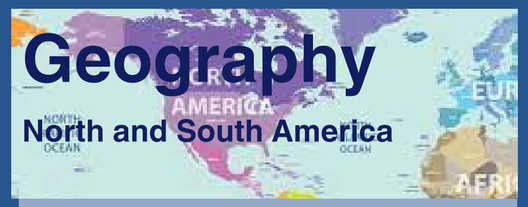
What can you find in the Americas?

Year 3/4 Spring 2023

Linked Texts: The Boy who Biked the World, Tar Beach, The Explorer

Trips and visits

Camborne school Food Technology department



Intent: Children will learn about the human and physical geography in the United Kingdom and compare it to America.

Skills, and Knowledge:
Locate the world's countries using maps and through using longitude and latitude to focus on Europe including Russia, North and South America. Concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
Locate on a map human and physical characteristics of countries around the world and major cities including North and South America.
Study geographical similarities and differences between countries around the world, including North and South America.

Sticky Knowledge:
I can locate on a map the USA, Canada, Brazil. I can locate the Capital Cities of Canada, USA and Brazil on a map.
I can identify on a map some of the physical features of North America for example Niagara Falls on the border of Canada and the USA, the Rocky Mountains, Mount St Helens.
I can identify key human features within North America including key places in New York city.
I can compare where I live to New York.
I can explain how my life is linked to Rio and Brazil and give examples of products that I have in my home may have originated from these places.
Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.

Key Vocabulary: human geography, physical geography, population, settlements, trade, latitude, longitude, similarities, differences, North America, South America, United Kingdom, Europe, Russia, trade, export, culture, region, population, Northern Hemisphere, Southern Hemisphere, time zone, tropical, mountain ranges

Subject Composite: Children to plan and create an Americas day to share their learning with their families about different locations in North and South America.

Impact: Children will have an understanding of their locality within the United Kingdom and its similarities and differences with North and South America. They will be inspired to visit other places and cultures in later life.

Intent: Children explore sound and how are bodies process sound. They explore pitch and volume and work scientifically to explore these.

Skills and knowledge:
Identify how sounds are made, associating some of them with something vibrating.
Recognise that vibrations from sounds travel through a medium to the ear.
Find patterns between the volume of a sound and the strength of the vibrations that proceed it.
Recognise that sounds get fainter as the distance from the sound increases
Ask relevant questions and use different types of scientific enquiry to answer them.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Make systematic and careful observation and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
Set up simple practical enquiries, comparative and fair tests.
Identify differences, similarities or changes related to simple scientific ideas and processes.

Sticky knowledge:
A vibration is a quick back and forth movement. Sounds are made when objects vibrate and vibrations travel from the object to our ears.
The louder the sounds the bigger the vibration. The quieter the sound the smaller the vibration.
Pitch means how high or low a sound is.
The outer ear funnels the vibrations into the ear canal. Vibrations are then passed to the ear canal. The vibrations from the ear drum then are passed along the ear bones and into the cochlea. Signals are then sent to the brain where they are processed.
Sound is measured in decibels.

Vocabulary: vibration, ear, sound, volume, pitch, high-pitched, low-pitched, back ground noise, outer ear, ear bones, ear canal, ear drum, cochlea, decibel, decibel meter, insulate, independent variable, dependent variable, controlled variables, prediction, conclusion

Subject composite: Children plan and undertake a range of investigations using scientific language.

Impact: Children will have a clear understanding of how sound reaches the ear and how the different parts of the ear allow us to hear sounds. Children will have a clear understanding of pitch and volume and how these link to vibrations. Children will build on the scientific enquiry skills.

Intent: Children are introduced to the concept of electricity for the first time. They learn that electricity is a way of moving energy needed to power appliances. They learn about circuits and about insulators and conductors.

Skills and knowledge:
Identify common appliances that run of electricity.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Identify whether or not a lamp in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.
Talk about criteria for grouping, sorting and classifying.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
Use results to draw simple conclusion, make predictions for new values, suggest improvements and raise further questions.
Ask relevant questions and use different types of scientific enquiries to answer them.

Sticky knowledge:
Many appliances use electricity and must be plugged into a socket for the electricity to pass through the circuit. Other appliances need batteries to power the energy around the circuit.
Electricity can be extremely harmful. Liquids and wet hands should be kept away from electrical appliances and circuits.
A circuit must have a closed path so that electrical energy can pass through. Circuits can include bulbs, wires, switches, buzzers and cells connected in one loop.
A bulb will not light if a switch is open or if it is not in a complete loop with a cell.
A conductor is a material which allows energy to flow through it. Metals are good conductors.
An insulator does not allow energy to flow through it. Rubber, plastic and wood are insulators.

Vocabulary: appliances, plug, socket, cell, electrocuted, circuit, switch, battery, buzzer, conductor, insulator, metal, material

Subject composite: Children explore circuits and tests materials to understand conductors and insulators.

Impact: Children have an understanding of electricity and electrical circuits which they will build on in UKS2. They understand how circuits work and which materials conduct electricity.

Intent: Children begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork.

Skills, and Knowledge:
That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.
That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.
That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.
That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.

Sticky Knowledge:
I know that sculptors use sketch books to record and form their ideas and I can do this too
know that Mod Roc is a modelling resource
I know that I need to create an armature to form the structure of my model when using mod roc
I know that can pinch and smooth Mod Roc to create detail
I know that Mod Roc can be painted once dry

Key Vocabulary: still life, sculpture, installation, shape, colour, texture, composition, Modroc, armature, communal

Subject Composite: Children to create a communal art installation of a Brazilian feast using Mod Roc.

Impact: Children are given the opportunity to consolidate and further develop a variety of skills (drawing, painting, making) in a celebration of the ways food connects us, as families, cultures, and communities.

Intent: Design, make and evaluate a burger (product) for themselves (user) for their Americas celebration (purpose).

Skills, and Knowledge:
Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.
Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients
Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Sticky Knowledge:
I know that chefs trial menus and do taste testing to refine their dishes
I know how to safely use a knife to chop and a peeler to grate
I know the importance of washing my hands after handing meet
I know that you need to use different equipment for meet and vegetables and can explain why
I can use technical vocabulary when I evaluate my product

Key Vocabulary: texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations utensil

Subject Composite: Children to make their own burger at CSIA to take home.

Impact: Children will have a greater understanding of the catering industry including famous chefs. They will have developed their opinions on what they like and dislike to create their own meal.