



Scrumdiddlyumptious!

Imaginative Learning Project for Year 3 children



Tuck in and enjoy a yummy journey of discovery, tasting fantastic fruits, venerable vegetables and tantalizing treats!

Work up an appetite with delicious stories about food, have fun with a vegetable orchestra or become a fruity sculptor.

Find exciting recipes to read – and write your own too.

Then get busy in the kitchen making tasty dishes from across the world and discover how good food helps you grow fit and strong.

Be a whizz and create your own scrumdiddlyumptious smoothie for Squeezy Joe and his team of fruity friends.

And here's food for thought – if you are what you eat... what does that make YOU?

ILP focus	D&T – Science & technology
English – Languages, literacy & communication	Recounts; Recipes and instructions; Nonsense poetry; Non-chronological reports; Adverts Range: R Or 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15; R Re 1, 2, 3, 4, 5; R Wr 1, 2, 3, 4, 5, 6
D&T – Science & technology	Cooking and nutrition Range: R DT 1, 3, 4, 5, 6, 7; R DT HS 1, 2, 3
Art & design – Expressive arts	Sculpture Range: R AD I 1; R AD M 2
Geography – Humanities	Food miles and Fair Trade Range: R Ge 3, 8
History – Humanities	Significant individuals – James Lind Range: R Hi 5, 6, 7
Maths – Mathematics & numeracy	Measures and money
Music – Expressive arts	Vegetable orchestra Range: R Mu P 4; R Mu A 1
PE – Health & well-being	Exercise Range: R PE HFW 1, 2
Science – Science & technology	Nutrition Range: R Sci D 2, 7; R Sci E 7

Access teaching resources for this ILP online on The Hub.

‘One banana, two banana,
three banana, four.
Four bananas make a bunch
and so do many more.
Four banana, three banana,
two banana, one.
All bananas playin’
in the bright warm sun.’

The Tra La La Song

The Dickies



Programme of study

In this project children will have the opportunity to...

Oracy

☐	Or S 2	Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation.
☐	Or S 1	Explain information and ideas using relevant vocabulary.
☐	Or CD 3	Use talk purposefully to complete a task in a group.
☐	Or CD 1	Contribute to group discussion, sharing ideas and information.
☐	Or L 2	Check understanding by asking relevant questions or making relevant comments.
☐	Or S 7	Keep in role and support others in role play.
☐	Or S 4	Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor.
☐	Or CD 2	Express basic opinions about topics and written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story.
☐	Or S 3	Speak clearly varying expression to help listeners.

Reading

☐	Re C 1	Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text.
☐	Re RS 3	With support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter.
☐	Re RS 10	Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows.
☐	Re RS 9	Use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding.
☐	Re RS 4	Read aloud using punctuation to aid expression.
☐	Re RS 7	Identify different purposes of texts, e.g. to inform, instruct, explain.
☐	Re RS 5	Skim to gain an overview of a text, e.g. topic, purpose.
☐	Re RS 6	Look for specific information in texts using contents, indexes, glossaries, dictionaries.
☐	Re RA 4	Understand that texts change when they are adapted for different media and audiences, e.g. a written text and a film/cartoon version.

Writing

☐	Wr MPR 4	Note down ideas to use in writing.
☐	Wr SO 1	Use a basic structure for writing.
☐	Wr MPR 7	Review and improve sections of their work.
☐	Wr MPR 5	Use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning.
☐	Wr GPSH 3	Use adjectives and adverbs to expand simple sentences and phrases.
☐	Wr MPR 6	Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit.
☐	Wr MPR 1	Write for different purposes and readers choosing words for variety and interest.
☐	Wr L 3	Use an increasingly imaginative vocabulary.
☐	Wr GPSH 10	Produce legible handwriting and present work appropriately joining letters in some words.
☐	Wr MPR 3	Include relevant details, information or observations in their writing.
☐	Wr GPSH 1	Use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing.
☐	Wr MPR 2	Use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate.

Mathematics

☐	Ma MST 3	Calculate start times, finish times and durations using hours, 30-minute intervals and 15-minute intervals.
☐	Ma NS MM 3	Record money spent and saved.
☐	Ma DS CPI 1	Represent data using: – lists, tally charts, tables and diagrams – bar charts and bar line graphs labelled in 2s, 5s and 10s – pictograms where one symbol represents more than one unit using a key – Venn and Carroll diagrams.
☐	Ma NS MM 2	Order and compare items up to £10.

