

Prime Learning Challenge: Where does my food come from and where does it go? Year: 3 and 4	Term: Spring 1	Product: Portfolio
Driver : Geographical knowledge	Teacher: Jo Pettifer Tabby Dickson, Emily Coxhead	Driver text: The Incredible Book Eating Boy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly Challenge	Where does our incredible food come from?		Where does our incredible food arrive? (Mrs Gooch week 3)		What happens next to our incredible food?	
British Values Links	Democracy: our democratic decision to leave the EU and the changes that will cause.		Individual liberty to travel and live in any country and welcome those from other countries.		Mutual respect for immigrants and emigrants regardless of their beliefs.	
Maths Focus	Measurement Y3 - Can you use lengths (m, cm, mm) and capacity and volume (ml/l) to measure objects? Y4 - Can you measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres?	Statistics Y3 - Can you interpret and present data using bar charts, pictograms and tables? Y4 - Can you interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs?	Addition/Subtraction Y3 - Can you add 3d numbers using informal methods? Can you solve problems linked to addition and subtraction? Y4 - Can you solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why?	Multiplication Y3 - Can you multiply 2d x 1d using formal methods (multiplication grids)? Y4 - Can you multiply three-digit numbers by a one-digit number using formal written layout?	Multiplication and Division Y3 - Can you solve 1 step problem solving selecting the correct calculation (+/- or x/ ÷), including positive integer scaling problems? Y4 - Can you solve problems involving multiplying and adding, including integer scaling problems? Pupil Planning conference: Can we scale up recipes and actually make them?	Fractions Y3 - Can you recognise and show equivalent fractions? Can you solve problems linked to equivalent fractions? Y4 - Can you recognise and write decimal equivalents of any number of tenths or hundredths? Can you recognise and write decimal equivalents to $\frac{1}{4}$ and $\frac{1}{2}$?
Writing Objective	Y3- Can you use direct speech punctuation? Y4- Can you use noun phrases expanded by adjectives?		Y3- Can you use direct speech punctuation? Y4- Can you use apostrophes to mark plural possession?		Y3- Can you use precise paragraphs? Y4- Can you use noun phrases expanded by adjectives?	
Reading Objective	Y3 Retrieval: Can you discuss responses to texts? GDS - Retrieval: Can you discuss responses to texts and explain your reasoning with evidence? Y4 Interpretation: Can you raise queries		Y3 Interpretation: Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions? GDS - Interpretation: Can you deduce from the evidence in the text what characters are like? Y4 Interpretation: Can you infer meanings and begin		Y3 Retrieval: Can you retrieve and record information from non-fiction? GDS - Retrieval: Can you use the features of non-fiction texts to locate information? Y4 - Organisation: Can you identify some text type organisational features, for example, narrative,	

	about texts and make connections using prior knowledge and experience? GDS - Interpretation: Can you make relevant points to compare and contrast characters, finding evidence in the text?	to justify them with evidence from the text? GDS - Interpretation: Can you infer meanings and clearly justify them with evidence from the text?	explanation, persuasion? GDS - Organisation: Can you begin to consider how the language contributes to the organisation of a text?			
Supporting story/text	The Incredible Book Eating boy	The Incredible Book Eating boy.	Non-fiction Digestive system			
Language Focus	Y3 Can you show that you know when standard English is required and begin to use it? Y4 can you use standard English when it is required?	Y3 Can you take full part in paired and grouped discussions? Y4 Can you ask questions to clarify or develop my understanding?	Y3 can you vary the amount of detail and choice of vocabulary depending on the purpose and audience? Y4 Can you present to an audience using appropriate intonation controlling the tone and volume so that the meaning is clear?			
French Where you live Y3 and Y4	Listening and responding: Do you understand instructions, messages and dialogues within short passages?	Listening and responding: Can you identify and note the main points and give a personal response on a passage?	Speaking: Can you use short phrases to give a personal response? <i>Speaking: Can you have a short conversation where you are saying 2-3 things?</i>	<i>Reading and responding: Can you read and understand short texts using familiar language?</i>	Writing: Can you write 2-3 short sentences on a familiar topic?	
French tasks	Pets Listen and respond to phrases about animals in the food chain. Pupil planning conference: can we talk about our own pets?	Pets Find out about the book eating boys pets- what is the main point of the passage? EG What pet does he have? What is his favourite pet?	Pets Talk about pets that you have or pets you would like to have.	Colours Have a short conversation about the colour of different pets and animals.	Colours Read the short text about pets (describing the colours)- can you explain what it is about?	Colours Write a few short sentences about the colour of different pets and animals.
Scripture Stories	The boy Jesus goes missing in the Temple Luke2:41-52 (CCCB P1577)		*Whole school Focus God leads the Israelites out of Egypt(Parting of the Red Sea) Exodus Full story 14:5-29 Synopsis 14:21-25 (CCCB 122) “Role of Water-Baptism, Cleansing, healing.” Photographs etc Ready			

