

## Strength Lies in Difference

Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice  
Children to be familiar with a variety of aspirational and inspirational people from the Black and Asian Community

## English / Mathematics

*Please see termly Success and Challenge cards*

## Expressive Art and Design

### Design and Technology

Children understand and apply the principles of a healthy and varied diet.

They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Children can:

know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;

understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; understand that food is processed into ingredients that can be eaten or used in cooking;

demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;

alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe.

### Music

Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listen to both recorded performances and live music.

## Personal, Social and Emotional Development

### PSCHE: What makes up a person's identity?

Learn how to recognise and respect similarities and differences between people and what they have in common with others

Understand that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)

Understand how individuality and personal qualities make up someone's identity

Learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others

Learn how to challenge stereotypes and assumptions about others

### PSCHE: Revisit Health Education

#### How can we help in an accident or emergency?

### R.E.: Christianity – What is the best way for a Christian to show commitment to God?

Understand how Christians show their commitment to God and to evaluate if there is a best way

Show an understanding of why people show commitment in different ways.

Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians.

Explain and justify ideas about why some ways of showing commitment to God would be better than others for Christians.

## SUMMER TERM 2 Objectives Life on a Plate Year 5

## Physical Development

### Athletics

Sustain their pace and effort for short periods of time – apply in different distance running races, relay and hurdles. Demonstrate a range of throwing actions using equipment, with some accuracy and control – apply in rocket ball, quoit toss and shot put

Demonstrate a range of jumping skills in different activities – apply in long jump and high jump

*GDS: Show control at take-off in jumping activities*

*Show accuracy and good technique when throwing for distance*

*Show good control, speed, strength and stamina when running, jumping and throwing*

## Understanding of the World

### Geography

Locate some of the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Identify the position and significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.

Describe and understand key aspects of physical geography – climate zones, vegetation belts, mountains.

Describe and understand key aspects of human geography – types of land use, trade links, distribution of natural resources (energy).

Use maps, atlases, globes and digital mapping to locate the countries and features studied.

### Science: Overview of the year

Objectives to be taken from across the Year 5 Science curriculum

### Computing: iDraw

To understand that digital tools can be used to create images  
To understand that vector images are made up of shapes and lines

To use digital tools to improve detail in images

To understand that vector images are constructed of layers

To design and create vector images

To evaluate images and make improvements

Use the information in a database to create a simple chart

## Languages

### The Seaside

Recognise nouns and phrases about the seaside.

Understand and say simple sentences about a day at the seaside.

Say and write a persuasive sentence about reasons to spend a day at the seaside.

Understand, say and remember a sequence of nouns (beach bag items).

## Continent focus: North America

### Knowledge Outcomes:

North America is the world's third largest continent.

The four largest countries in North America are the United States, Canada, Greenland and Mexico.

The Arctic Circle passes through some North American countries: the United States, Canada and Greenland.

The Tropic of Cancer passes through Mexico.

The US state which produces the most agricultural products is California.