



Areas of learning

As **Historians** we will be exploring how wheat has been ground into flour over the decades. We will start off by looking at how wheat is made into flour now so that we can understand how different things were in the past. We will visit a working water mill to help us. We will use this information to make a wheat into flour timeline.

As **Geographers** we will be describing our local environment including the position of 'West Pennard' in the UK. We will be mapping the places that we have visited on a local map and begin to compare them.

As **Scientists** we will be considering the importance of a healthy balanced diet looking at the eat well plate. We will be exploring the properties of flour, apples and pears and investigating how they can be changed into bread and other recipes.

As **Designers** we will design and make a food product. We will be exploring flour, apples and pears and follow recipes to make a dish. We will then design and make our own bread.

As **Artists** we will be portraying apples and pears using a variety of different media in both two and three dimensions. We will be printing using an apple as a stencil and sewing an apple applique, culminating in a mixed material collage.

Enterprise

As enterprising people we will:
Evoke different lines of enquiry.

Enrichment

As part of our enriched curriculum we will:
Visit the Burcott Mill and West Bradley Orchards.

World and Community

As members of our world and wider community we will:
Explore how the land is used locally and its importance to the local community.

Spiritual and Moral

In our spiritual and moral development we will:
Learn about the feelings of people in the past.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories/Traditional Tales (The Little Red Hen)
- Instructions (Apple, Pear and Flour Recipes)
- Poetry (Apple ref: Really Looking Unit)

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites: www.hungry-wolf.com

Developing ideas and making things happen

- Animation using the Visualiser – Life Cycle of an apple

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and

improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make

systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE and PE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.