

## Hook:

Discover chocolate and sweets and guess who they are from



# Scrumdiddlyumptious

## Focus: DT / Science



## Knowledge:

- Where do animals (including humans) get their food from?
- What is an existing product?
- What do these products have in common?
- What is an advert? What is it for?
- How do you design a product?
- Why might you select ingredients?
- Why are healthy alternatives important?

## Learning Journey:

Where do animals (including humans) get their food from?

Recap learning about predators and prey and what they eat and how they hunt it. Where do they get their nutrition from? We learnt that plants get their own energy from photosynthesis, animals are different. Animals catch and eat or are herbivores and eat plants. Where do humans get their food from? Consider a healthy diet (reflect on Tigers input and year 2) Look at adverts and packaging of food to buy from shops.. What do we notice about what is healthy / unhealthy / how things are advertised etc.

## Learning Journey:

Look at packaging more specifically in chocolate (links with topic). We are going to design and make our own chocolate bars but first we need to consider existing products and what they look like / contain.

Look at chocolate adverts and packaging and make observations about what is effective / what information must be included on adverts and packaging.

## Learning Journey:

Sample and design a new chocolate bar by tasting different ingredients and combinations to add to their chocolate

Make by selecting ingredients and adding to their chocolate and adding to their moulds

Design and create packaging by using their market research (e.g. colour, information required etc)

## Learning Journey:

Receive letter from WW asking for help to design a healthy snack to launch to support healthy eating in the UK

Consider learning so far, what is a healthier alternative to chocolate? Research ideas for what we could make and package (e.g. dip and baked wrap crisps)

Children to generate ideas for healthy alternative snacks for WW.

## Vocabulary:

Nutrition

Energy

Advert

Packaging

Research

Investigate

Design

Make

Evaluate

Ingredients

Alternative

Healthy

Techniques

Savoury

Hygiene

## Characteristic foci:

Articulatory / Well Being

## Skills:

- Research, using the internet safely
- Research, making observations and saying why
- Prepare ingredients using different techniques e.g. chopping, mixing
- Articulate how to be hygienic when working with food
- Articulate how to be safe when chopping etc.
- Select from ingredients and say why you have chosen them
- Design, make, evaluate

## Curriculum Coverage:

- 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
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- select from and use a wider range of: ingredients
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

## Learning Journey:

Repeat design and make process for new healthier packaging (consider why healthier snacks have their benefits on the packaging compared to chocolate)

Make dip and baked crisps or alternative snack

Articulate the healthier benefits of choosing their new product over chocolate

## Trip / Visitor:

## Display Plan:

Enormous chocolate bar vs healthy eating campaign with their design and make processes

## Outcome:

Design and make a chocolate bar, including packaging and then healthy alternative snack



# Predators

## Focus: Science



What do they already know?

Year 1

What are carnivores/ herbivores/ omnivores?

What do they eat?

What animals are carnivores/ herbivores/ omnivores?

Year 2

What is a food chain?

What do humans and animals need to survive?

Where do animals get their food from?

Why is it important for humans to eat the right amounts of food?

· Where does food come from?

· What makes a balanced diet?

Year 3

What is a predator?

What is prey?

How will they remember it?

Recap prior learning from year 2 at the start of the topic

Recap that learning and learning from each lesson at the start of the next lesson

Mini quizzes / recap learning learnt so far on group posters or as a book exercise 'present how you want' choices

Memorable learning experience

Use of learning line on display

Which resources will I need?

Chocolate

Moulds

Different fillings e.g. fruit etc

Sweets for engage

Ingredients for healthy alternative

What do I need to know to be able to teach this?

Food hygiene

How to use market research to make choices about packaging

Consider information on packaging e.g. allergies / nutritional info

Look at healthy alternative snacks and discuss myths about what is healthy