



## Churchill Park School

### Mid Term Plan – Key Stage 3 - Food & Festivals – Brazil & Italy

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| PSHE                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Objective:</b> To introduce the term public institutions and recognise what they do for the community.</p> <p><b>Outcomes:</b><br/>           Support: I can join in discussions by responding appropriately to simple questions about familiar events or experiences (S5)<br/>           Core: I can understand agreed codes of behavior which help groups of people work together (S8)<br/>           Extension: I can express my views confidently and listen to and show respect for the views of others (S10)<br/>           SMSC: Understand how societies function and are organized in structures<br/>           Using IT: Researching examples of public institutions – police, NHS etc</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Explanation of public institution – service funded by public money.</li> <li>Look at examples – police, education and schools, NHS, libraries, local services eg roads, bin collection etc.</li> <li>Possibly look at where money comes from – tax – breakdown of how tax is used. Visual demonstration such as cubes to appreciate division of funds.</li> <li>Research different public institutions and their roles. Why are they important? Paired / group work. Feedback to class.</li> <li>Extension activity – debate. Is this a fair way to do things? 2 sides – arguments for the system – service free for everyone to access. What would happen if we didn't have them? Crime, no school, might not be able to afford doctors etc. Arguments against – why should we pay for others? I could spend my money on things for me – more CDS, Clothes etc.</li> </ul> | <p><b>Objective:</b> To find out more about public institutions which are available to us locally.</p> <p><b>Outcomes:</b><br/>           Support: I can maintain interactions and take turns in a small group with some support (S5)<br/>           Core: I can join in a range of activities in small or large groups (S8)<br/>           Extension: I can demonstrate that I recognise the worth of others (S11)<br/>           LOtC: Building links with local services – library visit, guest speakers<br/>           SMSC: Ability to adjust to a range of social contexts b appropriate and sensitive behaviour</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Choose a public service to investigate further eg               <ul style="list-style-type: none"> <li>visit to local library</li> <li>Invite guest speaker – police, fireman, council for waste collection etc</li> <li>Prepare questions to ask – how is the money spent? Why is the service important?</li> </ul> </li> </ul> | <p><b>Objective:</b> To introduce the term voluntary groups and recognise what they do for the community.</p> <p><b>Outcomes:</b><br/>           Support: I can take part in work involving 2 or 3 others (S5)<br/>           Core: I can understand agreed codes of behavior which help groups of people work together (S8)<br/>           Extension: I can express my views confidently and listen to and show respect for the views of others (S10)<br/>           LOtC: Looking at voluntary groups in local community eg West Norfolk Befriending, Open Road, Forward &amp; Futures<br/>           SMSC: A sense of empathy with others, concern and compassion.<br/>           Using IT: Researching examples of voluntary groups.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Explanation of voluntary group – provide a service but receive no money. Reliant on donations, volunteers etc. Same aim as public institutions – providing a service for all.</li> <li>Audiotape – 60 second civics (<i>Describes system in America but gives an overall picture</i>)</li> <li>Look at examples of voluntary groups – St Johns Ambulance, Norfolk Befrienders, Samaritans, Greenpeace etc.</li> <li>HOT SEAT activity – pupil or member of staff is guest speaker.</li> <li>Pupils prepare questions to ask eg What do you do? Who do you help? Why do you do it? What sort of things does your group do? Where do you get money from if you need it?</li> </ul> | <p><b>Objective:</b> To find out more about voluntary groups which are available and what they offer.</p> <p><b>Outcomes:</b><br/>           Support: I can respond to others in group situations (S6)<br/>           Core: I can begin to share my views and opinions (S9)<br/>           Extension: I can demonstrate that I recognise the worth of others (S11)<br/>           LOtC: Looking at voluntary groups in local community eg West Norfolk Befriending, Open Road, Forward &amp; Futures<br/>           SMSC: Ability to think through the consequences of their own and others actions<br/>           Using IT: Researching examples of voluntary groups.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Research the work of specific voluntary groups in preparation for next couple of weeks. Could either chose a few or focus on one as a class.