



# The World's Kitchen Year 4

## Homework

- Create a poster to persuade customers to buy your new dinner, inspired by a country of your choice.
- Create a restaurant menu based on the traditions of a chosen country.

## Trips

Possible restaurant visit, awaiting responses.

## Enrichment

- Fairtrade project
- South American food festival: A fusion of physical education (Zumba), Spanish, human geography and design and technology (tasting and evaluating food).
- Healthy eating and cooking sessions with the catering service.
- Eat Well Move More sessions

## Personal Development

### Spiritual

Reflect on the lives of others around the world through drama.  
Recognise their own creativity when experimenting with a range of ingredients and planning their insulator.  
Explain some of the religious practices of individuals.

### Moral

Reflect upon their own views regarding Fair Trade and its impact of others.  
Recognise the impact of the inequality of food distribution on others.

### Social

Identify how different sections of society eat.  
Develop cooperation and collaboration via participation in the South American Food Festival.

### Cultural

Reflect on the way that cultures are represented in stories.  
Recognise similarities and differences between and within food cultures of other countries over time.  
Experience the significance of dance from other cultures.

## Citizenship

### Citizenship

Investigate global issues, reflect upon these and act upon them.

## Rights Respecting Schools

Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.

Article 27 - You have the right to good, clothing, a safe place to live and to have your basic needs met

## Religious Education

### Jesus is the Light of the World

- To know the stories of the Baptism, Presentation and Transfiguration of Jesus.
- To understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God.
- To know that through Baptism, Christians become the Children of God and to identify symbols from the Baptismal liturgy that express this belief.

### The Old Testament

- To know and be able to recall in words, actions and writing the stories studied in this unit.
- To understand that God chose and called Moses and David for special tasks.
- To recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people.
- To understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today.

### Lent

- To know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent.
- To know some of Jesus' teaching about forgiveness and to understand that this is a gift God freely gives.
- To know that the Sacrament of Reconciliation is a celebration of this gift.
- To know that Christians are called to follow Christ by the way they live their lives.
- To understand that the Beatitudes of Jesus provide a guide for this.

### Holy Week

- To have a good knowledge of the story of Holy Week and to be able to explain some reasons for the death of Jesus.

### Easter

- To know that the four Gospels contain accounts of the Resurrection of Christ.
- To be able to understand the transforming effect this had upon the disciples.
- To know that the Ascension reminds Christians of the promise of Christ to remain always with them.

# The World's Kitchen Year 4: Links to National Curriculum Framework

## Core Subjects:

### English

- To become aware of how media influences consumer behaviour
- To identify key language features of persuasive texts
- To be aware of various persuasive devices in advertising
- To encourage pupils to evaluate advertising objectively
- To use and adapt the features of persuasion to create own persuasive texts and adverts on a given theme
- To work collaboratively in different groupings, taking a lead where appropriate

### Mathematics

- Number - Multiplication and Division
- Measurement - Area
- Fractions
- Decimals

### Science

#### Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

#### Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

## Foundation Subjects

### History and Geography

#### Geography

- Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country, and a region or area within North or South America.
- Understand and describe key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

#### History

- Gain knowledge of the essential chronology of Britain's history (to include: Middle Ages, Victorians, WW2 and modern advances in technology 1960s-present day).

### Art and Design and Design Technology

**Art and Design** - Improve artistic techniques such as drawing using a range of materials, e.g. Pastels, chalk, etc.

#### Design and Technology

Food - healthy and varied diet.

### Music, Languages and Physical Education

**Music** - Develop skills of singing with increased confidence and control; Perform as part of an ensemble using voice and musical instruments.

**Languages** - Communicate ideas and facts using familiar Spanish phrases.

#### Physical Education:

- To combine a range of gymnastics skills that demonstrates body control to create a performance. Observing and analysing other performances and offering suggestions for improvement.
- Consistently rallying a ball with a partner whilst using a range of shots. Participating in competitive tennis games and having the opportunity to umpire and keep score.

### Computing

- We are Musicians and
- We are HTML editors