

DT

Aspect: Food

Focus: Healthy and Varied Diet

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with referenceto the design criteria and the views of others.

Technical knowledge and understanding

- Know how to use appropriate equipment and utensils to prepare

Geography

Children to be able to:

- Name and locate countries and cities of the UK
- Name and locate geographical regions and their identifying human and physical characteristics
- Name and identify topographical features (including hills, mountains, coasts and rivers)
- Name and identify land-use patterns
- Understand how some of these aspects have changed over time.

To be covered within a local fieldwork study, looking at how Clitheroe fits within the above.

**Autumn Terms 1 and 2
Blackbird Class
(Discrete subjects taught in blocks over the term)**

Science

Animals including Humans (health, nutrition and movement)

Health and nutrition

Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Pupils might work scientifically by:

- *comparing and contrasting* the diets of different animals (including their pets) and
- *decide ways of grouping* them according to what they eat.
- *researching* different food groups and how they keep us healthy and
- *designing* meals based on what they find out.

Movement

Pupils should be taught to: identify that humans and some other animals have skeletons and muscles for support, protection and movement.

<p>and combine food.</p> <ul style="list-style-type: none"> • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<p>Art Painting Focus Artist: Guiseppe Arcimboldo</p> <ul style="list-style-type: none"> - Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on small picture etc. - Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> - Mix colours and know which primary colours make secondary colours. - Use more specific colour language. - Mix and use tints and shades. <p>Ongoing Drawing Skills Lines and Marks</p> <ul style="list-style-type: none"> - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. - Experiment with different grades of pencil and other implements to create lines and marks. <p>Tone</p> <ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements to achieve variations in tone. - Apply tone in a drawing in a simple way. 	<p>Notes and Guidance (non-statutory): <i>Pupils should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i></p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • <i>identifying and grouping</i> animals with and without skeletons and • <i>observing and comparing</i> their movement; • <i>exploring ideas</i> about what would happen if humans did not have skeletons.
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PSHE, PE, Modern Foreign Languages, RE, Music and Computing are collated separately. Please see individual subject documents on class pages.