**School name: FOUNDATION PLANNING YEAR B**

**SILVER**

**Theme: From Bean to Bar Year: 3 & 4 Term: Autumn 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ART** | **D&T**  **\*** | **Geography** | **History** | **ICT** | **MFL** | **MUSIC** | **PE & SPORT** | **PSHE/SMSC** | **RE** | **SCIENCE** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **1** | **L.O. To construct a rainforest Zoetrope.**  **Success Criteria**  1. I must follow the instructions carefully.  2. I should think about the layers of the rainforest.   1. 3. I could improve my construction thinking about the materials I could use. | **Starter-** Introduce the L.O and discuss the vocabulary and what it means. Ask what a Zoetrope is? Explain that it is a 3D model to show a moving animation. In our case the rainforest layers.  Show the chn some images/examples.  **Activity** – Chn are to look at pictures of the layers of the rainforest and decide what/how they want theirs to look.  Chn to complete their design sheet detailing the materials they are planning to use and showing the colours etc. in their designs.  **Plenary** – Chn to go round the room and look at other groups designs. Feedback to the class what they like – give time for them to improve their designs. | Design sheet  SB  Zoetrope images  Rainforest layers poster  Black card  Scissors  Rainforest design strip | Designing |
| **2** | **L.O. To construct a rainforest Zoetrope.**  **Success Criteria**   1. I must use equipment safely and correctly. 2. I should follow my design and work systematically. 3. I could allocate jobs within my pair. | **Starter** – Explain that today we are going to be constructing our rainforest Zoetrope. Remind the chn about what we will need to be successful and create a class SC. Make sure the chn know what materials they will need. Explain expectations of working in pairs.  **Activity** – Chn to use the materials/equipment within the classroom to build their rainforest layers Zoetrope.  **Plenary** – Chn to look at their product and compare to their design sheet. Do they need to make any changes? Share with the class what they have done for chn to appreciate. Does in work? | **Cardboard boxes**  Glue  Scissors  Coloured paper  Tissue paper  String/wool | Modelling/sculpting |
| **3** | **L.O. To evaluate my design and finished product.**  **Success Criteria**   1. I must assess my product against my design 2. I should think about what worked well and what was difficult. 3. I could think about possible improvements I could make. | **Starter** – Chn to look at their finished products, talk in their group about what they have made, the colours and materials used and if they like it. Compare to the other groups within the class and discuss similarities and differences in the design animation.  **Activity-** Chn to use the evaluation sheet to assess their finished product to their design. Talk about things that they would change if they made it again. What went well and what they found difficult.  **Plenary** – chn to share the things that found challenging and what they would change if they did it again.  IF TIME  Explain out rainforest café at the end of term and discuss South American foods. Show the chn pictures from South America so they can see the country. Find out some facts for the posters. | Evaluation sheet  SM  Finished product | Rainforest café preparation |
| **4** | **L.O. To design a dish based on South America.**  **Success criteria**   1. I must understand that different foods come from different countries. 2. I should design a dish that includes ingredients from South America. 3. I could write a recipe and instructions for my dish. | **Starter** – Talk to children about food and where it comes from. What sort of food do they think might come from South America?  **Main Activity** – Children read facts sheets and write 3 facts into books.  Discuss dishes that could be made from the items that they have researched. Model first.  Children then design their own dishes that include the ingredients researched.  **Plenary** – Children to share their dishes with each other and teacher to make a list of ingredients needed for making week. | Some cross over with Mexican food | Look at the poster art and discuss the colours and the feelings.  What food would you imagine these people cooking and eating? Why do you think that?  Designing a poster  [south amercian artisits - Bing](https://www.bing.com/images/search?view=detailV2&ccid=I5H%2fuu8x&id=D3031C54B50644C69584E54D54E59FC863127B13&thid=OIP.I5H_uu8xRYKtxvsHbQhlxAHaE8&mediaurl=https%3a%2f%2fimg.etsystatic.com%2fil%2f7c6120%2f918660099%2fil_fullxfull.918660099_jxn5.jpg&exph=683&expw=1024&q=south+amercian+artisits&simid=608034100398129735&ck=AEBC7252F52174B2F16B15655B25B04B&selectedIndex=25&ajaxhist=0) |
| **5** | **L.O. To design a café based on the Amazon.**  **Success Criteria**   1. I must include items based on the Amazon. 2. I should design a menu. 3. I could consider the other features of a rainforest café. | **Starter –** Look together at the Rainforest Café in London. Styling, menu etc How could we use this to design our own café based on the Amazon?  **Main activity** – Children design a menu based on their recipes from the previous weeks and then think about what they café would look like.  **Plenary** – children share their designs with their tables. | Templates  Rainforest café menu  Recipe ideas |  |
| **6** | **L.O. To follow instructions to make a recipe.**  **Success criteria**   1. I must follow the recipe steps in chronological order. 2. I should work slowly and ask for help if I need it. 3. I could help others if I am confident. | **Starter** – Explain that today we will be cooking and making our South American recipes for our Rainforest Café this afternoon.  Small groups of children will be going and making the food with an adult whilst the rest of us get our café experience set up.  **Main Activity** – Small groups will be following the recipes with an adult.  The rest of the class will be making the resources for our rainforest café.  **Posters**  **Menus**  **Opening times**  **Food signs**  **Plenary** – Children to discuss what they enjoyed about the Rainforest Café, did they enjoy making and eating the food?  Was it nice to make food that was shred with the class? | Rainforest Café  Paper  Coloured paper  Pens  Pencils  Food ingredients | Take lots of photos |

****

****