Children will apply the skills shown in bold during the Innovate stage.

Art & design – Expressive arts

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|--------------------------|----------------|---|
| ☐ | AD In 1 | Select and record from: <ul style="list-style-type: none"> • observation • experience • memory • imagination. |
| ☐ | AD M 2 | Design and make: <ul style="list-style-type: none"> • two-dimensional images • three-dimensional objects and artefacts using a range of various materials for a variety of purposes, e.g. use a range of media to make a two- or three-dimensional representation based on a poem or story. |
| ☐ | AD U 3 | Evaluate the methods and results of their own work and that of their fellow pupils through: <ul style="list-style-type: none"> • discussion • reading • writing • reflection. |

D&T – Science & technology

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|--------------------------|---------------|---|
| ☐ | DT D 2 | Investigate how existing products look and function as a source of ideas for their own products, e.g. examine a range of products related to their task, toys, healthy eating. |
| ☐ | DT F 1 | Plan and carry out a broad range of practical food preparation tasks safely and hygienically. |
| ☐ | DT D 5 | Develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate. |
| ☐ | DT M 6 | Discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste. |

Geography – Humanities

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|--------------------------|----------------|--|
| ☐ | Ge LP 1 | Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. |
| ☐ | Ge C 1 | Express their own opinions and be aware that people have different points of view about places, environments and geographical issues, e.g. about wind farms, Fair Trade. |

History – Humanities

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|--------------------------|----------------|--|
| ☐ | Hi KU 2 | Identify significant people and describe events within and across periods. |
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Music – Expressive arts

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| ☐ | Mu P 1 | Sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration. |
| ☐ | Mu P 2 | Play instruments, using appropriate playing techniques and with increasing dexterity and control of sound. |
| ☐ | Mu P 3 | Practise and evaluate their performing in order to improve. |

PE – Health & well-being

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| ☐ | PE HFW 3 | Identify how to eat and drink healthily in order to meet the energy requirements of different activities. |
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Science – Science & technology

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|--------------------------|----------------|--|
| ☐ | Sci D 2 | Make careful observations and accurate measurements, using digital and ICT equipment at times. |
| ☐ | Sci D 7 | Form considered opinions and make informed decisions. |
| ☐ | Sci E 7 | Identify any hazards and risks to themselves and others. |

Children will apply the skills shown in bold during the Innovate stage.

‘There is no sincerer love
than the love of food.’

Man and Superman

George Bernard Shaw

Engage



Engage

Memorable experience

Visit a local shop or supermarket to find out about different types of food sold, reading signs and labels to find out where produce is from. Choose a selection of fresh fruits and vegetables that can be brought back to the classroom to investigate. Encourage children to work in pairs prior to the visit so they can plan things to find out, writing their own questions such as 'Where do oranges come from?' Provide children with digital cameras so they can capture interesting images of the foods they discover.

English focus: Recounts

Skills	Children could...
Oracy Or S 2 Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation.	Talk about things they saw, did and found out on their visit, sequencing important memories and information using digital photographs to inspire reflections and ideas. Teacher note Brainstorm key points from their experience and begin to record their thoughts and ideas using lists, mind maps or notes.
Writing Wr MPR 4 Note down ideas to use in writing.	Use initial notes and lists to draft sentences about the visit, describing events, memories and information. Teacher note Children should develop their initial ideas into sentences rehearsing them orally with a partner. Use dictionaries and thesauri to check spellings they are unsure of.
Writing Wr SO 1 Use a basic structure for writing.	Identify key features and explore vocabulary in a variety of recounts. Consider how the writer uses language and literary techniques to interest the reader. Explore how these features can help organise own writing. Begin drafting an introductory paragraph. Teacher note Model introductory paragraph.
Writing Wr MPR 7 Review and improve sections of their work.	Draft further paragraphs that link ideas using <i>when, where, why and what</i>. Edit and redraft, working with a partner to develop ideas. Teacher note Check their work to make sure they have included all the necessary features of a recount, reading aloud to a partner or adult to make sure their account makes sense. Make any final changes to their work and write a final copy for presentation purposes.



