

Surfin' USA		
Subject	Skills and objectives	
Teach Computing	Computing systems and networks: Sharing information- To explain that computers can be connected together to form systems To recognise the role of computer systems in our lives To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom	
Art	Drawing - To organise line, tone, shape and colour to represent movement To explore using perspectives Shows a range of techniques to create texture, e.g stippling or the use of an eraser	
DT	Food Technology - To describe what they do to be both hygienic and safe To have presented their product well Knife Skills- To peel hard vegetables using a peeler To use a grater to grate hard vegetables and fruits, as well as other foods; cheese To use a sharp knife to cut hard fruits and vegetables using the 'claw' method	Developing Ideas- To come up with a range if ideas after they have collected information Making - To explain how their product will appeal to the audience To use a range of tools and equipment expertly

Throughout this unit of learning, the children will explore the continent of America. Children will develop their geographical skills to understand climate zones and locality. Children will understand how to use OS maps and compass points and transfer these skills to the unit of work. Children will then focus on different geographical landscapes found in America comparing and contrasting localities, considering land formation, land use and the impact of humans upon these areas. They will look at renewable energy and how to improve what is happening today. As technicians, children will look at designing and making an American inspired meal to fit a given brief. To

<h2>Geography</h2>	<p>Recap- Y5: To describe and understand biomes and vegetation belts, rivers, mountains Y4: To be aware of different weather in different parts of the world to describe how volcanoes are created To explain why some localities have more volcanoes than others</p> <p>Locational Knowledge – To locate the continents of North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities To identify the position and significance of latitude, longitude, equator, hemi-spheres and tropics</p> <p>Physical Geography – To understand climate zones To recognise the climate of a given country according to its location on a world map To explain what a place, open to environmental change and physical change, might be like in the future and how they have changed over time</p>	<p>Human Geography – To report on ways that humans have both improved and damaged an environment To explain how a location fits into its wider geographical location with reference to human</p> <p>Mapping and Atlas Work: Using – To begin to use 6 figure grid references to describe a location on a map, including the use of a key To compare two landscapes using maps and aerial photographs Find and recognise places on maps of different scales To use 8-figure compass directions To describe the features on an OS map by using the key and symbols</p> <p>Map and Atlas Work: Making - To draw a map with positioning of key features located accurately in relation to one another and use OS symbols To begin to draw a variety of simple thematic maps based on given data</p> <p>Fieldwork – To annotate sketches to describe and explain geographical processes and patterns To select appropriate methods for data collection (such as interviews, questionnaires, observations) To evaluate the quality of evidence collected and suggest improvements</p>	<p>finish, children will create a new sustainable town encompassing all of their geographical skills.</p>
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