

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: J. Rockcliffe **TA:** Nida/Richard **CLASS:** 3 **TOPIC:** Where does our lunch come from?

TERM: Spring **Expected length of topic:** 6 weeks

Core value: Fairtrade – Respect/ Peace

Book: Non- fiction books about foods

KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW		RESOURCES	USEFUL WEBSITES
<p>Where do foods in our lunch box come from? How foods are produce? How are foods transported to consumers? What are the environmental impacts of transporting foods?</p>		<p>Pack lunches A range of fruits and vegetable can and dried foods.</p>	
Inputs – engaging and exciting the children		How could you use P4C in this topic? What other speaking & listening opportunities are there?	How will you address the core value that you have identified? (Respect, Peace)
<p>What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use?)</p> <ul style="list-style-type: none"> • Science: How to grow foods well. • DT/Art: Use dried food to make collages of the world. • LIT: Explain how some produced or transported to our supermarkets. • Write poems about favourite fruits. • Computing: Research and find information about the world's largest producer of banana. • Maths: Add food 'Food miles' the distance how food is transported to the consumers. 	<p>What will you do on your immersion days/theme weeks?</p> <p>*Children bring lunch in lunch box to school- Bring Your Lunch Day</p>	<p>What will your role play area look like?</p> <p>Role play – Role play food market. Buying and selling fruits and vegetable.</p> <p>Display a range of food stuff.</p>	<p>Role play- Farmers verses shoppers.</p> <p>Discuss how as shoppers can make trade fairer.</p>

<ul style="list-style-type: none"> • Data handling- Collect, organise and represent information in tables and charts about our favourite fruits. • Weigh fruits using different units. 				
<p>Where will you go? (trips/visits/visitors)</p> <ul style="list-style-type: none"> • A Trip to East Street Market to record different foods and the country they are transported from. 	<p>What lessons will you teach outside?</p> <p>*Investigate how some foods are grown - Allotments</p> <p>*A Trip to East Street Market to record different foods and the country they are transported from.</p>	<p>What writing opportunities are there?</p> <p>*Write an explanation about why food are exported and imported.</p> <p>*Write a non-chronological report about food of their choice.</p> <p>*Write a poem about food of their choice.</p>	<p>Outcomes – making the work meaningful and purposeful</p> <p>What are the display /project/home learning opportunities?</p> <ul style="list-style-type: none"> • Use dried food to make collages of the world. • Homework - Make a list of food on your plate and use the internet to find which countries they came from. • Homework- research the process involved in producing food of their choice. 	<p>Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (link to theme week)</p> <p>Class Assembly- role play Fairtrade to the whole school and Year 3 parents.</p> <p>* Invite parents to come in and talk about how some foods are produced.</p>
<p>What will you make?</p> <p>Use some dried food to make collages of the world.</p>	<p>What opportunities are there for using technology in your teaching?</p> <p>Take pictures of foods from East Street Market.</p> <p>Use internet to research food of their choice.</p>	<p>What legacy will this learning leave?</p> <ul style="list-style-type: none"> • Understanding of reasons why foods are imported and exported. • Understanding of the concept of fair trade. • Have respect for those who produce our foods. 		