

Theme: Pizza the action Year 3

Term: Summer 1

(7 weeks)

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

<b>Key knowledge and skills</b>	<b>Key knowledge and skills</b>
<p><b>DT</b></p> <p><i>Big ideas: design, problem solving &amp; skills &amp; expertise</i></p> <ul style="list-style-type: none"> <li>• Use product research and understand how it leads to further planning. <b>(design, problem solving)</b></li> <li>• Generate ideas for and design appealing and functional products including a pneumatic toy, a pizza and its packaging. <b>(design, problem solving)</b></li> <li>• Explain and justify design choices made. When planning, expand on their choice of materials and components including for function and aesthetics. <b>SCIENCE (design, problem solving)</b></li> <li>• Make drawings with detailed labels when designing and to develop ideas through the use of prototypes. <b>(design, problem solving, skills and expertise)</b></li> <li>• Start to understand and order the main stages of making a product. <b>(design, problem solving)</b></li> <li>• Evaluate the work of those who produce similar products; a local chef, Pizza with Love, and a typography designer, who have successfully developed products. Ask how they meet the needs of their users <b>(design, problem solving, skills and expertise)</b></li> </ul> <p><b>Key Skills for pizza box:</b></p>	<p><b>Science (see separate planning)</b></p> <p><i>Big ideas: investigation, explanation &amp; observation</i></p> <p><b>Enquiry: How does the distance between the light source and the object affect the size of a shadow?</b></p> <ul style="list-style-type: none"> <li>• Investigate how shadows alter. <b>(observation, explanation, investigation)</b></li> <li>• Understand that we need light to see. <b>(observation, explanation)</b></li> <li>• Understand that light can be created by man-made or natural sources. <b>(observation, explanation)</b></li> <li>• Understand that objects can reflect light as well as create it. <b>(observation, explanation, investigation)</b></li> <li>• Understand that light reflects from different surfaces <b>(observation, explanation, investigation)</b></li> <li>• Understand that we see different colours/ surfaces differently. <b>(observation, explanation)</b></li> </ul> <p><b>SC1:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests <b>(observation, investigation)</b></li> </ul>

- Identify potential hazards when working and plan to work safely in order to avoid these. **(problem solving, skills and expertise)**
- Explain the choice of tools and equipment in relation to the skills and techniques they will be using. **(skills and expertise)**
- Measure, mark out, cut, score and join components such as card net structures with more accuracy. MATHS **(problem solving, skills and expertise)**
- Strengthen and reinforce structures through the use of different shapes and additional materials. SCIENCE **(problem solving, skills and expertise)**
- Explore how nets make different 3d boxes and how these can be reinforced to hold a pizza safely. MATHS **(problem solving, skills and expertise)**

#### Key Skills for pizza:

- Understand seasonality, and know where a variety of ingredients are grown, reared, caught and processed. **(skills and expertise)**
- Understand that a healthy diet is made up from a variety and balance of different food and drink. PSHE **(skills and expertise)**
- Know that to be active and healthy, food and drink are needed to provide energy for the body. PSHE **skills and expertise)**
- Prepare and cook a savoury pizza safely and hygienically, using a heat source with the supervision of an adult. **(skills and expertise)**
- Use a range of techniques such as chopping, slicing, grating, spreading, kneading and baking when making pizza dough and preparing the toppings **(skills and expertise)**

**Key vocabulary:** Evaluate, design criteria, design, plan, nets, 3D boxes, net, equipment, success criteria, design choices, prototypes, seasonality, ingredients, grown, reared, caught processed, heat source, kneading, baking

- Make systematic and careful observations **(observation)**
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions **(explanation)**
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **(explanation, investigation)**
- Identify differences, similarities or changes related to simple scientific ideas and processes **(observation, explanation, investigation)**
- Use straightforward scientific evidence to answer questions or to support their findings. **(explanation, investigation)**

#### Computing (see separate planning)

*Big ideas: coding, design & online safety*

#### Coding

- Understand what a flowchart is and how flowcharts are used in computer programming. **(design)**
- Understand that there are different types of timers. **(coding)**
- Understand how to use the repeat command. **(design, coding)**
- Understand the importance of nesting when coding, testing and debugging. **(design, coding)**
- Design a program. **(design, coding)**
- Use design documentation to code a program. **(design, coding)**

#### Oracy

- Initiate conversations with unfamiliar adults (in school or in safe environment) and children
- Understand another's point of view and show whether they agree or disagree

source, reflection, opaque, translucent, transparent, shadow, safety, glasses, source of light, manmade, natural source, protection

	flowchart, programming, timers, repeat command, nesting, debugging, code, coding
--	--

<b>Previous linked learning to consolidate:</b> Year 2 'Our beautiful world'- healthy eating topic/rainbow salads
---

<b>What comes next?</b> Year 4 'Food and Fairtrade' – Fairtrade products designed and made to sell
--