Curriculum enrichment: Using our senses

Skills	Children could...
Science Sci D 2 Make careful observations and accurate measurements, using digital and ICT equipment at times. Or S 1 Explain information and ideas using relevant vocabulary.	Explore a range of foods using touch, smell and taste. Sort and classify items according to their own criteria and explain their ideas. Teacher note Ask children to 'blind feel' a selection of foods in a feely bag. What's in the bag? You could use cooked spaghetti, dried pasta, lentils, bread, melted chocolate, ice cubes, squishy raspberries, peeled grapes, a spiky pineapple and a hairy kiwi fruit!
Art & design AD In 1 Select and record from: • observation • experience • memory • imagination. Or S 1 Explain information and ideas using relevant vocabulary.	Observe and draw different fruits and vegetables, looking carefully at detail, such as colour, pattern and form. Describe their observations using artistic and sensory vocabulary. Teacher note Encourage a closer look by providing children with hand lenses, viewfinders and visualisers. Then try peeling or slicing the foods – and look again. It's a whole new picture! Let the children experiment with a good choice of drawing materials.
D&T DT D 2 Investigate how existing products look and function as a source of ideas for their own products, e.g. examine a range of products related to their task, toys, healthy eating. Wr MPR 5 Use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning.	Sample different types of bread (fresh from the bakery, homemade or pre-packed). Describe how the breads vary in taste and texture using a variety of adjectives and expressions. With an adult, bake bread adding a range of extra flavours such as herbs, cheese or dried fruits to vary the taste. Teacher note Record information about different types of breads using simple spreadsheets. Include details such as product names, weights, prices, type and special ingredients.
Music Mu P 1 Sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration. Re C 1 Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text.	Listen to and sing along to the song 'Food, Glorious Food'. Sing a line in groups or solo. Read the lyrics and talk about what they mean. Teacher note Show children the musical, 'Oliver!' (1968) from which the song is taken. Talk about the scene... What happens? Did you enjoy it? Why?

Grasshopper: [singing]

'For dinner on my birthday, shall I tell
you what I chose?

Hot noodles made from poodles on a
slice of garden hose

And a rather smelly jelly made from
armadillo's toes.

The jelly is delicious, but you have to
hold your nose!'

James and the Giant Peach

Roald Dahl

Develop



Develop



English focus: Recipes and instructions

Skills	Children could...
Oracy Or S 2 Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation.	Work in pairs to follow verbal instructions for making a mud pie. Discuss the instructions given: were they easy to follow? Teacher note Compare and contrast the pies to assess how successful children were at following given instructions.
Writing Wr GPSH 3 Use adjectives and adverbs to expand simple sentences and phrases.	Recall and explain the mud pie-making experience step-by-step. Compose and rehearse each sentence before writing it down. Teacher note Emphasise the language of recipes including imperative verbs such as mix, stir, measure, add, pour, combine and whisk.
Reading Re RS 3 With support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter.	Identify the features of clear instructions in recipe books. Create a 'recipe' for writing good instructions. Teacher note Reinforce instructional features such as title, equipment or ingredients list, short sentences, numbered steps or bullet points, pictures or diagrams and imperative verbs used throughout.
Writing Wr SO 1 Use a basic structure for writing.	Watch an adult make a banana-based recipe such as a banana split, banana pancake or banoffee pie. Take notes on significant points such as ordering, weights and timings. Draft instructions for making the recipe, using a given framework if needed. Teacher note Clarity matters! Check that when drafting their instructions, children use imperative verbs, clear short sentences and numbered steps or bullet points.
Writing Wr MPR 6 Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit.	Redraft instructions to add an extra ingredient to the original dish. Work with a writing partner to proofread their work, giving an opinion about how they could improve their writing. Together, check that grammar, punctuation and spellings are correct. Teacher note Recipes can be presented using ICT, adding images and photographs to create a recipe in the style of a magazine spread. Inspire imaginations with some attractive examples!



