

**As writers we will:**

- Explore examples of instructions and recipes.
- Identify and use a range of imperative verbs in our writing.
- Write a set of instructions.
- Design and describe a chocolate bar.
- Edit and improve our work.
- Explore the purpose of persuasive writing.
- Compare persuasive and instructional writing.
- Use our persuasive skills to take part in a debate.
- Evaluate a formal letter.
- Plan a persuasive letter.
- Write a persuasive letter.

**As Artists we will:**

- Complete observational drawings looking at shade and tone.
- Experiment with different painting techniques such as using watercolours to blend and mix.

**As design and technologists we will:**

- Prepare and make our own fruit salad.
- Select the correct tools and equipment for the task.
- Evaluate our ideas and consider improvements we could make next time.

**As geographers we will:**

- Locate countries where certain foods grow.
- Look at which climates are suitable to grow fruits and vegetables.
- Develop our understanding of Fair Trade and its impact on farming communities.
- Follow the journey of chocolate from bean to bar, mapping out its journey.
- Use a range of sources to gather information and plot routes on a world map.
- Look at different and unique foods from around the world and our home countries.

**As scientists we will:**

- Identify that animals including humans have skeletons and muscles for protection and support.
- Identify that animals and humans require the right kind of nutrition to keep our bodies working.
- To understand that we cannot produce our own food like plants and we need to choose the right foods.
- To understand what foods make a healthy diet through the eat well plate.
- We will record and classify data using drawings and diagrams.
- We will set up simple practical investigations to help us answer scientific questions.

GFS Learning Hive—As 21st Century Learners we will			
 ENGAGE	 COMMUNICATE	 CONNECT	 INNOVATE
We will evaluate and reflect on our learning, editing our fantasy stories, evaluating our healthy smoothie by writing a review.	We will continue to develop our communication skills by asking questions based on Charlie and the Chocolate Factory and think of our own scientific based questions to further our understanding.	We will connect our prior knowledge of place value from Year 2. We will deepen our understanding of the world through Fair Trade.	We will create our own healthy smoothies, evaluate this and then think about how we could market this to our classmates.

**This half-term we will:** be finding out the importance of following a healthy diet and how what we eat affects our bodies. We will be looking at nutrition, what makes a meal healthy, what foods we should be eating more of, and how food helps us grow fit and strong. We will be looking at recipes, how we follow instructions and use all of this information to create our very own healthy smoothie.

We will be making observational drawing of food in Art, working on skill such as toning and shading. We will learn what Fair Trade means and why it is important in food farming and production. We will follow the journey of Fair Trade chocolate, using maps and atlases to locate where cacao grows and how it make its way to our local supermarket as a chocolate bar.

We will be reading Charlie and the Chocolate Factory by Roald Dahl. We will be using this text to introduce fantasy stories and instructional writing in the form of recipes.



**As readers we will:**

- Read a range of extracts from fantasy stories.
- Identify themes through a selection of texts.
- Predict what will happen in a story using pictorial clues as well as information stated or implied.
- Participate in discussion based around a texts.
- Answer and begin to ask our own questions based on what we have read.
- Continue to develop our dictionary skills to check the meaning of unfamiliar words.
- Discuss words and phrases that authors have used in a text that capture our interest.
- Discuss our opinions and thoughts about a text we have read.
- Listen and respond to our peers during discussions based around a text.

**As mathematicians we will :**

- Counting in 100s.
- Representing numbers to 1000.
- Use the base 10 equipment to represent 3 digit numbers.
- Representing numbers up to 1000 on a number line.
- Find 1, 10 or 100 more or less of a given number.
- Compare and order numbers to 1000.
- Count in 50s.
- Add and subtract 1s and 3-digit numbers.
- Take away 1s from 3-digit numbers.
- Add and subtract 10s and 3-digit numbers.
- Find patterns when adding and subtracting.
- Use addition and subtraction to solve word problems.

**As users of technology we will:**

- Learn how we can be save online
- Familiarize ourselves with logging on to a computer and accessing frequently used websites e.g. Bug Club

**As citizens' of the UAE we will:**

- Look at how food is transported from around the world to supermarkets here in Dubai.
- Find out about farming in the UAE and what local produce is able to grow in this desert climate.

GFS Curriculum Drivers linked to the National Agenda		
Enterprise and Innovation	Eco and Environment	Inclusive Communities
<b>As enterprising children</b> we will be designing our own healthy smoothie applying our knowledge of food groups.	<b>As people concerned with the environment</b> we will discuss what food production is impacting the environment negatively.	<b>As members of a community</b> we will broader our understanding of where food comes from and what is a healthy diet.

Opportunities for Enrichment	
School	Home
<ul style="list-style-type: none"> <li>• We will be creating our own smoothie using ingredients of our choice and looking at how we can make a healthy lunch box.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Visit the Ripe Market to learn about organic fruit and veg and where they come from.</li> <li>♦ Visit your local supermarket, see if they have any Fair Trade products!</li> </ul>