

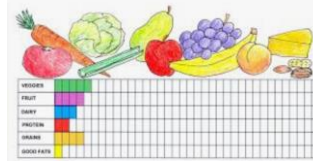


Lainesmead
Primary School and Nursery



Health and Wellbeing Y3

You Are What You Eat!



Computing:

Communicating and Collaborating Online
- I can create and send out a survey to inform me about peoples choice of bread.

I am beginning to use on-line tools, such as Google docs and sites to collaborate together.

Using Data - I can use 2Simple to create a graph linked to my classes favourite healthy food.

I can use technology to create graphs and charts.

I know what a database is and the basic structure of a database.

I can create graphs from pre-made databases and enter my own data into a database and generate graphs using these.

Knowledge:

Geography - I can talk about where food comes from.

I can identify countries in the world on a map and link them to the produce.
DT - I can make my own bread using previous knowledge of different products. I know which food group bread is in and why. I can use different ingredients to create my own bread.

History - I know how diets have changed over time and can compare diets and lifestyle then and now.

British Values: Individual liberty and tolerance

Vocabulary:

Geography - maps, location, countries, food farmers.

History - Timeline, Stone Age, Iron Age, Roman Period.

DT - create, design, evaluate, make, test, sample, compare, ingredients, method, tools, analyse

Geography:

I know which countries different foods come from.

I can communicate which foods come from different countries and why as a poster or leaflet.

I can use four figure grid references to locate different places on a map.

Design and Technology:

I can research, plan, make and evaluate my own bread.

I can use knowledge of existing products to design my own bread.

I can investigate and analyse existing products and those I have made, considering a wide range of factors.

I can talk about the different food groups and name food from each group.

I can understand that food has to be grown, farmed or caught in Europe and the wider world.

I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.

History:

I know the different foods that were eaten by the different periods of time I have studied this year.

I can use an increasing range of common words and phrases relating to the passing of times (Stone Age, Iron Age, Romans and Saxons).

I can explain what I have learned about the foods eaten in the different time periods using publishing software and appropriate terminology.

I can describe a chronologically secure knowledge and understanding of British, local and world history relating to food.