



## *Spring 1 – Healthy Eating*



### Science intent

Through science, children are taught to be curious about the world around them. Our curriculum is stimulating, engaging and challenging and ensures full coverage of the National Curriculum. It fosters a sense of wonder about natural phenomena. Children develop and use a range of scientific skills including questioning, fair-testing and drawing conclusions. Scientific vocabulary is taught and built upon as topics are revisited progressively in different year groups and across key stages.

### English – National Curriculum/ Skills

- Exploring text types: Explanation texts and persuasive play scripts. Children are given examples to read and learn from then draft and write by composing and rehearsing sentences.
- They will assess the effectiveness of their own and others' writing and suggest improvements with grammar and use of pronouns, spelling and punctuation errors and read their own writing aloud to a group or the whole class.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.
- Spell most of the Year 3 words correctly (80%).

### Overview

- Once children have learnt about the digestive system, they will write an explanation text describing the journey of food through body.
- Convert a story into a play script. Create a persuasive play script to sell a new healthy breakfast through writing and performing a play script for an advert.
- Explore non-fiction texts in this unit following instructions about how to make a healthy meal. Write own instructions linking to DT topic.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 3

- Use capitals, full stops, question marks and explanation marks correctly. Use of apostrophe for omission. Write neatly in a consistent style and size.
- Understand purpose of writing and awareness of audience.
- Structure writing appropriate to task.
- Use simple organisational devices and correct layout in non-narrative writing.
- Headings and sub-headings for presentation.
- Edit content individually and with peers. Use imperative verbs.
- Write different types of sentences which are statements, questions or commands.
- Write neatly in a consistent style and size. Use an apostrophe to show omission and possession. Extend a range of sentences by using a wider range of conjunctions. Use but and so to link sentences. Use fronted adverbials. Identify the correct homophone.

### Science – National Curriculum/ Skills

#### Healthy Eating Science

- 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.
- describe the simple functions of the basic parts of the digestive system in humans

### Overview

Children will sort food into food types and learn the function of each one. They will assess the healthiness of different meals. They will model how food travels through the digestive system and learn about what happens to it from when they put it in their mouths until excretion.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 3

Know the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.

Work scientifically by:

- modelling the digestive system to be able to describe / explain how it works.
- Sorting and categorising foods to learn how each food type benefits the body.

They will taste test various unfamiliar fruit and vegetables and collect data on opinions before and after. They will use this data to construct a bar graph.

### Design Tech – National Curriculum/ Skills

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a range of dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Design purposeful products based on a criteria.
- I can show that my design meets a range of requirements.
- I can put together a step-by-step plan which shows the order and also what equipment and tools I need.
- I can describe my design using an accurately labelled sketch and words.
- I can make a realistic plan.

### Overview

- Taste test healthy breakfast cereals compared to high sugar breakfasts aimed at children. Redesign healthy breakfast options based upon their target market.
- Evaluate the design and packaging of food from children's packed lunches.
- Sort healthy food packaging and unhealthy considering the target audience then design a healthy packed lunch.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 3

- I can choose the right ingredients for a product.
- I can make my product look attractive.
- I can use equipment safely.
- I can describe how my combined ingredients come together.
- I can explain what I changed which made my design even better.

- Evaluating, experimenting and tasting fruit, vegetables and taste testing fruit drinks and couscous they designed.
- Explore where and when different type of food comes from understanding how ingredients end up in the food we eat.
- Adapting own recipes.
- Design, make and evaluate packaging for the dishes prepared using nets and labels.
- Explore the nutritional information on packaging and include in their own designs.

### Art and Design – National Curriculum/ Skills

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- I can use sketches to produce a final piece of art.

### Overview

- Sketching – observational drawing – different fruits and vegetables.
- Looking at still life painting and drawing of food and compare and contrast two very different artist styles. Carl Warner (who creates scenes using real food) Dennis Wojkiewicz (paints close ups of dissected fruit)
- Designing food packaging (DT link) and art work influenced by the artist they have investigated.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 3

### Nunthorpe Primary Academy

- I can use different grades of pencil to shade and show different tones and textures.
- I can create a background using a wash and various paint mark making techniques.
- I can use a range of brushes to create different effects in painting.
- I can identify the techniques used by different artists.
- I can compare work of different artists.

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none"><li>• Healthy foods discussion</li><li>• Internet Safety</li></ul>	<ul style="list-style-type: none"><li>• Chef workshop</li><li>• Health Ambassadors school visit</li></ul>	