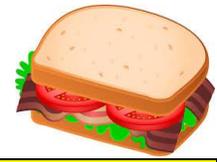


Year 6 – Food Glorious Food!

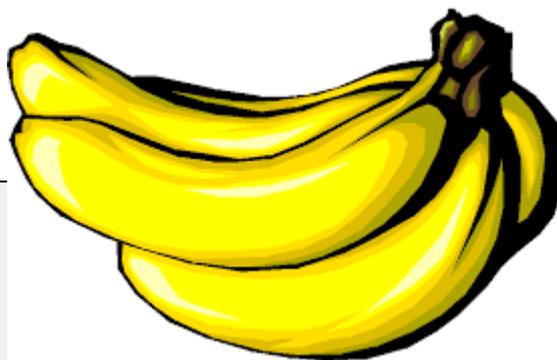


Rationale

During the second half of the summer term, Year 6 celebrated everything to do with food, drink and healthy eating. Our project gave us an opportunity to explore food from many different angles, including: food production, transportation, nutrition, marketing, packaging, cultural significance and of course, taste!

Creativity	Independence	Aspiration
<p>This was an extremely creative project which involved a variety of artistic activities and creative spin-off projects, such as: experimenting with oil pastel fruit and vegetable still life drawing; mastering food photography techniques and designing our own tomato packaging and branding for a well-known online retailer.</p>	<p>Our project provided numerous opportunities for independent working, for example: researching Mayan food traditions online and then presenting our findings on these; sharing our favourite regional UK recipes and in some cases, making these; visiting the library to find out about the sorts of foods we should be eating to keep healthy and help us perform well at sports day and putting together a day's menu that involved all the major food groups.</p>	<p>Throughout our project we aspired to become healthy eating experts and develop our independent thinking skills. We worked as groups to respond to the brief put to us by Ocado to design some practical and appealing tomato packaging and ran our own production line to deliver a picnic lunch for Year 4 and 6 based on a French menu we had compiled.</p>
<p>Spark</p> <p>We kicked off our project with a carousel of activities which involved: sketching our own still life pictures for a display; describing the taste of green olives; analysing and composing food photos and learning some French food vocabulary with the help of a few props!</p>		<p>Learning Celebration</p> <p>We celebrated all our learning in two ways:</p> <ul style="list-style-type: none"> - A team tomato packaging and branding challenge set by Ocado; - Creating our own food production line to produce a picnic lunch for ourselves and the Y4 class.
<p>Role Playing/Life Skills/Real Learning</p> <p>Our project allowed us to develop/enhance some really useful life skills including:</p> <ul style="list-style-type: none"> - trying new things and expressing informed opinions, (including in French!); - teamwork through our tomato packaging and branding project; - presentation skills in presenting our designs; - exploring jobs in food and the role of IT in food production and distribution; - learning about key food groups and the need for a balanced diet; - sharing our favourite recipes as well looking at traditional UK/French regional meals and food stuffs; - considering how our diet differs from that of people from different countries and eras; - cooking our favourite recipes and setting up a production line for sandwich making, 		<p>Community Cohesion</p> <p>We really enjoyed showcasing what we were up to each week to our wider school community via our class blog, including the display of spell recipes and our 'Kitchen Garden' vegetable patch maths work.</p> <p>We organised and made a picnic lunch for ourselves and Year 4 after presenting them with a picnic menu in French and totalling up their orders for different sandwich fillings and types of bread.</p> <p>We used our healthy eating knowledge to help us to achieve some of the tasks in our legacy challenge and to help us perform brilliantly on sports day.</p>





<p>including taking into account quantities required, budgeting, hygiene and minimising waste;</p> <ul style="list-style-type: none">- researching and presenting our findings about Mayan eating habits and early chocolate production in particular.	
<p>Out of Classroom Opportunities</p> <ul style="list-style-type: none">- We went outside to talk Mrs Pearman through the steps to make a sandwich to help us think about a.) the need for precise programming instructions, linking into our Purple Mash coding activities, and b.) the different jobs involved in setting up our own production line. She wouldn't do anything without clear instructions, even taking the lid off the butter!- After converting our classroom to a factory and setting up and running a hygienic sandwich-making production line, we held our picnic with Year 4 on the school field.	<p>Home Learning Activities</p> <p>Lots of our homework was based around our Creative Curriculum project including: writing out (and in some cases, making and photographing!) our favourite regional UK recipe in our best handwriting; designing an energy-giving menu for 24 hours leading up to sports day using our nutritional knowledge; drawing a flow diagram of the steps needed to make a sandwich and inventing the sandwich filling of our dreams then persuading Mrs Pearman to choose it! Some of us also kept a food diary to meet the legacy challenge criteria.</p>

Computing and E-safety

When carrying out research into the Mayans and their eating habits, pupils used the internet to search for websites effectively. They had to be discerning in evaluating the content found and cross-reference information from a number of sources to ensure its validity. As always, there was a strong focus throughout on the need to stay safe online and how to escalate any situations which gave cause for concern. We trialled setting up an internet café with different groups of children becoming experts in different aspect of E-safety.

