

| | | | | | | |
|-------------------------|-------------------|----------|-------------|----------|--------------|--------------------------|
| Medium Term Plan | Year Group | 3 | Term | 1 | Theme | Come Dine With Me |
|-------------------------|-------------------|----------|-------------|----------|--------------|--------------------------|

Main hook - Experienceology

Ready steady cook –TA brings bag of ingredients. Children to explore and discuss the purpose of this.
 Come Dine with Me Day – researching, planning, shopping, cooking etc – do it staggered (and think about cost!)
 Children will use disclosing tablets to see how healthy their teeth are-Dentist to come in for a talk

Areas of learning

As scientists we will be exploring different types of teeth as well as their functions and the human digestive system.
As geographers we will be learning about food around the world.
As artists we will be creating a 3D mouth.
As designers we will design our own brand of toothpaste and mouthwash.

| Confident Individuals | Responsible Citizens | | |
|--|---|---|--|
| Enterprise | Environment | Spiritual and Moral | Communities |
| As enterprising people we will: Plan and shop to a budget, Think about price and marketing a new toothpaste and mouthwashes. | As people concerned with our environment we will: Investigate recycling | In our spiritual and moral development we will: Explore going to the dentist's and our feelings and experiences; Discuss the pros and cons of recycling – compared with other countries Debate why food waste is wrong | As members of a community we will: Look at what happens to food waste and out of date food in Reading |

| Learning across the curriculum | | |
|---|---|---|
| Using Communication – English Links, MFL | Using Mathematics – links to other subjects | Using ICT and E-Safety Opportunities |
| <p>Reading (including love of reading)</p> <p>Writing fiction: problem and resolution story (Lollipop and the Wobbly Tooth)</p> <p>Explanation text – trip to the impossible dentist</p> <p>Applied writing - Slogans and adverts for toothpaste; report on different types of teeth; instructions for cleaning your teeth; recount of Asda trip or Come Dine with Me day (including free writing) Teeth video literacy shed.</p> <p>SPAG – Block 1 spellings;</p> <p>Handwriting Penpals and Letterjoin Block 1</p> <p>French - Core Unit 1; phonics - alphabet, simple vowel sounds</p> | <p>Money and problem solving – buying on a budget; different weights of foods; Volume of mouthwash inventing; volumes in digestion; investigating mass in our recycling bins; shapes in packaging;</p> | <p>Recipes</p> <p>Devising shopping lists</p> |

| Subject Key Skills | | | |
|--|--|--|---|
| History, geography and citizenship | Science and design technology | Art, music and drama | PSHE, RE, R-Time |
| Investigate food around the world – bring in recipe books for food from different cultures | Generate ideas about how to look after teeth | Explore and improvise what an impossible dentist’s surgery is like; Create 3D teeth | Reflect and Evaluate the importance of going to a dentists for our health; our feelings about going to a dentists; explore different foods and drinks – |

| | | | |
|---|--|---|---|
| <p>Analyse how food is wasted in school</p> <p>Communicate ways of minimising waste and the advantages of recycling</p> <p>Consider and respond – draw up posters to encourage children to not waste food</p> | <p>Investigate, observe and record how well children brush teeth; and how teeth react to different liquids (egg shell investigation)</p> <p>Design, make and improve toothpastes/mouth washes/ 3D mouth works;</p> <p>Explain how the digestive system works;</p> <p>Evaluate how different foods affect digestive systems</p> | <p>Draw human digestive system</p> <p>Present Charanga music in Assembly</p> <p>Evaluate the quality of our art</p> | <p>trying new tastes and flavours – taking a risk</p> <p>Plan and Implement Look at what happens to food waste and out of date food in Reading</p> <p>Find and check information</p> <p>Communicate</p> |
|---|--|---|---|

| Personal Development – Curriculum Drivers | | |
|---|---|--|
| Independent Learning | Possibilities – making the impossible possible | Emotional Awareness |
| <p>Using a knife</p> <p>Cooking</p> <p>Trying new foods</p> <p>Eating outside</p> | <p>Disguise liquids with food colouring - can the children take risks and try them and identify the flavours?</p> <p>Imagine an impossible dentists and act out going there</p> <p>Letter from Lollipop to start off the fiction unit.</p> <p>Ready Steady Cook – children to question what it's for</p> <p>Going shopping to Asda</p> <p>Being cooks, waitresses etc for Come Dine with me</p> | <p>Confidence to try new things</p> <p>Making choices</p> <p>Positive attitude</p> <p>Peer support</p> <p>Ask own questions about recycling, food waste, dentists, etc</p> <p>Losing a tooth</p> |