


<p><b>THE WORLD'S KITCHEN</b></p> 	<p><b>ART:</b>  <b>As artists we will:</b>                  Use the flora and fauna of tropical rainforests to develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.                  Our artist study will be Giuseppe Arcimboldo.</p>	<p><b>HISTORY/GEOGRAPHY:</b>  <b>As Historians we will:</b>                  Describe and explain the social and ethnic changes in the food we eat in Britain over time.  <b>As Geographers we will:</b>                  Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions.                  Identify key physical and human characteristics, countries, and major cities                  Understand and describe key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p><b>KEY QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Where does our food come from and how does it get here?</li> <li>• Where are the countries of Europe?</li> <li>• What are the different types of cuisine around the world –what factors affect what people eat?</li> <li>• How has UK food culture changed in the UK over the last 100 years?</li> <li>• How does food go from field to plate?</li> <li>• What is fair trade?</li> <li>• What global food issues are there and how does this relate to famine?</li> </ul>
<p><b>COMPUTING:</b>  <b>As Computer Scientists we will:</b>                  Revisit Online Safety, present information about different foods from around the world using PowerPoint, use branching databases to identify fruits/flowers.</p>	<p><b>DT:</b>  <b>As designers we will:</b>                  Learn about seasonal foods and create a seasonal food tart.</p>		<p><b>ENGLISH:</b>  <b>As readers we will:</b>                  Look at Charlie and the Chocolate Factory and the themes it contains. Read extracts from Charlotte's Web to develop Reading VIPERS skills.  <b>As writers we will:</b>                  Write to entertain – character descriptions.                  Write to persuade – food adverts.                  Write to inform – fact-file about spiders.</p>
<p><b>PE:</b>  <b>In Real Gym Y3, Unit 2, we will:</b>                  Develop travelling and flight skills.  <b>In our coach led lesson we will:</b>                  Develop our skills in invasion games with a focus on football.  <b>Swimming</b>                  We will be developing our swimming with the aim of swimming 25m.</p>	<p><b>MATHS:</b>  <b>As mathematicians we will:</b>                  Learn about multiplication and division, fractions and decimals.                  Calculate area, perimeter and measure length, mass and capacity (year 3)                  We will be collecting and interpreting data from a food survey.</p>	<p><b>MUSIC:</b>  <b>As musicians we will:</b>                  Use the Charanga scheme to look at the units:  <b>How music connects us with our planet</b> (with a focus on creating and presenting a performance)  <b>Feelings and a Sense of Community through Music</b> (with a focus on listening to and appraising a range of music)</p>	<p><b>SCIENCE:</b>  <b>As scientists we will:</b>                  Identify and describe the functions of different parts of flowering plants                  Explore the requirements of plants for life and growth and how they vary from plant to plant                  Investigate the way in which water is transported within plants                  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.                  Describe the simple functions of the basic parts of the digestive system in humans.                  Identify the different types of teeth in humans and their simple functions.</p>
<p><b>LANGUAGES:</b>  <b>As linguists we will</b>                  Learn the names for different types of food and be able to talk about our likes and dislikes. We will role play using our French in a café and learn about French foods. We will also look at how Easter is celebrated in France.</p>	<p><b>PSHE/ SMSC/ BRITISH VALUES:</b>  <b>In our Jigsaw lessons we will:</b>                  Look at the units:  <b>Dreams and Goals</b> – staying motivated, collaborative working, positive attitude, achieving goals.  <b>Healthy Me</b> – making healthy choices, keeping physically active, keeping safe, enjoying healthy friendships.</p>	<p><b>VISITS &amp; EXPERIENCES:</b>                  Visit to Cadburys to see how chocolate products get to our table.</p>	

**RE:**

**We will be using the Warwickshire Agreed Syllabus unit, 'Why are festivals important to religious communities?' –**

- \*Make connections between stories, symbols and beliefs with what happens in at least two festivals.
- \*Ask questions and give ideas about what most matters most to believers in festivals.
- \*Identify similarities and differences in the way festivals are celebrated within and between religions.
- \*Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

**We will be using the Understanding Christianity unit, 'Why do Christians call the day Jesus died 'Good Friday'? –**

- \*Where does Easter (Salvation) fit into the Bible's 'big story'?
- \*What do text about Holy Week mean to Christians?
- \*What links are there between Gospel texts and how Christians mark Easter events in their communities?
- \*How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?
- \*What links are there between some Bible stories and teaching and life in the world today?