St Paul's C of E Primary School – Curriculum Planning

Are We What We Eat?

During this unit of work, we will learn about the human body, including our teeth and how we eat and digest food. We will also learn about where our food comes from. We will extend our learning to think about what makes a healthy diet and understand more about diet and nutrition.

We will focus on elements of Design and Technology, Science and P.E. to cover a range of information and develop a depth of knowledge. We will build upon our previous knowledge in our themes of Medicine and Me and understand how diet helps keep our bodies healthy.

Science

	Phase 1	Phase 2	Phase 3
	Through practical experience, pupils will be encouraged to:		
Living Organisms (Biology) –ANIMALS & THEIR ENVIRONMENTS	**ANIMALS** **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Yr1)** Pupils understand that although humans all look different they have the same body parts. Pupils begin to name parts of the human body (*may include but not limited to shoulders, arm, neck, parts of head)* and link these with each of the 5 senses (*nose-smell, eyes-sight, hands-touch, ears-hearing, tongue-taste)* **ELG (Managing Self):** **To manage own basic needs personal needs (oral health) and understand the importance of healthy food choices.** Children to understand why we have teeth and how to keep their teeth clean, including through experimenting what happens to teeth when they are not kept clean. **ELG (Managing Self):** **To manage own basic hygiene and personal needs (going to the toilet).** - Children to understand the journey of food through the body (in mouth, chew, swallow, stomach/tummy, poo). (Development of table manners/cutting food small enough to manage – reduce choking risk/toileting needs).	**Identify the different types of teeth in humans and their simple functions (Yr4)** Incisors – cutting; canines –tearing; premolars & molars – chewing & grinding. Pupils understand that this is the first part of the digestive process. **Describe the simple functions of the basic parts of the digestive system in humans (Yr4)** Pupils learn that digestion begins when food enters the body via the mouth and continues in the stomach and intestines. They begin to understand the mechanisms involved in the breakdown of food and the role of saliva and stomach acid. The begin to understand that nutrients are absorbed by the body and waste is excreted through the anus via the rectum.	**Describe the changes as humans develop to old age. (Yr5)** **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Yr6)** Understand that teeth decay with age and that they contribute to facial shape and structure. Know that some foods e.g. sweet and acid and some drugs, including cigarettes) will accelerate dental decay. Children to understand the link between food choices and the impact on the body, now and in later life e.g. impact of obesity and on risk of developing diseases such as diabetes.

Suggested Visits	**Suggested Visits** Visit from / to a dentist	**Suggested Visits** Gloucestershire Constabulary Education team – the impact of drugs
Continuous Provision *How? What? Why? Table*	**Continuous Provision.** *How? What? Why? Table*	**Continuous Provision** *How? What? Why? Table*
KS3: The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.		

Vocabulary

Phase 1	Phase 2	Phase 3
Animals (Biology) Head, body, eyes, ears, mouth, teeth, leg, human, fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, baby, child, adult, teenager, structure, label, sense, sight, hearing, touch, taste, smell, explore, texture, temperature,	**Animals(Biology)** as for Phase 1 plus: biology, needs, hygiene, exercise, carbohydrates, fats, proteins, fibre, minerals, vitamins, skeleton, bones, muscles, support, protect, digestion, digestive system, incisor, canine, premolar, molar, saliva, oesophagus, bolus, intestines, rectum, anus	**Animals(Biology)** as for Phase 1&2 plus:, drugs, lifestyle, diabetes,
Working Scientifically Tables, compare, contrast, chart, natural, observations, equipment, pattern, testing, identify, group, record, results, materials,	**Working Scientifically** as for phase1 plus: Method, investigation, predict, conclusion, apparatus, data, describe, measure, diagram, Comparative, fair, controlled, systematic, practical, measurement, thermometer, data logger, bar chart, graph, values function, microscope	**Working Scientifically** as for phase 1&2 plus: Calibration, analyse, variables, precision, scatter graph, causal, illustrate, theory

Design Technology

	Phase 1	Phase 2	Phase 3
	Through practical experience, pupils will be encouraged to:		
Healthy Diet, Nutrition and Hygiene	- Basic kitchen and hand hygiene. -Kitchen safety rules. -Introduction to basic kitchen skills under supervision: grating, mixing, crushing, spreading, chopping soft food into large dice and Batonnet. -Understanding the difference between healthy and non-healthy foods. -Using the Eat Well plate to understand healthy portion sizes. -Beginning to understand the role of food for growth and development. -Introducing different food groups for appearance, feel, smell and taste. -Understanding the farm to plate journey. -Describing and sharing foods commonly eaten in your home and at celebrations.	- Build on previous basic kitchen skills: chopping food into medium and small dice and Julienne, slicing, mashing, beating, using heat with the supervision of a responsible adult -Identify the five main food groups grains and starches, fruits and vegetables, meat and fish, dairy, fats and sugars -Relate the five main food groups to the food pyramid and be able to relate this to appropriate portion sizing. -Relate food choices and consumption to exercise and lifestyle choices e.g a rugby player is likely to need more calories than an office worker -Begin to consider what affects food taste and how this can be changed e.g use of salt/ acid/ fat/heat Know some different styles of food eaten around the globe and be able to name examples e.g. pizza is Italian	-Applying their practical skills to develop a repertoire of predominantly savoury dishes to feed themselves and others including designing their own recipes. -Differentiate between a healthy and an unhealthy diet relating to required energy intake, activity levels and lifestyle choices -Understand calories and relate this to energy expenditure e.g how many calories are in a chocolate bar? How long would you have to run/walk/ cycle to spend these? -Design, make and evaluate a dish to a specific design brief considering target audience, special requirements such as allergies/ cultural needs and calorie content -Understand global and cultural differences in food ingredients and preparation looking at local geography, climate and historical influences e.g. India is a warm country where garlic/ ginger easily grown and therefore commonly used. Traditionally access to refrigeration is low so many dishes are vegetarian. Previous Portuguese colony so the use of these ingredients is seen (vinegar and chilli in vindaloo). Point on spice route therefore spices also prominent. -Understand food seasonality and how the food we eat affects our world in terms of environmental impact

SUggested Visits	**FARM – ESSENTIAL VISIT** In-house bakeries at supermarkets (Lidl, Sainsburys) Restaurants Factories Carpenters	Bakeries/Restaurants (Pizza Express, Wagamamas etc) Carpenters Factories Electrical components factories	3D Printer companies to see printers in action. Renishaw PLC (Stroud & Stonehouse) InsiderLondon organise educational trips. Local companies: Safran (Glos), Thermoformed Packaging, Futura Foods (Dursley, Phoenix Factory (Food), Unilever (Glos – icecream)
Continuous Privision	Any construction materials: • Lego • Crates and planks • Junk Modelling • Carpentry materials • Investigation of materials through play (plastics, woods, fabrics, metal) • Investigation of materials that can be used to join materials together (glue, tape, nails, screws)	• Investigation tables (what would/would not work) • Interactive displays • Pose a design question with a blank detailed brief • Set up design problem – why will it not work?	• Laptop/s set up with CAD programme and list of school needs or problems for children to have a go at solving. • Open ended design items for solving e.g. what to do with old car tyres… How to make this radiator transfer more heat… • Justification points e.g. why should Ferrari use carbon fibre chassis rather than aluminium? Why should crockery be ceramic rather than plastic?