



Entry/exit point

Entry: Art and poetry morning - presenting to an audience

Exit:

NATIONAL CURRICULUM

Geography

Children will learn about the key aspects of the physical and human geography of South America. They will particularly focus on the Amazon rainforest and the Amazon river.

Location and Place KnowledgeHuman and Physical Geography

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

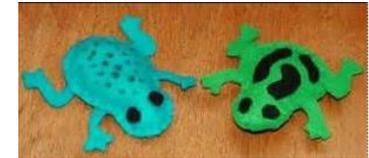
Geographical Skills & Enquiry

- Use maps, atlases, globes and digital/computer mapping.
- Use the eight compass directions to describe locations.
- Follow a route on a simple map.
- Draw a detailed map with symbols and a key.
- Use four figure grid references.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

Design & Technology: Textiles

Children will create their own Poison Dart Frog bean bag.

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world



Science

Science: States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which materials change state (in Degrees Celsius)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Science: Living things and their habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

Science: Animals including humans (Food chains)

- Construct and interpret a variety of food chains, identifying producers, predators, consumers and prey

Science: Working scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Know which are control, dependent and independent variables in a fair test
- Identify one or more control variables from those provided when conducting a fair test
- Make observations and take increasingly accurate measurements using standard units (e.g. to a decimal point)
- Use 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
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings

SCHOOL KEY DRIVERS

| Language | Possibilities | Diversity |
|---|--|--|
| Geography grid, reference, cartographer, globe, North East, North West, South East, South West, observe, measure, record, present, satellite image, terrain, political map, physical map, climate map, topographic map, urban, relief, sea level, latitude, longitude, cardinal points, time zones. estimate Science States of matter solid, liquid, gas, state, degrees celsius, evaporation, | South America Scientist Naturalist | Compare physical geography and climate differences |

| | | |
|---|--|--|
| <p>condensation, water vapour, water cycle, precipitation, dissolve, particle, temperature, bond, thermometer, sublimation, boiling point</p> <p>Living things and their habitats group, variety, identify, classification, key, environment, kingdom, species, fungi, bacteria, climate change, extinction, pollution</p> <p>Animals including humans (Food chains) food chain, primary/secondary/ tertiary consumer</p> <p>Working scientifically fair test, comparative, accurate, standard units, thermometer, data logger, gather, record, classify, present, data, tables, bar graph, classification keys, presentation, explain, conclusion, prediction, differences, similarities, theory, dependent variable, independent variable, results</p> <p>DT</p> <p>functional, appealing, aesthetic, ergonomic, brief, construction, client, purpose, criteria, usability, dimension, evaluate, innovate, manufacture, material, modification, modify, process, product, prototype, quality, research, safety, specification, suitable, cross-section, consumer, dismantle, enlarged, exploded drawing, malleable, market research, proportion, circuit, friction, force, linear, linkage, pulleys, resistance, questionnaire</p> | | |
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| Suggested literacy links | Suggested maths links |
|---|--|
| <p>Stories from other cultures (2) The rainforest story book by Rosalind Kerven The Great Kapok Tree by Lynne Cherry http://www.rainforest-alliance.org.uk/kids/stories</p> <p>Persuasive texts - letters of complaint and formal letters (4) Deforestation - letter of complaint Formal letter - inviting parents for a meal</p> <p>Rap (playing with sounds and images - rhyme, alliteration and onomatopoeia) (1/2)</p> <p>Poems on a theme (2)</p> | <p>Measures</p> <p>3d shapes</p> <p>Properties of shapes</p> |

