

A Cultural Horizon



6 Weeks

Rationale/Intent

Year 4 pupils will awaken their senses through exploring a range of Indian spices and learning about their taste and uses. This will progress on to discovering how to design, create and produce a range of Indian-inspired savoury dishes which will then be shared during a tasting and sharing session where parents and carers will be invited to join us to share the project's learning. This supports our ASCENT values through developing our community spirit when pupils share their dishes with their families. This topic will nurture an understanding of the menu planning and cooking process of producing nutritious foods from India.

Hook

Pupils will have an 'awakening the senses' session where we explore smelling a range of Indian spices and identifying what they smell like, what they make them think of and how they can be used.

Outcome

Pupils will produce Indian-inspired savoury dishes that they will complete a tasting session on where parents and carers will be invited in.

English

Link text: The Firework maker's Daughter

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Non-fiction: To write an information leaflet about the Indian spice trade using non-fiction structural devices.

Fiction: To write a narrative based around a traditional tale using a variety of rich and varied vocabulary.

Poetry - Writing an emotive poem using descriptive skills.

Writing skills to cover

Pupils should plan their writing by:

- Discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar (modelled texts)
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue building a varied and rich vocabulary and an increasing range of sentence structures).
- Organising paragraphs around a theme
- In narratives creating settings, characters and plot
- In non-narrative material, using organisational devices such as headings and sub headings.

Punctuation and Grammar

- Using present perfect form of verbs in contrast to the past tense (e.g She has lived in the town all her life or we had missed the bus).
- Choosing nouns or pronouns appropriately and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Noun phrases that have modifying adjectives or a prepositional phrase (e.g The strict maths teacher with curly hair or the ugly Troll that lived under the bridge).
- Indicating possession by the use of possessive.

Free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject- Geography

Use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).

(NC- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).

Use maps to locate places and countries that locally-available products come from. (NC- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied).

Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. (NC- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).

Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (NC- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).

Can give reasons why physical processes can cause hazards to people, e.g. flooding. (NC- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).

Focus Subject - Design and technology

NC- Understand and apply the principles of a healthy and varied diet.

NC- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

NC- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Visits and visitors:

A specialised Chef from The Royal Academy of Culinary arts will be visiting to lead the cooking sessions. Parents and carers are invited in for the final outcome to share the project's learning and the food pupils have created.

Cultural capital:

Changes and differences in cultures, practices and traditional foods.
Compare and contrast special ceremonies- weddings- why are they different.

Computing: Use digital maps to locate environments across the globe that differ to the UK- focusing on India.

Home Learning: The children will be asked to research, plan and cook a traditional Indian dish. Pupils will share their recipe and review of their meal as part of a class Indian cooking book.