Curriculum enrichment: Recipes and instructions

Skills	Children could...
D&T DT F 1 Plan and carry out a broad range of practical food preparation tasks safely and hygienically. Ma MS T 3 Calculate start times, finish times and durations using hours, 30-minute intervals and 15-minute intervals.	Take part in baking activities that need mathematical skills to weigh, time and measure accurately. Follow simple instructions or recipes, planning the ingredients and tools needed. Describe the changes that take place during the cooking process. Teacher note Make a selection of healthy options for common sweet treats. Bake delicious delights like fruit muffins, fruit or cheese scones, flapjacks, fruit cake, fruit flans and pancakes. Encourage the children to consider how to make healthier sweet treats, for example, by adding less fat, oil and sugar, or by adding fruit or seeds. Discuss with the children any health and safety considerations for the preparation and cooking of food.
Science Sci D 7 Form considered opinions and make informed decisions. Wr MPR 1 Write for different purposes and readers choosing words for variety and interest.	Sort foods into the main 'food groups' using hoops and baskets. Create a plan for a nutritional packed lunch box or picnic, bringing their ideas to life at home or school. Teacher note Provide foods for children to sort into categories displaying the food pyramid as a reference guide. Food groups should include fruit and vegetables, starchy foods, meat, fish, eggs and beans and dairy products.
Geography Ge LP 1 Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. Re RS 10 Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows.	Research online the journey taken by a banana (or another non-native fruit or food item of their choice) from its country of origin to the fruit bowl. Use a range of sources to gather information and view routes on a world map. Use chosen fruit as a main ingredient in making dishes. Teacher note Encourage children to think about the climates of source countries. Can they list the steps that take the fruit from tree to bowl?
D&T DT F 1 Plan and carry out a broad range of practical food preparation tasks safely and hygienically. Re RS 9 Use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding.	Follow recipes to make and bake a range of special celebration or festival foods. Teacher note Why not try making toffee apples for Bonfire Night, pancakes on Shrove Tuesday or a birthday cake for a child's birthday? There are festivals a-plenty to discover... Harvest Festival, Diwali, Easter, and special food weeks such as National Apple or National Bread Week. Remind children to follow food health and safety rules.
Mathematics Ma NS MM 3 Record money spent and saved.	Write a shopping list for a favourite dish or meal. Look up the price of each ingredient online. Record how much they have spent and note any savings through special offers. Work out how much the meal will cost to make per person. Teacher note Children could compare prices between different supermarkets and find the cheapest prices.

Develop



English focus: Nonsense poetry

Skills	Children could...
Reading Re RS 4 Read aloud using punctuation to aid expression.	Read and join in with different nonsense poems identifying some of the key features such as rhyme and rhythm. Practise reading the poems aloud with a partner, using punctuation to aid expression, keeping in time with each other. Try to remember a couplet or verse by heart! Teacher note Some poems for starters? Try 'Ning, Nang, Nong' by Spike Milligan, 'Jabberwocky' by Lewis Carroll and 'Green Eggs and Ham' by Dr Seuss.
Writing Wr L 3 Use an increasingly imaginative vocabulary.	Look at examples of nonsense words from Lewis Carroll's poem, 'The Jabberwocky'. Talk in pairs about the meaning of words such as frumious, whiffling, tugley, galumphing, beamish and slithy. What do they mean? How do we know? Begin to create their own nonsense words for a range of fruits and vegetables. Teacher note Provide children with a range of highly sensory foods which will inspire them to think of nonsense words. Foods might include, stinky cheeses, a passion fruit cut in half, sprouts and onions.
Writing Wr MPR 1 Write for different purposes and readers choosing words for variety and interest.	Use their new words to begin drafting a nonsense poem about the food they described. Using the structure of 'The Jabberwocky' (AB-AB rhyme) create a first verse, reading aloud to think about their sentences before writing them. Teacher note Let children feel, smell and observe samples of foods during the writing process.
Writing Wr MPR 7 Review and improve sections of their work.	Improve their poems, reading aloud to check for fluency and flow. Change draft as necessary so that the poems sound effective when read aloud. In pairs, suggest improvements to each others' work. Teacher note Encourage children to have fun when reading aloud. Get them to practise using appropriate intonation and expression.
Writing Wr GPSH 10 Produce legible handwriting and present work appropriately joining letters in some words.	Create an attractive, neatly written presentation copy of their poem. Teacher note Collate poems to produce a class anthology of nonsense poems. Write one of your own to share with the children.



