

Where does our food come from Level 4 to Level 12

Overview:

This term will be themed around where our food comes from. Pupils will explore where in the world our food comes from. Children will look at how our food choices can impact the environment and sustainable food, responsible trade, where chocolate comes from, where our school lunches come from and whether it is better to buy local or imported food.

> In Mathematics, pupils will be looking at mass and capacity, decimals including money and time.

> In Science, pupils will be working in main stream classes and they will be consolidating their learning from the whole of this academic year.

> Within DT, children will be analysing biscuits available in supermarkets, and then adapting a recipe to design and make their own biscuits. They will also be calculating how much it will cost to make the biscuits and designing packaging for the biscuits.

> Within PSHE, children will work on how to work in mainstream classes as they follow the Sex and Relationships Education within their year group.

> In Computing, Children will be using scratch to create quizzes online.

> Within PE, children in year 5 will be swimming for the first few weeks and those not swimming will be joining Heron Class. After this we will be back together learning the skills of cricket.

> In RE, children will be looking at Islam and finding out about things that are special to Muslims,

> Music; Children will be learning about Jazz.

Texts:

Pupils will engage with a carefully chosen range of texts that expose them to different genres, contexts and language features. In reading *Charlie and the Chocolate Factory*, children will be introduced to the wonderful imaginative world created by Roald Dahl. They will create descriptive writing based on the characters and settings in the books. They will also create their own imaginative sweet. They will also be looking at recipes and what makes a recipe easy to follow. They will follow recipes and will write their own recipe. We will also create a cook book of Drake Classes' favourite recipes. Collectively, these texts provide opportunities to broaden vocabulary, deepen comprehension, and apply writing skills across a variety of forms, supporting progression in reading and writing while fostering curiosity, creativity and cultural understanding.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the KS1/KS2 curriculum. Additionally, children will have daily sessions to support their concentration and focus, communication and interaction and emotional regulation. Additional provision includes:

- > Speech and Language Therapy
- > Sensory Story and/or Story Massage
- > Sensory Circuit
- > Little Wandles Phonics SEND Programme and daily 1:1 Reading
- > Life Skills
- > Gross Motor Skill Development
- > Fine Motor Skill Development; Write from the Start Programme
- > Sensory Room
- > Quiet Teaching Spaces
- > Child-directed learning
- > Enhanced Provision
- > AQA Unit Award Scheme

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (2.5 days)
Geography	Where does our food come from? How can our food choices impact the environment?	Where does our food come from? What does it mean to trade responsibly?	Where does our food come from? How do we get our chocolate?	Where does our food come from? Where does our food come from?	Where does our food come from? Are our school dinners locally sourced?	Where does our food come from? Is it better to buy local or imported food?	Where does our food come from? Consolidation
DT	Adapting a recipe Existing biscuits	Adapting a recipe Making a basic biscuit recipe	Adapting a recipe Budgeting	Adapting a recipe Packaging	Adapting a recipe Testing a new recipe	Adapting a recipe Evaluating biscuits	Adapting a recipe consolidation
Music	Jazz Ragtime	Jazz Traditional Jazz	Jazz Scatt singing	Jazz Jazz motifs	Jazz Swung Rhythms	Jazz Consolidation	Jazz Consolidation

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (2.5 days)
Computing	Programming Quizzes Scratch update	Programming Quizzes Outcomes	Programming Quizzes Using a design	Programming Quizzes Changing a design	Programming Quizzes Designing and creating a program	Programming Quizzes Evaluating	Consolidation
PSHE Rights and Respect SCARF Planning	Sex and relationship Taught in mainstream with their year group.	Sex and relationship Taught in mainstream with their year group.	Sex and relationship Taught in mainstream with their year group.	Sex and relationship Taught in mainstream with their year group.	Sex and relationship Taught in mainstream with their year group.	Sex and relationship Taught in mainstream with their year group.	Consolidation
RE	Islam—Special Places Understanding the 5 Pillars of Islam	Islam—Special Places Muslims special places	Islam—Special Places Things that are special to Muslims	Islam—Special Places Why is prayer important to Muslims?	Islam—Special Places Allah’s special names	Consolidation	Consolidation