</li> <li>Who do they help? What do they actually do to make a difference? How do they advertise the service?</li> </ul> | <p><b>Objective:</b> To plan how to set up our own voluntary group.</p> <p><b>Outcomes:</b><br/>           Support: I can move, with support, to new activities which are either directed or self-chosen (S7)<br/>           Core: I can treat living things and my environment with care and concern (S8)<br/>           Extension: I can identify positive ways to face new challenges(S12)<br/>           SMSC: Show respect for people, living things, property and the environment<br/>           Using IT: Using packages to advertise group.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Class set up their own voluntary group. What area will they focus on eg environmental group, helping people, anti-bullying, advisory service etc.</li> <li>Think of what their group could do to fulfil its objective – posters campaigns - promote recycling, saving electricity, anitbullying etc, giving talks to groups, offering time to talk service for befriending, advice etc.</li> <li>Prepare a plan and divide roles between members of class.</li> </ul> |
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| <p><b>Objective:</b> To help others / the community through running our voluntary group.</p> <p><b>Outcomes:</b><br/>           Support: I can respond to others in group situations (S6)<br/>           Core: I can treat living things and my environment with care and concern (S8)<br/>           Extension: I can identify positive ways to face new challenges(S12)</p> | <p><b>Objective:</b> To think about different ways we can be healthy.</p> <p><b>Outcomes:</b><br/>           Support: I can join in discussions by responding appropriately to simple questions about familiar events or experiences (S5)<br/>           Core: I know what keeps me healthy (S9)<br/>           Extension: I can make choices about how to develop healthy lifestyles (S11)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Objective:</b> To look at sugars in food and think about the choices we make.</p> <p><b>Outcomes:</b><br/>           Support: I can combine two elements of communication to express their feelings, needs and choices (S5)<br/>           Core: I can make simple choices about some aspects of my health and well being (S10)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Objective:</b> To think about why it is important to make healthy food choices and ways to help us do this.</p> <p><b>Outcomes:</b><br/>           Support: I can communicate feelings and ideas in simple phrases (S7)<br/>           Core: I know what keeps me healthy (S9)<br/>           Extension: I can explain how to stay physically healthy (S13)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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|                | <p>LOtC: Extend voluntary work to school community eg befrienders / buddies at breaktime,<br/> <b>SMSC: Modelling and exploring principles they wish to promote</b><br/>         Using IT: Ipads etc to record responses to 'problems'</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Put plan from previous week into action eg design and make posters / information leaflets, offer friendship services / buddy system to other classes. If classes decide to offer an advisory service prepare some recorded phone calls with issues eg being bullied, worried about school. This can form part of a circle activity to think of advice to support in this situation.</li> </ul>                                                                                                                                                                                                                                                      | <p>LOtC: Practical activities for being healthy – sensory circuits, trim trail, rebound sessions<br/> <b>SMSC: Respect for themselves and for others</b><br/>         Using IT: Research images / videos to demonstrate healthy / unhealthy living</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What do we mean when we say be healthy?</li> <li>Pupils think of all the ways they can to be healthy – whole class, group or paired activity.</li> <li>Make ideas boards to demonstrate ways to be healthy – photos, objects of reference, sound boards etc.</li> <li>Class discussion – which of these do you try to do?</li> </ul> | <p>Extension: I can explain how to stay physically healthy (S13)<br/> <b>SMSC: Exercise responsibility</b><br/>         Using IT: Research daily allowances for food groups</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Share change 4 life powerpoint.</li> <li>Visual demonstration of daily amount of sugar – sugar cubes. Bring in samples of food – chocolate bar, can of fizzy drink, fruit etc and demonstrate how much sugar in each. Estimate first and then count actual amount.</li> <li>Activity – healthy food choices using real life examples. Guidance worksheet – Sienna's day.