Curriculum enrichment: Nonsense foods and silly sweets

Skills	Children could...
Art & design AD M 2 Design and make: • two-dimensional images • three-dimensional objects and artefacts using a range of various materials for a variety of purposes, e.g. use a range of media to make a two- or three-dimensional representation based on a poem or story. Or S 1 Explain information and ideas using relevant vocabulary.	Sculpt a real or imaginary fruit using clay. Paint the fruit sculpture with colourful, interesting patterns to make it look weird and wonderful. Make up a bizarre or funny name for the fantastical fruit and describe how it would taste. Teacher note Children could also use pre-coloured modelling dough or papier-mâché to make their fruits. Choose fruits with a distinctive form such as pineapple, pear, apple or banana.
D&T DT D 5 Develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate. Re RS 7 Identify different purposes of texts, e.g. to inform, instruct, explain.	Design and make packaging for a fantastical fruit or silly sweet! Gather ideas from real life packaging samples collected from home. Plan their designs thinking about text type, colours and materials they might use. Teacher note Provide a range of images and examples of packaging for the children to explore. Where possible, use CAD-CAM packages for design work.
Geography Ge LP 1 Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. Or CD 3 Use talk purposefully to complete a task in a group.	Work in small groups to match pictures of unusual foods to their country of origin. Use a world map to locate them. Teacher note Examples of foods to locate on a paper or satellite map could include deep-fried tarantula from Cambodia, durian from China, escamoles from Mexico, lutefisk from Norway, raw blood soup from Vietnam, casu marzu from Italy, escargots from France and haggis from Scotland.
Science Sci E 7 Identify any hazards and risks to themselves and others. Re RS 10 Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows.	Investigate online or using information provided, how food can be altered. Make bouncy eggs, edible slime, green pancakes, exploding chocolate drops, fruit putty, fizzing soda and invisible ink. Teacher note Allow children to play and explore the magical potential of food. Encourage them to observe and identify scientific changes and processes at work, including reversible and irreversible changes that occur in the production process. Discuss with the children any health and safety considerations for the heating of food.
Music Mu P 2 Play instruments, using appropriate playing techniques and with increasing dexterity and control of sound. Or CD 1 Contribute to group discussion, sharing ideas and information.	Discuss how sound effects could improve the performance of their poems, using percussion instruments or voice. Create musical accompaniment for their poetry using a range of percussion instruments or sounds. Teacher note Model ways of creating a graphic score, matching poetry to musical notation.

Develop

English focus: Non-chronological reports

Skills	Children could...
Oracy Or L 2 Check understanding by asking relevant questions or making relevant comments.	Listen to the life story of physician James Lind (1716 – 1794). After listening to the story and discussing its content, make a list of questions they would like to ask James Lind if they met him. Teacher note Children could share their ideas about questions explaining why they would like to ask them.
Oracy Or S 7 Keep in role and support others in role play.	Meet James Lind, interviewing him about his discovery. Ask pre-planned questions including supplementary ones that arise during conversations. Make notes about answers given. Teacher note Encourage the children to remember significant facts such as dates, quotes and locations. Where a 'James Lind' cannot be found, (or there are no willing adult volunteers!) children can take turns to play the role.
Reading Re RS 5 Skim to gain an overview of a text, e.g. topic, purpose.	Analyse a range of non-chronological reports identifying the key features needed to make them effective. Use reading skills of skimming and scanning to retrieve information. Begin to consider what information might be needed in a non-chronological report about James Lind. Teacher note Children should be encouraged to consider how successfully the reports put the information across to the reader.
Writing Wr MPR 3 Include relevant details, information or observations in their writing.	Imagine they are James Lind, writing a non-chronological report for the Naval Medical Council to report on his findings. Start drafting a series of paragraphs on different aspects of the subject, putting together related facts and starting each paragraph with a key idea. Teacher note Model a paragraph and work together to improve each sentence and add detail.
Writing Wr GPSH 1 Use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing.	Re-read, edit and refine work, checking facts. Check that the report is suitable for the intended audience and practise reading aloud in the role of James Lind. Teacher note Reports could be written in italic pens or italic font to support authenticity. Make a colourful class display using a range of citrus fruits.



Curriculum enrichment: Food glorious food!