Science Knowledge	<ul style="list-style-type: none"> •Can you explain what a simple food chain shows? •Can you construct and interpret a variety of food chains, identifying producers, predators and prey? <p>GDS Can you explain how certain living things depend on each other to survive? (challenging skill on focus) eg the importance of the food chain and how each part depends on the next.</p>	<ul style="list-style-type: none"> •Can you identify the simple function of different types of teeth in humans? •Can you compare the teeth of herbivores and carnivores? <p>GDS Can you classify living and non-living things by a number of characteristics that they have thought of? (Challenging skill focus) eg classify by type of teeth?</p>	<p>Can you identify and name the basic parts of the digestive system in humans?</p> <ul style="list-style-type: none"> •Can you describe the simple functions of the basic parts of the digestive system in humans? <p>GDS Can you explain how people, weather and the environment can affect living things? (Challenging skill on focus) eg how is the digestive system affected by people and their lifestyle?</p>
	<p><i>Explain what the Book Eating Boy's normal food chain shows, Construct your own food chain to show the food on the family's table - include the pig which provided the sausages.</i></p> <p><i>GDS: portfolio</i></p> <p><i>Pupil Conference: We could do a Kahoot about digestion.</i></p> <p><i>We could make puppets showing how one animal eats another.</i></p>	<p><i>Use the functions of the different teeth to grind, tear and slice the food for your on-going science experiment. Consider how this will be different for a herbivore and a carnivore.</i></p> <p><i>Mrs Gooch week 3 - digestion</i></p> <p><i>GDS: portfolio</i></p> <p><i>Pupil conference: We could go on a trip to a dentist.</i></p>	<p><i>Literacy Link</i></p> <p><i>Write your non-chronological report/ explanation of the digestive system.</i></p> <p><i>Complete your tights investigation to show the journey of food through the digestive system.</i></p> <p><i>GDS: portfolio</i></p> <p><i>Pupil conference: we could draw around our bodies and make giant digestion posters.</i></p> <p><i>Charlie's mum and dad could come into school because they're doctors.</i></p>
Working Scientifically	<p>y3- Can you use different ideas to suggest how to work something out?</p> <p>y4- Can you decide which information needs to be collected and the best way for collecting it?</p>	<p>y3- Can you set up a simple fair test to make comparisons?</p> <p>y4- Can you set up a simple fair test to make comparisons?</p>	<p>y3- Can you explain why you need to collect information to answer a question?</p> <p>y4- Can you use your findings to draw a simple conclusion?</p>
Computing	<p>Y3: Can you open and send an attachment?</p> <p>Y4: Do they appreciate the benefits of ICT to send messages and to communicate?</p>	<p>Y3: Can you open and send an attachment?</p> <p>Y4: Do they appreciate the benefits of ICT to send messages and to communicate?</p>	<p>Y3: Can you use the email address book?</p> <p>Y4: Can they use the automatic spell checker to edit spellings?</p> <p><i>Pupil conference: we could type up our best piece of work to email to someone and check the spellings</i></p>
	<p>Y3: Can you connect safely with people online?</p> <p>Y4: Can you be responsible and respectful online and offline?</p>	<p>Y3: We have received an attachment in an email from a farmer in Spain. Open the attachment and prepare one to send one in reply.</p> <p>Y4: We would like to contact and reply to farmers in European countries. Draft the email you would like to reply?</p>	<p>Y3 use the email address book to find our European contact's address.</p> <p>Y4: Spell check your draft email before sending it.</p>

