

Master Summer Term 2019 – Planning for 3 ALC/ EW

Theme – Global Gourmet

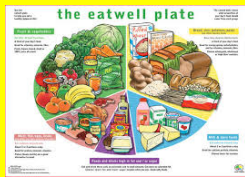


Where does our food come from? To begin and engage learners in our new topic we will visit a local shop or supermarket to try and find out where different types of food come from. Before we visit, we will write a letter to a local supermarket or shop to arrange a visit to look at where food has travelled from (Read, learn and understand the different features of letter writing both formal and informal). We will develop an enquiry area including a range of books, artefacts and menus that the children will be able to contribute to. Together, we will research maps and globes to show different countries and trade routes and where certain food comes from. We will research how different countries support their economy through food growth and compare this to local and national food production. We will visit a or invite a local grocer/butcher/baker to talk about food growth, food origins and distribution of food in the community/Wales. We will then investigate the impact of farming/food growth throughout history in Wales and ways in which this has impacted on people's lives during the 19th or 20th centuries. Look at the historical development of trade and write about the impact this has had on different towns and cities in Wales. We will identify how language is used to inform people about food. Analyse the information given on packaging, labelling, posters and advertising. We will look carefully at the implications of food distribution and packaging on the environment.



What does food from different parts of the world taste like? Read a range of menus from different types of restaurants from around the world. How does this compare to local food and produce? Within our 'Global Gourmet' area we will display a range of foods from different places around the world. Through research we will explore a range of cultures and traditions where food is a significant part of a celebration, including Welsh celebrations and traditional dishes. Read and decide on some exciting recipes. We will link this to weight and volume in mathematics and compare and order amounts and volumes. We will develop their language skills and help them to express themselves in different languages to ask for food from around the world and ask for a particular food in a range of restaurants, cafes and markets in a foreign language. We will listen to a compose poems and stories about food and farming.

How is food used in religion in different parts of the world? Research how food is used in different religions around the world. E.g. Muslim-Ramadam Christianity-Lent



Are there different types of food? (Food Groups) Reflect on previous learning, focusing on food, growth and lifestyle. What does a balanced meal look like? Develop their cooking skills and design and create a pizza that *uses food from all the food groups*. Follow a recipe, weigh and measure ingredients and food. The children will be encouraged to solve problems linked to measures. Follow instructions to make traditional dishes including recipes in Welsh. We will display photographs of the food that they have made and make their own simple recipe books.

What foods should we eat? Discuss how we could change our eating habits to ensure a healthier diet or a more moral means of eating and producing food. We will use the Internet and other sources of information such as books to help us understand what types of food we need for growth of healthy bodies and learn how to create healthy meals.

Four Core Purposes- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



What does a Café look like and who works there? Visit a local café to understand the different roles, look at menus and food choices. Create a questionnaire to find out about the roles and responsibilities of people working in a café and also to question customers about what makes a good café. Why is it important for cafes to be clean? Look at rules for food hygiene and understand why food hygiene is important to our health and well-being. Plan our International Café Day... Write letters to invite parents and other adults to the International Café Day, create advertisements, prints and posters for display in the café and the wider community. Take on the various roles within the café. Practice speaking, listening and presenting skills when dealing with an audience or customers.

Four Core Purposes-enterprising, creative contributors, ready to play a full part in life and work



Global Gourmet Café - Can you set up and Run a Global Gourmet Café?

Create a real life international café which will be open for one day only. The café will serve food from Wales and across the world. The children must decide upon a menu and take on different roles to make sure that the café runs smoothly. The children will be responsible for calculating the cost of the menu, depending on the cost of the ingredients and the cost of staff. The café must run successfully and must not lose any money. Develop mathematical skills for solving money problems through a range of practical activities. Create PowerPoint presentations about other countries to show in the café. Respect and evaluate what they have learned through the project.

Four Core Purposes-Enterprising, creative contributors, ready to play a full part in life and work

Four Core Purposes -Ambitious, capable learners, ready to learn throughout their lives

These activities will take place weekly/fortnightly and may/may not be thematic:

Guided Reading, Pie Corbett literacy approach, Abacus Mathematics Scheme, Philosophy for Children, PE/Games, Welsh

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**** A note for parents:**

You may be able to help, support and encourage your child in some or many of the activities that have been planned for them during the term. Here are just a few ways you could achieve this:

- If your child can access any information on the topic, maybe through books, television documentaries, internet research etc., this will be of great benefit to them during the course of the term.
- As part of our literacy, we will be studying and producing posters, leaflets, and letters. If possible, encourage your child to read a variety of letters. The more experience they have of this, the greater impact this will have in the classroom.
- Your child will be required to complete tasks outside of school, many of which will be based on what we are covering in class that week in Mathematics, Language and our topic. Please ensure your child completes these tasks and, where applicable, to the standard that we expect of them in their class work (i.e. handwriting, overall presentation of work).
- As reading will be at the heart of all lessons, please ensure your child continues to practice their reading at home. While some children may have a school reading-scheme book to read at home, in addition *all* children can read books, comics, magazines or any other suitable texts of their choice. Your child has been given a reading record book, where parents are encouraged to make a note of what was read, plus any additional comments you may wish to make about your child's reading. The reading record book will be checked regularly. We hope that all children manage to read at home with adult supervision at least three times a week.
- In class your child will be working hard to learn their times tables by heart, and also ensuring they improve their handwriting and general presentation. Please work with your child to ensure they achieve these standards - these elements contribute to your child's overall levels at the end of the academic year.
- Our class has P.E once a week - this term it will be on a *Wednesday* afternoon. Please make sure your child brings their full kit to school on those days. Pupils' attendance in PE sessions is compulsory and will be recorded and monitored.

May I thank you in advance for your support and co-operation during the term.

Mrs A Lockley Carter

Mrs EW Williams