

THE GREAT INTERNATIONAL BAKE OFF! – BEECH CLASS - SUMMER 2019

Science	National Curriculum	<p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul> <p><b>Changes of materials</b></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
	Key Skills	<p><b>Work Scientifically</b></p> <ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> <li>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>Present findings in written form, displays and other presentations.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.</li> </ul>
Geography	National Curriculum	<p><b>Comparative Study</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul> </li> </ul>
	Key Skills	<p><b>Investigate Patterns</b></p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate Geographically</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
Art	National Curriculum	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. Pencil, charcoal, paint, clay)</li> </ul>
	Key Skills	<p><b>Develop Ideas</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Master Techniques - Printing</b></p> <ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work.</li> </ul>

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D.T.	National Curriculum	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
	Key Skills	<p><b>Master Practical Skills – Food</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>Take Inspiration From Design Throughout History</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
Computing	National Curriculum	<p><b>Text, Multimedia, Databases and Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p><b>Search Technologies</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>
	Key Skills	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul> <p><b>Collect</b></p> <ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>