Foundation Subject - World	<p>Y3: Can you name a number of countries in the Northern Hemisphere including well know European countries?</p> <p>Y4 •Do you know the countries in the European Union and name the areas of origin of the main ethnic groups in the UK and in your school?</p> <p><i>GDS: portfolio</i> <i>Pupil planning conference: we could colour in a world map to show where our families all come from.</i></p>	<p>Y4: Tuff spot: Can you locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Y3 •Can you name and locate the capital cities of neighbouring European countries and be aware of their different weather?</p> <p>Y4 •Do you know the difference between the British Isles, Great Britain and UK and name some of the surrounding islands?</p> <p><i>GDS: portfolio</i> <i>Pupil planning conference: we could draw a map of where food comes from on edible paper then eat it!</i></p>	<p>Y3 Can you explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>Y4 •Can you name up to six cities in the UK and locate them on a map? <i>GDS: portfolio</i></p>
	<p>Y3: <i>On a map, name and locate the main growing regions in Europe.</i></p> <p>Y4: <i>On a map, name and locate the main growing areas in the European Union. Find out how many family links we have to those countries in our community</i></p>	<p>Y3: <i>On a map, name and locate the European Capital cities from which our food is shipped. Add the correct weather symbols to the map.</i></p> <p>Y4: <i>Using the maps, show the difference between the British Isles, Great Britain and UK and surrounding islands. Show where our food arrives when it's shipped.</i></p>	<p>Y3: <i>Explain how the life of a tomato grower in the Mediterranean is different to our own.</i></p> <p>Y4: <i>name up to six cities in the UK which act as transport hubs for our food.</i></p>
Foundation Subjects - Expressive Arts	<p>Y3: •Can you use their sketches to produce a final piece of work?</p> <p>Y4: •Can you identify and draw simple objects, and use marks and lines to produce texture?</p>	<p>Y3 •Can you use different grades of pencil shade, to show different tones?</p> <p>Y4 •Can you organise line, tone, shape and colour to represent figures and forms in movement?</p>	<p>DT Y3: Can you choose the right ingredients for a product? •Can you describe how their combined ingredients come together?</p> <p>Y4: •Do you know what to do to be hygienic and safe? •Have you thought what they can do to present their product in an interesting way?</p>
	<p>Y3: <i>Sketch the illustrations from the text.</i></p> <p>Y4: <i>sketch the illustrations from the text using marks and lines to produce texture.</i></p>	<p>Y3: <i>Sketch the illustrations from the text using a variety of pencil grades</i></p> <p>Y4: <i>sketch the illustrations from the text which show figures in movement.</i></p> <p><i>Pupil planning conference: we could copy illustrations from the book if we have them big on the board.</i></p>	<p>Y3: <i>Choose ingredients for our WOW day recipe. Describe the process of combining them.</i></p> <p>Y4: <i>Create our WOW day recipe in a hygenic and safe manner and present it to the class.</i></p> <p><i>Pupil planning conference: we could make an edible jelly brain, my mum's got a mold! We could make edible parts of the body like intestines!</i></p>

<p>PE</p>	<p>Five 60 activities</p> <p>Do you understand the importance of daily physical activity and take part in at least 60 active minutes?</p>	<p>Five 60 activities</p> <p>Do you understand the importance of healthy eating and physical activity to create lifelong habits?</p>	<p>Five 60 activities</p> <p>Do you understand the science behind a healthy body and life through heart rate, knowledge of hydration and steps counting?</p>
<p>Outdoor Focus/Tuff Spot</p>	<p>Map exploration</p> <p>Identify parts of food chains in our school grounds</p>	<p>Map exploration</p> <p>Breaking down food</p>	<p>Map exploration</p> <p>Food taste testing</p> <p>Digestive system modelling</p>
<p>Additional Experiences e.g. WOW days UNICEF R&R, cooking, catholic social teaching</p>	<p>Five 60</p>	<p>Five 60</p>	<p>Five 60</p> <p>cooking/taste testing</p>