphere. They will think about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. They will find out about the origins of some breakfast foods, as well as how they are traded and transported around the world.	<ul style="list-style-type: none"> Do children know that the United Kingdom is in the Northern Hemisphere? Do children understand that our food comes from different places around the world? Can children explain some of the ways in which food is processed and transported around the world? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Atlases, books, internet etc. (FSD? activity only) Breakfast Foods (FSD? activity only)
Lesson 2	To know how land in temperate climate zones is used to produce food.	Children will find out about some of the different climate zones around the world. They will look particularly at temperate climate zones. They will look at farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.	<ul style="list-style-type: none"> Can children describe some of the conditions in temperate climate zones? Do children know some of the foods that are produced in temperate climate zones? Can children explain how these foods are transported long distances? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Travelling Through Time Zones Food Cards & Ingredient Cards (FSD? activity only)
Lesson 3	To know how land in tropical climate zones is used to produce food.	Children will locate the tropics as being between the Tropics of Cancer and Capricorn. They will find out about tropical climates and discover that bananas grow well in this climate. They will find out how bananas are grown before being exported to the UK. They will also find out about fair trade.	<ul style="list-style-type: none"> Do children know where the tropics are? Can children describe the conditions of tropical climate zones? Can children explain how buying fair trade produce benefits food growers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Fair Trade (FSD? activity only)
Lesson 4	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	Children will identify Indonesia as being in a tropical climate and will start to understand the term 'biome'. They will look at the process of rice production in Indonesia and how farmers change land use. They will consider the consequences of this and start to understand deforestation as a result.	<ul style="list-style-type: none"> Do children know what a biome is? Can children explain how land is changed to enable more food to be produced? Do children understand some of the consequences of changing the way land is used? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Deforestation Statements Books, CD ROMs, newspaper articles, internet etc. Deforestation Questions (FSD? activity only)
Lesson 5	To explore how food is produced in mediterranean climate zones.	Children will locate areas in the world that have a mediterranean climate zone and identify the features of this biome. They will find out about Italy and the produce that can be grown and reared there thanks to the climate.	<ul style="list-style-type: none"> Do children know where in the world mediterranean climate zones are found? Can children describe the conditions in mediterranean climate zones? Can children describe some ways in which land is used for farming in mediterranean climate zones? 	<ul style="list-style-type: none"> Slides Crops and Livestock The Farmer's Fields Food tasting (FSD? only) A variety of Italian foods (FSD? only)
Lesson 6	To explain how land is used to produce food in the United Kingdom.	Children will recap what lines of longitude and latitude are and locate the UK on a map. They will go on to find out about the crops that are grown and livestock that are raised in the UK for food.	<ul style="list-style-type: none"> Do children know what longitude and latitude lines are? Can children describe the climate in the United Kingdom and other temperate climate zones? Can children explain some ways in which land is used by farmers to produce food in the United Kingdom? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C Food Diary (optional) Farmer Interview (FSD? activity only)
Lesson 7	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.	Children will recap everything they have learnt about food production and distribution around the world. They will recap climate zones and their locations, and describe what different foods can be produced in each biome. They will find out what an infographic is and consider how they present the information they have learnt.	<ul style="list-style-type: none"> Can children use hemisphere, longitude and latitude to describe locations? Can children describe some differences between climate zones? Do children know that some food sold in the United Kingdom comes from other parts of the world? 	<ul style="list-style-type: none"> Slides Worksheets 7A/7B/7C Books, CD ROMs, internet etc. World Map (FSD? activity only) Challenge Cards (FSD? activity only)

Seasonal Foods : Design & Technology : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To cook using British ingredients available all year round.	Children will learn why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round. They may then either cook, or learn more about the process of wheat production.	<ul style="list-style-type: none"> Do children know what 'seasonal food' is? Do children know why certain foods are available all year round in Britain? Can children use a variety of techniques to bake cakes safely and hygienically? 	<ul style="list-style-type: none"> Slides Cooking Safely A/B Fairy Cake Recipe 1A Growing Wheat 1A Flow Diagram 1A <p>PLUS: Ingredients and equipment listed in recipe.</p>
Lesson 2	To know how seasonal fruits in Britain are grown and processed.	Children will learn how and when a variety of fruits are produced in Britain, including how farming methods are used to slow down or speed up the ripening process. They may then either cook, or visit a pick your own fruit farm.	<ul style="list-style-type: none"> Do children understand that some seasonal fruits are suited to the climate and weather conditions in Britain? Do children know how fruit may be processed and/or preserved? Can children follow instructions for a recipe using seasonal fruit or jam? 	<ul style="list-style-type: none"> Slides Food Calendar A/B/C/D/E Fruit Tarts Recipe 2A Cooking Safely Writing/Drawing Frames <p>PLUS: Ingredients and equipment listed in recipe.</p>
Lesson 3	To understand why vegetables form an important part of a healthy and varied diet.	Children will learn about a variety of vegetables grown in Britain, when they are in season, and why they are important in a healthy diet. They may then either cook, or create a seasonal food collage.	<ul style="list-style-type: none"> Do children know why vegetables form an important part of a healthy diet? Do children know when some British vegetables are in season? Can children prepare a healthy meal using seasonal vegetables? 	<ul style="list-style-type: none"> Slides Cooking Safely Stuffed Peppers Recipe 3A Food Calendar Cooking Skills Cards <p>PLUS: Ingredients and equipment listed in recipe.</p>
