

Curriculum Driver

Year 3/4 Spring Term 2021

Topic Question: Where will your ticket take you?

Linked texts: The Mermaid of Zennor

Journey by Aaron Becker

Flotsam BY David Wiesner

Non-Fiction- Maps of the United Kingdom

Linked people of study: Barbra Hepworth

Trips/Visitors: St. Ives— Barbara Hepworth gardens,
Trevaskis farm

Topic Composite/Finale: E-Books

Linked Prior Learning: Locating capital cities of the UK

Geography

Intent: Children will develop their understand of physical and human geography comparing regions within the United Kingdom.

Skills, and Knowledge Components Focus:

- Name and locate hills, mountains, coasts, and rivers in the United Kingdom
- Use symbols and keys including OS maps
- Use fieldwork to support studies— St. Ives

Sticky Knowledge:

- I know some physical geographical features of Cornwall including coasts, hills and rivers
- I know some physical geographical features of London including rivers
- I know some human geographical features of Cornwall including settlements, population and trade
- I know some human geographical features of London including settlements, population and trade
- I can use OS maps and know some symbols
- I know some landmarks and features of St. Ives
- I know some geographical similarities and differences between St. Ives and London

Key Vocabulary:

Human geography, physical geography, hills, coasts, rivers, mountains, OS Maps, settlements, population, trade, symbols, keys, landmarks, similarities, differences.

Subject Composite:

Children will create an ebook of their geographical comparisons of London and St Ives. Children will present these to an audience and be able to use geographical vocabulary when making comparisons.

Impact: Children will have an awareness of the similarities and differences in regions within the UK. Although children may not have visited a big city before, they will begin to gain an understanding of what a city is like and how living in a city may be different to living in Troon/Camborne.

Art

Intent: Children will develop their knowledge of a local artist and develop their sketching skills using local scenery.

Skills, and Knowledge Components Focus/:

- Begin to experiment with different tools for line drawing
- Use pencil and penwork to create tone and shade and intricate marks when drawing
- Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures
- Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences

Sticky Knowledge:

- I can sketch landscapes using sketching pencils including shading and tone
- I know Barbara Hepworth is an artist who lived in Cornwall and made sculptures.
- I can create a 3D sculpture inspired by Barbara Hepworth

Key Vocabulary:

Sketch, shade, tone, 3D, sculptures, Barbara Hepworth, ,

Subject Composite:

Children will make their own sculpture inspired by Barbara Hepworth

Impact:

Children will be inspired by local artists and local scenery and use it in their artwork Children will visit St Ives gallery and develop their understanding of presenting and sharing their work with an audience.

Design and technology

Intent: Children will develop their understanding in the food preparation and cooking processes.

Skills, and Knowledge Components Focus:

- Understand why we need to eat a balanced diet
- Understand why we need particular food groups
- Choose, prepare and cook dishes using different cooking techniques
- Know which foods can be grown or reared locally
- Design an appealing and functional product for a particular audience

Sticky Knowledge:

- I know the food groups are fruit and vegetables, carbohydrates, proteins, dairy, fats and oils
- I know what each food group provides for our body
- I can plan, prepare and cook a Cornish dish e.g. pasty or scones
- I can evaluate my Cornish dish based on my design criteria and taste
- I know locally what fruit and vegetables are grown and what animals are reared
- I can use cooking equipment safely
- I can practice good food hygiene

Key Vocabulary:

Fruit and vegetables, protein, carbohydrates, fats and oils, dairy, balanced diet, dicing, baking, crimping, preparing, reared, design criteria

Subject Composite:

Children will design and cook their own take on a Cornish food

Impact: .

Children will be inspired to take their cooking skills home with supervision and be aware of maintaining a balanced, healthy diet.

Working Scientifically- Year 3

Ask relevant questions when prompted

Set up simple practical enquiries, comparative and fair tests

Make systematic observations using simple equipment

With prompting, use various ways of recording, grouping and displaying evidence

Suggest how findings could be reported

Working Scientifically- Year 4

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Science - Year 3 Forces & Light

Intent: Children will explore magnetic force and materials in everyday life. Children will develop their understanding on how we safely see objects.

Skills, and Knowledge Components Focus:

- Recognise the need for light to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise how to protect eyes from the light of the sun
- Recognise how shadows are formed and patterns in their size
- Compare how things move on different surfaces
- Notice that some forces need contact between two objects but magnetic forces can act at a distance
- Observe how magnets attract and repel each other and attract some materials
- Compare and group materials based on whether they are attracted to a magnet, identify magnetic materials

Sticky Knowledge:

- I know that we need light to see things
- I know that dark means there isn't any light
- I know that light reflects off objects into our eyes to see them
- I know that shadows are formed when light from a light source is blocked by a solid object
- I know that the closer the solid object is to the light source the bigger the shadow will be
- I know that magnets have two poles
- I know which poles must face for two magnets to attract/repel
- I know how to explain how different objects move on different surfaces
- I know that some forces need contact between two objects but magnetic force can act at a distance
- I know magnets attract each other north to south pole
- I know some materials that are magnetic and not magnetic

Key Vocabulary:

Light, dark, eyes, reflects, solid objects, surfaces, shadows, light source, magnets, magnetic, north pole, south pole, forces, materials

Children will create a shadow puppet presentation explain their learning about light.

Impact: Children will develop their awareness of forces, light and materials around them.

Science - Year 4 Sound & Electricity

Intent: Children will explore and develop their understanding of circuits and creating sound.

Skills, and Knowledge Components Focus:

- Identify how sounds are made
- Find patterns between pitch and features of the object that produces it
- Find patterns between the volume of a sound and the vibrations that produce it.
- Recognise the link between distance and faintness of sound.
- Identify common electrical appliances
- Construct and name the components in simple series circuits
- Recognise insulators and conductors
- I know that we hear sounds through our ears
- I know that some sounds are made through vibrations
- I know how the pitch of the sound can be effected by the features of the object
- I know that the stronger the vibrations the louder the volume
- I know that the further away from the sound I am the fainter it will sound
- I know the names of some electrical appliances
- I know how to make a simple circuit
- I know the names of the components of a circuit are: a cell, wires, bulbs, switches, motors and buzzers.
- I know what is needed for a bulb to light up in a circuit.
- I know what a switch does in a circuit
- I know the names of some good metal conductors
- I know the names of some insulators

Key Vocabulary:

Vibrations, sound waves, volume, amplitude, pitch, distance, patterns, objects, ear drum, cell, battery, motor, wires, switch, buzzers, bulbs, circuit, appliances, components, metal, conductors, insulators, materials

Subject composite: Children will make a steady-hand wire circuit game using buzzers.

Impact: Children will have a deepened understanding of how everyday appliances work and how we hear.