

## Lead subjects:

Science  
Art and Design  
Music

### Science Key Vocabulary:

**Saliva** – watery liquid secreted into the mouth by glands providing lubrication for chewing and swallowing

**Digestive system** – the organs that breakdown food into smaller components to be absorbed into the body.

**Predator** – an animal that naturally preys on others

**Hygienist** – a specialist in the promotion of clean conditions for the preservation of health

**Oesophagus** – body part that connects the throat to the stomach

### Science: Animals – Teeth and Digestion

- **Why do we have teeth?**
- **What does each tooth do?** – *identify the different types of teeth in humans and their simple functions*
- **How can we care for our teeth and gums?**
- **What are teeth like for other animals?** – *working scientifically to compare the teeth of carnivores and herbivores and suggest reasons for differences*
- **What happens to our food once it enters our mouths?** – *describe the simple functions of the basic parts of the digestive system*
- **What happens in our bodies between eating food and going to the toilet?**

## English:

- **Bill's New Frock** – story based on a plot structure from a text read
- **Non-chronological reports** – persuasion. Persuasive advert to promote clean teeth.



## The Art of Food



### Visitors/Experiences

TBC

## Music Key Vocabulary:

**Style** – designed in a particular form

**Mood** – inducing a particular feeling or state of mind

**Melody** – a sequence of single notes that is musically satisfying

**Compose** – to write or create a piece of music

**Pitch** – the degree of highness or lowness of a tone

**Expression** – the conveying of feeling in the performance of a piece of music

**Tempo** – the speed at which a passage of music is played

## Music: Creating music for a café

- **Why are different pieces of music effective for different purposes?** – listen to music with an attention to detail
- **How should customers feel in a café?**
- **What musical elements do we need to consider in our own compositions?** – compose music for a purpose, using the interrelated dimensions of music.
- **What instruments are you going to include?** – play musical instruments with increasing accuracy, fluency, control and expression.
- **Are you going to include your voices?** – using their voices with clear dictation, control of pitch, a sense of phrase and musical expression.

## Art and Design: Still Life

Exploring still-life artists (Dutch Masters, Renoir, Cezanne). Observational studies of food and fruit to draw in sketchbooks and eventually create a 3D model.

- Explore still life artists from the Dutch Masters to Renoir's study of onions to Cezanne's apples - *exploring the roles of artists working in different times and cultures*
- Children make observational studies of still life arrangements, in their sketchbooks - *show an awareness of objects having a third dimension*
- Use a full range of drawing materials; grades of pencil, charcoal and chalk to make careful drawings - *experiment with different grades of pencil and other implements to draw different forms and shapes*
- Develop drawings in paint; mix colours, tints and shades - *mix and use tints and shades*
- Explore how to mould and join pieces of clay - *plan, design and make models from observation*
- Give children time to evaluate their work and that of others, describe what they like or might change next time - *adapt their work according to their views and describe how they might develop it further*

## Art and Design Key Vocabulary

Still life – a painting or drawing of an arrangement of objects, typically including fruit and flowers.

Arrangement – objects that have been placed in a neat, attractive or required order.

3D – having or appearing to have length, breadth and depth

Mould – form an object out of a material that is able to be shaped

Texture – the feel, appearance or consistency of a surface or substance.

Observation – the process of closely looking at something

Tint – a shade or variety of a colour

Shade – the degree of variation between colours, with regard to how light or dark it is.

## History

Developing chronologically secure knowledge and understanding of British history.

- **Changes in an aspect of social history** – medicine through time
- **Significant individuals** who developed change in medicine – Florence Nightingale, Marie Curie, Alexander Fleming

## Computing: IT – Text and Images

Link to persuasion in English. Creating their own digital advert to promote cleaning your teeth.

- **What are the features of a good page design?** – consider how design features meet the needs of the audience
- **How can we achieve our specific goal?** – understand that internet services can provide images, sounds, and 3D representations to achieve a task.
- **How can we present our information?** – using Publisher to create an advert

## Spanish

- What is your favourite food?
- Ordering at a restaurant
- At the supermarket
  - Engage in conversations.
  - Ask and answer questions.
  - Express opinions and respond to those of others
  - Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

## Maths

- Number and place value
- Mental addition and subtraction
- Written addition and subtraction
- Measurement
- Fractions, ratio and proportion
- Statistics

## Geography

What food grows in different countries?

- Locate the world's countries, using maps to focus on Europe and North/South America
- Concentrate on their environmental regions, key physical and human characteristics

## RE: Are all churches the same?

- **Are all churches the same?** – exploring places of worship worldwide
- **What does it mean to belong to a church?** – one body of people all working together, how does out local parish live this out?
- **What have you learned about the church that you didn't know before?**
- **Where do people of other faiths worship?** – exploring synagogues
- **What are the similarities and differences between places of worship?**