</li> <li>Link to snack time and choosing healthy snacks for class.</li> </ul> | <p>LOtC: Share findings and ideas with other class / people in school – are they convinced by arguments? Persuasive writing<br/> <b>SMSC: Appreciate the rights and responsibilities of individuals within the wider social setting</b></p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Consider two sides of the argument for making healthy choices eg for – keeps me well, gives me energy, helps me sleep, helps me learn. Against – I like chocolate, lemonade is my favourite drink, I don't like fruit or vegetables, sweets are my treat if I eat my dinner etc</li> <li>Encourage and model honest responses for arguments against healthy foods and encourage pupils to do the same.</li> <li>Collate class ideas – which column is bigger? Is it always easy to make the healthy choice? How can we make it easier? Look at reasons against and try to think of ways to overcome them eg hide vegetables in meals, try different fruits, have sweets every other day and alternate with healthy snacks etc.</li> <li><i>Extra activity in preparation for next week – Discuss different types of food and prepare a shopping list to explore which foods are healthy / unhealthy.</i></li> </ul> | <p>maintain my health and well being and can explain reasons for these choices (S14)<br/>         LOtC: Visit to local supermarket to look at different foods.<br/> <b>SMSC: Exercise responsibility</b><br/>         Using IT: Researching food information online. Digital cameras to record findings</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Look at examples of food – how can we tell if they're healthy? Some easy but what about those that look healthy but aren't eg 'flavoured' yoghurts.</li> <li>Highlight traffic light system which gives us information about what's in our food.</li> <li>Use shopping list from previous week to explore which foods are healthy eg pizza, yoghurt, bread, crisps, cereals, pasta and sauce, canned vegetables / fruit, custard, cakes etc.</li> <li>Could be done on class visit to supermarket OR looking at real life examples in class.</li> <li>Use results to plan a healthy menu.</li> </ul> |
| <b>Week 12</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Suggested Home Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                | <p><b>Objective:</b> To look at how advertising can influence choices and come up with our own way to advertise healthy eating.</p> <p><b>Outcomes:</b><br/>         Support: I can show what keeps me healthy (S9) with support<br/>         Core: I can make choices about how to develop healthy lifestyles (S11)<br/>         Extension: I can make informed choices to maintain my health and well being and can explain reasons for these choices (S14)<br/>         LOtC: Filming in different locations within school eg trim trail to demonstrate fitness etc.<br/> <b>SMSC: Appreciate the rights and responsibilities of individuals within the wider social setting</b><br/>         Using IT: computers, ipads to design posters / film adverts. Persuasive writing</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Look at advertising for food. Promoting sweets, fizzy drinks etc. One example if KFC - friends</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Please note that these groups of lessons can be done in any order depending on which fits best with the half term theme.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>1<sup>st</sup> half term</b></p> <ul style="list-style-type: none"> <li>- Looking for evidence of public services and the work they do eg rubbish collection, road maintenance, libraries etc</li> <li>- Think about voluntary organisations – has anyone in family or social circle worked or been involved as part of a voluntary group?</li> </ul> <p><b>2<sup>nd</sup> Half Term</b></p> <ul style="list-style-type: none"> <li>- Keep a food or exercise diary.</li> <li>- Link up to Change 4 Life Be food smart campaign</li> <li>- Investigate foods at home and in shops to look at traffic light system and daily guidance amounts</li> <li>- How healthy are we as a family? What more could we do?</li> </ul>                                                                                                                                                                                                                                                             |



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|  | <p>/ family together having a good time with KFC, Marks &amp; Spencer adverts - this is not just a chocolate pudding etc.</p> <ul style="list-style-type: none"><li>• What techniques are they using to sell to us? Food makes us happy, brings family together, making us hungry watching advert etc</li><li>• Prepare an advert in the same style for a healthy snack or meal.</li><li>• Assess learning for topic - choose healthy options from a given range and explain why this is the case.</li></ul> |  |  |  |  |
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