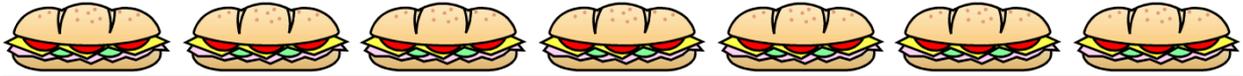
Links to discrete subjects:

English/Literacy - our topic gave rise to a variety of literacy challenges including: groupwork on spell recipes as a crossover from Macbeth (part of our Tudors topic); writing persuasive letters to parents to convince them to allow their children to have school meals or our 'Marvellous Meals'; using adjectives creatively, and in some cases in the form of brief poems, to describe the taste of olives, which were new to most of us; compiling recipes and presenting these attractively; writing persuasively about the sandwich filling of our dreams; and scripting our informative presentations about the Mayans and our pitches for our tomato packaging. Having examined other holiday brochures, we wrote our own about Guatemala as well as sending postcards as if from Guatemala, land of the Mayans, which included details about the fantastic food available.

In **history** we explored the challenges faced by the Mayan civilisation, looking at key events during this period and getting to grips with BCE/BC and CE/AD timelines. We learnt to justify our predictions about the uses for Mayan artefacts and use historical evidence to support our opinions. Our online research helped us learn about toys, games and pastimes; houses and weapons.

Our **geographical** skills had a part to play in locating Guatemala on the world map and talking about its climate and weather conditions in light of its proximity to the Equator plus its volcanic landscape





– perfect for toasting marshmallows apparently! We also discussed and become more aware about fair trade food production and the transportation of food.

Art & Design – we experimented with oil pastels to create still lives using fruit and vegetables after looking at some Cézanne still lives. We also looked at composition of food photography in magazines and recipe books and used these influences to produce our own food photography.

Maths – Maths played a role in our project through some food-themed puzzles and challenges including the kitchen garden challenge as a crossover from our Tudor project plus some ‘Are you a Smart Shopper?’ and ‘Eating Out’ maths problems. We had to use our maths skills to calculate the quantities of food required for the picnic and to total up the orders using a tally system. We then had to draw on our **scientific** knowledge of food preservation and storage to ensure we kept our ingredients and finished products in the right conditions to prevent them going mouldy.

French – earlier in the year we had learnt some key French café vocabulary and expressions which we recorded ourselves saying. We used and refreshed this to help us produce picnic menus for Year 4 and used their French responses to make the picnic. In doing this we learnt about French café culture and different eating and dietary habits.

British Values

Once again, the online research elements gave us the perfect springboard to discuss how to treat each other appropriately and considerately online as well as offline. With a focus on food, we learnt about different cultures, past and present (Mayans and French), and contrasted them with our own, which helped us further consider our own values and what it means to be British. We also examined regional difference within the UK in terms of favourite dishes and typical ingredients.

Steps to success

- 1.) **Healthy eating and food variety/preferences/presentation:** we looked into how to eat healthily to maximise our bodies’ functions, shared opinions about our favourite foods and new tastes and explored techniques for persuading people to adopt different eating habits. We discussed and experimented how food can be portrayed in art and photography to make it appealing.
- 2.) **Mayan food, chocolate and lifestyles:** we examined the Mayan diet as part of our broader study of the Mayan civilisation and compared this to our own food and life experiences.
- 3.) **Food production:** we discovered the complexity of food production and distribution through talking to a representative from Ocado. We learnt about the importance of brand and suitable packaging and designed our own tomato packaging in teams. We set up our own production line and used our French language and mathematical skills to produce a picnic.

Project evaluation

The children enjoyed the practical, hands –on nature of this project and had lots to contribute to class discussions. They gained a greater understanding of the role of food in healthy living and were alerted to the complex issues and choices surrounding food in terms of cost, origins and ethical considerations. Studying the ancient Mayans, whose civilization spanned the BCE/CE transition, allowed the children to better appreciate historical time frames. The project covered a number of elements of the Upper KS2 National Curriculum for non-core subjects and facilitated cross-curricular links to create a holistic learning experience.