Skills	Children could...
Geography Ge C 1 Express their own opinions and be aware that people have different points of view about places, environments and geographical issues, e.g. about wind farms, Fair Trade. Or S 4 Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor.	Find out about Fair Trade by interviewing a charity representative or a parent who buys Fair Trade products. Find out what Fair Trade goods are and why people buy them rather than non-Fair Trade products. Teacher note Watch the presentation and talk about the factors that make something Fair Trade. Sample a variety of standard and Fair Trade produce to see if there is any differences in taste or quality (chocolate is always a popular choice!).
History Hi KU 2 Identify significant people and describe events within and across periods. Re RS 6 Look for specific information in texts using contents, indexes, glossaries, dictionaries.	Use a range of historical resource materials to find out more about the man, James Lind. Work in pairs to create a time line of his lifetime, beginning in 1716 and ending in 1794. Which pair was able to find out the most information? Do any of our dates conflict each other? Why might this happen? Teacher note Taste a range of citrus fruits such as lemons, limes, grapefruits, kumquats and oranges. Encourage the children to keep a food diary recording their own weekly intake of fruits and vegetables.
Music Mu P 2 Play instruments, using appropriate playing techniques and with increasing dexterity and control of sound. Or CD 3 Use talk purposefully to complete a task in a group.	Explore sounds that can be made by shaking, tapping, blowing and beating different foods and food packaging. Make 'pepper shakers', participating with others in a vegetable orchestra, creating different rhythms and keeping a pulse. Teacher note Hollow out peppers and fill with different dried foods such as rice, peas and dried pasta. Be sure to keep the top of the pepper as a lid! Take care when cutting and encourage the children to work together to follow rhythms and keep a pulse.
PE PE HFW 3 Identify how to eat and drink healthily in order to meet the energy requirements of different activities. Ma DS CPI 1 Represent data using: – lists, tally charts, tables and diagrams – bar charts and bar line graphs labelled in 2s, 5s and 10s – pictograms where one symbol represents more than one unit using a key – Venn and Carroll diagrams.	Regularly join in with high-energy activities like running, jogging, circuit training and team games. Re-fuel with a healthy snack and water. Track data for how much water they drink during a typical school day and represent using bar or tally charts. Think of times when they need extra water and discuss how their body 'tells them' to drink. Teacher note Prepare healthy snacks like raisins, banana slices, orange segments and carrot sticks. Share ideas about how they might know if they are not drinking enough water (for example, lack of energy, headaches and strong-smelling or dark urine).
Mathematics Ma NS MM 2 Order and compare items up to £10.	Analyse food prices of different brands. Order from least to most expensive and calculate the difference between different brands. Mentally calculate to find what combinations of goods can be bought for £1, £5 and £10. Calculate totals of 2, 3 and 4 items in practical role play and work out special offers and deals using % discounts. Teacher note Provide a range of foodstuffs of various brands and prices.

‘The wallpaper has pictures of all these fruits printed on it, and when you lick the picture of a banana, it tastes of banana. When you lick a strawberry, it tastes of strawberry. And when you lick a snozzberry, it tastes exactly like a snozzberry...’

Charlie and the Chocolate Factory

Roald Dahl

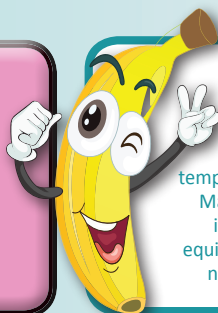
A photograph of two glass jars filled with a thick, pink strawberry smoothie. The jars are placed on a light-colored wooden surface. The foreground jar is in sharp focus, showing a whole strawberry with green leaves on top and a pink and white striped paper straw. A second jar is visible in the background, slightly out of focus. The background is a solid dark blue-grey color.

Innovate

Innovate... *Let's get creative!*



Read a range of smoothie recipes and brainstorm ideas for your own creation.



Use your ideas to plan a recipe for your own tempting smoothie. Make a list of the ingredients and equipment you will need to make it.



Analyse a range of packaging for commercial smoothies, finding out what ingredients are used and what nutritional values they contain. Can you order them from most to least nutritional? Explain how you made your decisions!



Taste a range of smoothies and decide which flavours you like best. Explain why.



CONGRATULATIONS!
You have completed your Innovation Challenge.



Write a 'foodie' review of a friend's smoothie.



Organise a VIP tasting session! Send 'Golden Tickets' to parents, carers or staff from your local 'Starsmooth' outlet and collect their views and opinions on the success of your smoothie.

STARSMOOTH INTERNATIONAL - A taste sensation!

