

OUR LEAD STATE OF BEING IS:  
ARTIST



## What is the difference between surviving and being healthy?

Term 4

### We are Artists

In this enquiry, pupils will start with an afternoon of being artists, exploring painting using only primary colours, as well as collage and printing in their sketchbooks. The second stage will include exploring printing in more detail and turning sketches of fruit and vegetables into printing blocks and learning how to perfect their use of these. After this, pupils will explore the work of Lichtenstein and Warhol and use this as inspiration to create their own artwork and healthy living message to communicate to others.



OUR SUPPORTING STATES OF BEING ARE: SCIENTIST AND ENGINEER



### We are Scientists

Animals, including humans 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Working scientifically** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **We are Engineers: cooking and nutrition:** understand and apply the principles of a healthy and varied diet, prepare and cook savoury dishes and understand seasonality.



WE ARE MATHEMATICIANS

## Core Subjects Coverage:

WE ARE AUTHORS



**Length, Perimeter and Area:** Measure and convert between metric units; calculate area and perimeter, measure perimeter, solve problems in context.

### Fractions

Understanding unit and non-unit fractions. Equivalent fractions. Representing fractions on a number line. Adding, subtracting and ordering fractions. Using tenths as decimals.

**Focused Texts:** *Escape from Pompeii* (narrative) and *Skeletons* (Non-chronological report)  
**Grammar and punctuation:** fronted adverbials, commas, using a range of adverbs, securing the use of the apostrophe for possession and contraction. Question, explanation marks and hyphens. Inverted commas for dialogue. Varying sentence starts and sentence structures across all writing. **Spelling:** Adding prefixes and suffixes to root words. Homophones and synonyms. Using phonics to support spelling. **Reading:** Focus on word choice and meaning and inference in narrative and non-fiction.



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## KEY VOCABULARY

nutrition  
diet  
exercise  
energy  
savoury  
carbohydrates  
energy  
artists  
medium  
primary  
communication  
printing  
apply  
press

### Milestones in our learning:

*I can identify differences, similarities or changes of skeletons, muscles and diet and the role they play for humans and animals.*

*I am confident in an artform (printing)  
I can suggest healthy adaptations to a recipe.*

*I can make artistic decisions.  
I have experience of cooking a healthy snack using a variety of techniques.*

*I understand the importance of eating foods that our bodies need for the activities we do, not just the food we like, when we like.  
I can use results to draw simple conclusions.*