

Focus Weeks 2020-21			
	<b>Enterprise Week</b> <i>Autumn</i>	<b>Challenging Stereotypes Week</b> <i>Spring</i>	<b>Wellbeing Week</b> <i>Summer</i>
<b>Intent</b>	<ul style="list-style-type: none"> <li>- Each year group to generate, design, make and evaluate an item to sell.</li> <li>- Each class to work on a way to advertise and promote their product.</li> </ul>	<ul style="list-style-type: none"> <li>- An opportunity for each year group to look at a prevalent stereotype in today's society and challenge that belief. The themes will range in maturity from: 'All nurses are female' in Reception, to 'Do you need to look a certain way to be a model?' in Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>- A chance to explore how a healthy lifestyle can benefit their mental wellbeing.</li> <li>- An opportunity to have hands on experiences creating healthy and nutritious foods.</li> <li>- Higher year groups offered the chance to use food technology equipment at a secondary school.</li> </ul>
<b>George Spicer Reads</b>	<ul style="list-style-type: none"> <li>- Each year group will have literature, a book or some articles based on an entrepreneur who has found success.</li> </ul>	<ul style="list-style-type: none"> <li>- Each year group will have literature, a book or some articles based on the stereotype they are challenging.</li> <li>- Each year group will do reading activities based on these pieces of writing.</li> </ul>	-
<b>Writing</b>	-	<ul style="list-style-type: none"> <li>- Each year group to do a one-week writing unit based on their stereotype. This could be a non-fiction piece explaining the stereotype, or a fictional piece of writing linking to their theme.</li> </ul>	-
<b>Design Technology</b>	Generating Ideas, Making and Evaluating Objectives for that year group.	-	Food and Nutrition Objectives for that year group
<b>History</b>	-	<ul style="list-style-type: none"> <li>- Year groups to look into the history of their stereotype. Where did it come from? When did change start to happen and why? What could be changed further?</li> </ul>	-
<b>Geography</b>	-	-	<ul style="list-style-type: none"> <li>- Map work to identify where in the world specific foods come from.</li> </ul>
<b>Maths</b>	Money problems, from simple value of coins, to working out how to calculate change, to working out percentage increases and decreases.	-	<ul style="list-style-type: none"> <li>- Look at the costings needed to buy certain food products and comparing their price.</li> <li>- Time factors in terms of preparations and cooking.</li> </ul>
<b>PSHE</b>	Focusing on how we look after money and how we spend it.	Focus on acknowledging and embracing differences between people.	<ul style="list-style-type: none"> <li>- Healthy Me</li> </ul>
<b>UNCRC Links</b>	<b>Article 26 – Social and Economic Help</b>	<b>Article 2 – No Discrimination</b>	<b>Article 24 – Health and Wellbeing</b>