

**Life on a Plate**  
**Knowledge Outcomes:**  
**Continent focus: North America**

Locate North America on a world map and name countries and surrounding oceans.	Identify physical features such as mountains, forests and plains and human features such as cities, monuments and transport networks.
Know that physical geography (climate zones and landscapes) affects farming and food production.	Name main foods produced in North America, such as wheat, corn and beef and locate where they are produced.
Know that migration and culture influence food traditions and popular dishes across North America.	

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

**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).

**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

**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**  
**Activities**  
**Life on a Plate**  
**Year 5**

**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.

**Citizenship: Be Different Future: Our Carbon Footprint**  
 develop an appreciation for the natural environment and to know how their actions, and those of others, can impact it.

**Science:** Within Science, children will revisit and consolidate key knowledge and skills taught throughout the year. They will continue to develop their scientific understanding through observation, questioning, investigation and the accurate use of scientific vocabulary.

**Mathematics**

**In Mathematics, this half term children will be working on the following objectives from the Year 5 Success and Challenge cards:**

- I am able to multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- I am able to understand and apply the knowledge of place value
- I am able to use formal written column methods of addition and subtraction and reasons why they are appropriate
- I am able to round decimals with two decimal places to the nearest whole number and to one decimal place (5F7) and any whole number up to 1,000,000
- I am able to solve problems involving converting between units of time
- I am able to use all four operations to solve problems involving measure
- I am able to estimate volume
- I am able to understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- I am able to convert between different units of metric units of measure for length, capacity and mass

### 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

### Strength Lies in Differences:

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

### Design Technology

Understand and apply the principles of a healthy and varied diet  
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques: Apply more advanced techniques: kneading, baking, combing flavours, measuring with accuracy (g, ml) to follow more complex recipes with greater independence  
understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

### English

**In English, this half term children will be working on the following objectives from the Year 5 Success and Challenge cards:**

I am able to plan my writing by identifying the audience and purpose of the writing, and using other similar writing as models for my own work.  
I am able to plan my writing by noting down and developing my ideas, using additional reading and research where necessary.  
I am able to select the appropriate grammar and vocabulary in my writing.  
I am able to use words such as then, after that, this, firstly, to build connections in a paragraph.  
I am able to link ideas across paragraphs using adverbials of time e.g., later, place e.g., nearby, and number e.g., secondly  
I am able to edit my work and make changes to vocabulary, grammar and punctuation to make the meaning clearer.  
I am able to use the correct subject and verb agreement.  
I am able to use expanded noun phrases to convey complicated information concisely.  
I am able to indicate degrees of possibility using adverbs e.g., perhaps, or modal verbs e.g., might, must.  
I am able to add information to my sentences using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.  
I am able to use a colon to introduce a list.  
I am able to use and understand the following terms: Modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  
I am able to use brackets, dashes or commas for the same purpose.

**Important Dates:**  
**Sports Day Tuesday 7<sup>th</sup> July**

**Express:**  
**Cooking linked to Life on a plate**

**This half term, we will be reading the book:**  
**Gregory Cool by Caroline Binch**



### Expressive Art and Design

**MUSIC:** Children perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression  
listen with attention to detail and recall sounds with increasing aural memory  
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### Expressive Art and Design

**ART: Painting**  
Think critically about their art and design work.  
Create a colour palette, demonstrating mixing techniques.  
Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.

### Physical Development

**This term children will learn: 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*