Science Unit 5: You Are What You Eat!

Assessment Questions:

1. **How are we similar to a bear and different to a snake?**
2. **Which muscles can you move and which muscles move without you thinking about them?**
3. **How do humans get nutrients?**
4. **Can you name 3 different examples of carbohydrates?**
5. **What food should we eat as part of a balanced diet?**
6. **Why do humans have a skull? What is it protecting?**

Values: Compassion and Service

KNOW	DO	UNDERSTAND
NC Content: S: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat S: identify that humans and some other animals have skeletons and muscles for support, protection and movement, nutrients, involuntary, voluntary. ***Vocabulary:*** *Nutrition, carbohydrates, protein, diary, sugar, fat, fruit, vegetables, skeleton, muscles, support, protection, movement, spine, rib cage, skull, vertebrates, invertebrates.* Children know that nutrition is the process of eating and drinking to stay healthy. Children know that animals, including humans, get their nutrition from what they eat. Children know the names of the different parts of a healthy diet: carbohydrates; protein; diary; sugar and fat; and fruit and vegetables. Children know humans and some other animals have skeletons. Children know the difference between vertebrates and invertebrates. Children know that skeletons give shape, form and protection to the bodies of vertebrate animals. Children can name some of the bones in the body, e.g. spine, skull etc. Children know that muscles that some muscles work without us thinking, e.g. intestines, heart etc, whereas other muscles are controlled by our thoughts, e.g. arm muscles etc. Muscles also assist the skeleton - they move bones.	**NC Content:** WS: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS: identifying differences, similarities or changes related to simple scientific ideas and processes Children will compare different types of animals, looking at similarities and differences – vertebrates, invertebrates, muscles, bones etc. Children will classify different animals by looking at their bone structures. Children will do an investigation looking at which muscles are voluntary or involuntary (e.g. can you control your heart, bicep, eyes, triceps, tongue etc).	PRIOR KNOWLEDGE: Children will build on their understanding from year 1 and 2 about different body parts. They will learn new names for the different muscles and bones. Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Children will link their understanding of nutrients to their own diet to promote healthy eating and how we look after our bodies – PSHE and PE link. Children will have a better understanding of how we are similar and different to other animals.

ART Unit 5: You Are What You Eat!

Assessment Questions

What is a portrait?
Explain the steps it took to create your digital art
Explain these painting words to me: blending, tone, shade.

Values: Compassion and service

KNOW	DO	UNDERSTAND
Can explain the work of Arcimboldo. Can explain the work of Jason Mecier. Know how to create a sculpture portrait, purposefully choosing food for shape, colour or texture. Know how to photograph art work. Can develop painting techniques: colour selection, blending, shading and tone. Key vocabulary: Arcimboldo Sculpture Portrait Shape Colour Texture Purpose Photograph Technique Tone Blend Shade	Digital art/portraits 1. Create fruit portraits/images of self, inspired by Arcimboldo. Children to arrange actual fruit/cut up images of fruit over photographs of their own face, to create their initial images – a sculptural collage. Children can then either draw or collage their final version, to create a "fruit portrait". Children will then photograph these and use computing skills to either print, or edit the colours and print. 2. Having created a "healthy food" portrait, children will now create "junk food" portraits inspired by Jason Mecier (Miley Cyrus – candy; Big Bird – cereal; Rosie O'Donnell – junk food). Children to arrange actual junk food/pasta/cereal etc, or to cut out pictures of these foods to create their own portrait (on top of a photo of their face). 3. Create Fruit Section painting. Teach children about colour, blending, shading, tone. Children will create a new fruit, by painting four quarters of different fruits.  **NC Aims:** - produce creative work, exploring their ideas and recording their experiences - become proficient in painting, drawing and digital art - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **NC Content:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and digital art - about great artists, architects and designers in history	Children have learnt about food and diet and the impact on our bodies. In DT, they are designing healthy meals and creating packaging for them. This art content allows children to explore both "healthy" foods and foods that should be eaten in moderation, whilst developing their creativity. Children have not previously created sculptural collages, although they have previously developed their photo-taking skills and their digital manipulation skills in their Year 2 Art/French week. Children have previously used paint throughout Years 1 and 2, and this will build upon the colour knowledge they have developed during Genius Geology.

MUSIC Topic 5: You Are What You Eat! (4)		
KNOW	DO	UNDERSTAND
NC Areas covered: • Pupils play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore structure, texture, and timbre • Pupils improvise and compose music • Pupils create music on their own and with others	**Music express: Human body (3)** The children will learn the 'bones dance' song, learning the call and responses. They will identify the rhythms and pat them on the parts of the body as they perform the song. They will then use the song as a quiz, patting the parts of the body in rhythm as they are called out, keeping to the steady beat. They will listen to 'the joyful skeleton' and 'skelebones' and explore the idea that composers often use wooden percussion to make the sound of bones. Children use instruments to play along to the music while they dance (xylophone, claves, wood block, guiro, temple blocks, wooden cabasa and other found objects.) They will watch a 'muscle' movie and talk about how the muscles make the skeleton move. They will learn a clapping pattern and use a call and response song to learn about muscles. They will learn a melody to go with the muscles movie and then put the melody and rhythms together alongside a steady beat. The children will perform the music in 3 parts with a group using tuned percussion (DEGA on chime bars) to play the melody. They will listen to *Muscle movers* and *Timpani*, which feature a range of natural and electronic percussion sound and talk about how drums and timpani (a set of large drums) are often used to portray strength. They will then improvise an aerobic body workout routine to *Muscle movers*. The bones and muscles songs can then be put together using structure, which will include call and response sections and a coda. The children will revisit 'skelebones' and look at its structure: two sections: – A section, slow, followed by B section, fast. They will learn that binary form is the name given to music which has two contrasting sections. They will explore how the sections contrast. They will then compose their own binary music using a call and response format and a skeleton dance. They will explore different rhythms, timbre of instruments, movements and dynamics. After the performance they will evaluate how contrasting the sections were and if they could be changed. **Cross curricular links:** The children will have the opportunity to sing different food songs e.g a three part round for 'the breakfast song' (lesson 2 in music express unit food and drink). There also a range of food songs on 'singup'	*The children have done a lot of work on putting rhythms together and have learnt to play melodies on tuned percussion. This unit allows them to build on these skills and use them to understand different structures of music.* The children will understand that: • Music can be structured in different ways and one of these is by using call and response. • Binary form is where 2 contrasting sections are used. • Different instruments, timbres, dynamics and rhythms can create contrasting effects. • To sing in two parts you must listen carefully to each other, and follow clear start and stop signals **Vocabulary:** tuned and untuned percussion melody rhythm Structure Timbre Dynamics Beat/pulse round **coda** **binary form** **call and response**