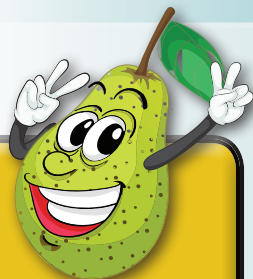
We are currently seeking ideas for a range of fresh and tempting new smoothie recipes to add to our existing menu, to be sold in our world-wide stores.

Winning applicants will have the opportunity to become part of our highly regarded design and development team.

For more information, please contact Squeezy Joe on **7963 7662662**.

WANTED

Temporary teaching assistant wanted
Minimum 3 months / 30 Hrs p/w



Make a shopping list of the ingredients you need and calculate the cost of making your smoothie.

Make your smoothie following your own recipe.



Read descriptions of Willy Wonka's weird and wonderful sweet creations. Highlight words you think are funny, exciting or that make the description intriguing.



You will need

- ☐ A range of smoothies with their packaging
- ☐ Some Smoothie Recipes
- ☐ A selection of fruits and vegetables
- ☐ A blender
- ☐ A chopping board and knife
- ☐ A mixing spoon
- ☐ A range of juices
- ☐ Milk or yoghurt
- ☐ A large plastic jug
- ☐ Plastic cups
- ☐ A computer & printer
- ☐ Printable labels
- ☐ Envelopes
- ☐ Smartphone or digital camera
- ☐ A thesaurus
- ☐ 'Charlie and the Chocolate Factory' by Roald Dahl.



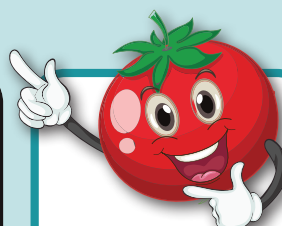
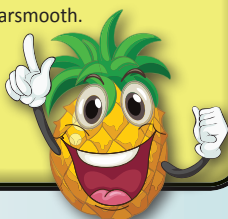
Give your smoothie an international name (using language of choice) or compose a nonsense name, just like Willy Wonka did!



Write words that describe your smoothie. Then check (using a thesaurus) for better or more powerful alternatives. Collect these words to use in your marketing campaign.



Take a digital image of your smoothie and add it to an email that can be sent to Starsmooth.



Design a food label using ICT that would attract a buyer. Use persuasive words and phrases.



‘Good food is a global thing and I find that there is always something new and amazing to learn - I love it!’

Jamie Oliver

Express



Express

English focus: Adverts

Skills

Children could...

Reading

Re RA 4 Understand that texts change when they are adapted for different media and audiences, e.g. a written text and a film/cartoon version.

Analyse a range of TV food and drink advertisements. What kinds of words are used? Find examples of slogans, exaggeration, appealing adjectives, strong adverbs and powerful verbs.

Teacher note

Provide a range of magazine adverts and product packaging for further inspiration.

Writing

Wr MPR 1 Write for different purposes and readers choosing words for variety and interest.

Invent a memorable slogan for their smoothie. Make it sparkle with exaggeration, alliteration, metaphor or simile. Add fun and interest to boring nouns with interesting adjectives (use a thesaurus).

Teacher note

Ask children to brainstorm memorable slogans from TV advertising. What makes them memorable?

Writing

Wr MPR 2 Use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate.

Create an advert for a glossy magazine promoting the benefits of their smoothie using ICT, art packages and digital images. Write persuasively, using adjectives and adverbs.

Teacher note

Introduce the task by looking at glossy magazine layouts. Discuss colour schemes, text, font, images and slogans. Encourage children to question the merits of their advert. Will it grab customers' attention?

Writing

Wr MPR 7 Review and improve sections of their work.

Work with a partner to edit and refine their advert, checking for spelling and punctuation errors.

Teacher note

Encourage children to use a spell checker tool.

Oracy

Or S 4 Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor.

In groups, create a short TV or radio advert for a new smoothie chain that sells their smoothie products. Adopt different roles in the group. Perform for others or film and review the advert's effectiveness.

Teacher note

Mix and match those roles! They'll need a writer, producer, director, actors and a sound and camera crew.



