



Understanding the world – Geography

World food – where does food come from?

-  -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
-  human geography, including types of settlement and land use, economic activity including trade links, and distribution of natural resources



Food, Glorious Food! Year Five



Stimulus:

Blindfolded food tasting

Visit/Visitors:

Visitor in for a baking afternoon

End of Unit Celebration:

Banquet of traditional foods from the UK

Local/National/Global Links:




Local: St Luke's Church

National: Traditional foods of the UK





Global: Countries that provide the UK with Fair-trade foods.

Physical Development- PE








Invasion games with Martin Powell

-  -Use running, jumping, throwing and catching in isolation and in combination.
-  -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
-  - compare their performance with previous ones and demonstrate improvement to achieve their personal best

Swimming –




-  Swimming and Water Safety
-  -Swim competently and proficiently over a distance of at least 25 metres.
-  -Use a range of strokes effectively
-  -perform safe self-rescue in different water-based situations.

Understanding the world – Science


-  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.
-  Give reasons, based on evidence from comprehensive and fair tests, for the particular uses of everyday materials, including metals, wood, plastic (advantages and disadvantages.)
-  Compare a variety of materials and measure their effectiveness (hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity.
-  Know that in temperature and thermal insulation:
-  Heat always moves from hot to cold.
-  Some materials (insulators) are better at slowing down the movement of heat than others.
-  Objects/ liquids will warm up or cool down until they reach the temperature of their surroundings.

Literacy- Computing




DL / CS – collaboration / networking

-  -understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
-  E-safety – establish and reinforce messages about using technology safely, respectfully and responsibly.
-  -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Expressive Arts and Design- Music

-  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Expressive Arts and Design- Art

-  Food – food from another culture, variety of cooking techniques.
 -  -create sketch books to record their observations and use them to review and revisit ideas.
 -  -know about great artists, architects and designers in history.

Please see links to National Curriculum Maths

Please see links to National Curriculum English