Lesson 4	To find out about how seasonally produced meat can form part of a healthy diet.	Children will learn about the nutritional value of meat, eggs and dairy products, as well as discover why some meats are seasonal and some are available all year round. They may then either cook, or try tasting and describing a range of vegetarian foods.	<ul style="list-style-type: none"> Can children name a variety of food products that come from animals? Do children know some reasons why some meat is not in season all-year-round? Can children prepare a healthy, savoury meal using meat (or a vegetarian alternative)? 	<ul style="list-style-type: none"> Slides Food Calendar Meatballs Recipe Cooking Safely A/B Cooking Skills Cards Vegetarian Foods 4A <p>PLUS: Ingredients and equipment listed in recipe.</p>
Lesson 5	To know how fish are caught or reared, processed and used in healthy meals.	Children will learn about how, where and when fish is farmed or caught in Britain, consider some issues associated with fishing, and learn about quality assurance marks on the fish we buy. They may then either cook, or create an information text about eating less fish to combat overfishing.	<ul style="list-style-type: none"> Do children know some ways in which fish are caught or reared and processed in Britain? Do children know some of the nutrients in fish? Can children prepare a healthy, savoury meal using fish or vegetarian alternatives? 	<ul style="list-style-type: none"> Slides Cooking Safely Food Calendar Challenge Card 5A Recipe Sheet 5A Fish-Free Fridays 5A Writing/Drawing Frames <p>PLUS: Ingredients and equipment listed in recipe.</p>
Lesson 6	To show what you have learned about eating seasonal food as part of a healthy, varied diet.	Children will learn about some unusual foods that are only in season for a brief period each year. They will then reflect on their prior learning, showing what they have understood through a variety of games and writing activities.	<ul style="list-style-type: none"> Do children know some reasons why some foods are only in season for a short time? Can children explain why it is a good thing to eat seasonal food? Can children recall and apply what they have learned about seasonal food in Britain? 	<ul style="list-style-type: none"> Slides Food Calendar Worksheet 6A/6B/6C Writing/Drawing Frames Seasonal Food Game

Special Foods : RE : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about some of the rules surrounding food in different religions.	Children will start by considering their favourite foods and foods they aren't allowed to eat for any reason. They will then go on to look at some of the rules and restrictions regarding food in the six main world religions. Following this, they will consider a variety of meals and make decisions about the people who would and wouldn't be able to eat them based on their religious beliefs.	<ul style="list-style-type: none"> Do children know that food is significant aspect of many of the world's major religions? Can children describe some of the foods that are forbidden in different world religions? Can children suggest reasons why these foods are forbidden? 	<ul style="list-style-type: none"> Slides Information Sheet Worksheet 1A/1B/1C Challenge Cards Paper plates (FSD? activity only) Meal Description Cards (FSD? activity only)
Lesson 2	To find out about fasting in different world religions.	Children will examine what fasting is and explore why people of different faiths decide to fast. They will look particularly at the 25-hour fast of the Jewish festival of Yom Kippur, as well as the Islamic month of Ramadan. Children will also have the chance to discuss their own opinions about fasting.	<ul style="list-style-type: none"> Do children know what fasting is? Can children explain some of the reasons why people following different religions choose to fast at particular times? Can children consider the effects, both positive and negative, of fasting? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Sentence Cards Information Sheet Opinion Cards (FSD? activity only)
Lesson 3	To find out how food can be used in different religious festivals.	Leading on from the previous lesson, children will find out how periods of fasting are often ended with special foods or festivals, such as Eid al-Fitr at the end of Ramadan. They will then go on to explore how different religions use special foods in a variety of religious festivals and celebrations.	<ul style="list-style-type: none"> Do children understand that different religions have particular foods to commemorate special events and festivals? Can children suggest reasons why food during festivals is important for different religions? Can children match particular foods to the correct religious festival? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Fact Cards Recipe Card (FSD? activity only) Ingredients and utensils as listed on Recipe Card (FSD? activity only) Access to hobs (FSD? activity only)
Lesson 4	To explore the symbolism of foods associated with the Jewish festival of Passover.	Children will recap briefly what Judaism is and what Jews believe. They will then read the story of the exodus from slavery in Egypt and be introduced to the festival of Passover. They will look at the foods on the seder plate, what they symbolise and how they relate to the Passover story.	<ul style="list-style-type: none"> Do children know and understand the story of Passover? Can children explain the foods on a seder plate in relationship to the Passover story? Can children explain how certain foods can have symbolic importance in religions? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Seder Plate Cards Fact Cards Information Sheet Seder Plate Templates (FSD? activity only) Sheets and scraps of felt (FSD? activity only) Glue/sewing equipment (FSD? activity only)
Lesson 5	To find out about the symbolism and significance of bread and wine in the Christian communion.	Children will read the story of the Last Supper and use this to start to explain why bread and wine have special significance for Christians. They will explore the Eucharist (or communion) and how Christians remember the sacrifice Jesus made on the cross by eating bread and drinking wine. They will also consider how different denominations view the symbolism of bread and wine differently.	<ul style="list-style-type: none"> Can children retell the story of the Last Supper? Can children explain why Christians remember this story with bread and wine during communion? Do children understand the symbolic significance of bread and wine to Christians? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Discussion Cards Question Cards (FSD? activity only) End of Unit Quiz