Curriculum enrichment: Food for thought

Skills	Children could...
Music Mu P 3 Practise and evaluate their performing in order to improve. Or S 4 Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor.	Perform 'Food, Glorious Food' or demonstrate, their 'Vegetable Orchestra' to an invited audience. Share with the audience how they made their vegetable instruments using a more formal tone. Teacher note Other percussion can be added using a range of kitchen utensils such as tins, beaters, bottles and cereal boxes.
D&T DT M 6 Discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste. Or CD 2 Express basic opinions about topics and written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story.	Reflect upon the success of their smoothie. Express thoughts and feelings about the end product and discuss with a peer how it could be improved. Teacher note Facilitate discussions with the children about what went well, what they found tricky, what they could have done better and what they would change next time.
D&T DT F 1 Plan and carry out a broad range of practical food preparation tasks safely and hygienically. Or CD 1 Contribute to group discussion, sharing ideas and information.	In groups, join in a 'MasterChef-style' challenge to cook a dish devised from ingredients provided. Teacher note Groups of children should work with an adult to plan and cook their invented dish. Groups could be supplied with the same or different sets of ingredients. Judging could be by an invited panel or by the children themselves. Who will be the MasterChef Champion? Remind children of food hygiene and safety rules.
Art & design AD U 3 Evaluate the methods and results of their own work and that of their fellow pupils through: • discussion • reading • writing • reflection. Or S 3 Speak clearly varying expression to help listeners.	Reflect upon the success of their fruity sculpture work. Describe how it could be improved. Teacher note Children can record their ideas and 'sculpture tips' in a sketch book – a handy reference when tackling future sculpture work.
Geography Ge LP 1 Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references. Re RS 6 Look for specific information in texts using contents, indexes, glossaries, dictionaries.	Create an alphabetical food directory listing food names and where they come from in the world. Mark on a world map the origin of each food. Teacher note Ensure children choose at least one favourite food or dish from every continent in the world.



Fun facts

Did you know?

- F** Tomatoes are a fruit and not a vegetable. In fact, tomatoes are the most popular fruit in the world!
- F** Going green... Dark green vegetables contain more vitamin C than light green ones.
- F** Kiwi fruit contain twice as much vitamin C as an orange.
- F** Eating more fruits and vegetables can significantly reduce your risk of nasty health problems like heart disease, high blood pressure, obesity and some cancer.
- F** Killer lemons! With their high acidic content, lemons can zap bacteria (it makes them great for cleaning your kitchen).
- F** Avocados are the world's most nutritious fruit. (They're delicious too!)
- F** A watermelon contains 92% water and just 6% sugar.
- F** Raisins are dried grapes. They contain lots of sugar.
- F** The word pasta comes from the Italian word for paste which means a combination of flour and water.
- F** The sandwich was named after John Montagu, the 4th Earl of Sandwich (maybe he liked picnics...).
- F** Milk is full of vitamins and minerals, especially calcium.
- F** Meat is a key source of protein. It's packed with essential nutrients like zinc, iron, and vitamin B12.
- F** Soya beans (or edamame beans), spinach, calcium-fortified juices, milk, yoghurt, and other dairy products have lots of calcium which builds strong bones and teeth and helps keep your nerves, glands, and muscles healthy.
- F** Want healthy gums, teeth and skin that heals super-fast? Munch on apricots, bell peppers, cabbage, cantaloupes, grapefruits, kiwi fruit, lemons, limes, oranges, papaya, pineapples, spinach, tomatoes and watermelons (but not all in one go!).



Ideas for home learning

- Write a shopping list for your family's weekly menu and calculate how much it will cost. Don't forget to look for Fair Trade options.
- Keep a food diary to record the different types of food you eat over the weekend. Report back, in your opinion, has your family got a balanced diet?
- Make an alphabetic list of foods from A to Z. Is it possible?
- Make an information booklet about a festival that involves eating a special type of food. There are lots to choose from!
- Make a dish from a recipe book and take photographs to share back at school. Remember to wash your hands before getting going!
- Write an imaginative story which starts...'You're not going to eat me are you?' said the...
- Make a fabric dye from a strongly coloured fruit or vegetable. Try beetroot, carrots, tea, spinach or strawberries. Try dip-dyeing an old white T-shirt or handkerchief into your coloured dye... What happens?
- Design and make an exciting sandwich. Bring it in to school for everyone to taste!
- Plan yourself a weekly exercise regime and encourage a parent or carer to do it with you!



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