



Curriculum Newsletter

Year 5

Summer 2 - Fieldwork - Food distribution and Climate

Welcome back, we hope you all had a lovely half term and are ready for the last run to the end of the year!

For our World Learning topic this half term, we will be conducting some fieldwork, where we will be exploring the question '*where does our food come from*'? In Literacy, we will be continuing our text 'Middleworld' by J&P Voelkel,



Goldilocks words:

The Goldilocks words are the key vocabulary the children will learn, understand and be able to use by the end of the topic. They are called Goldilocks words as they are not too easy, not too hard, but just right!

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|-----------------|------------------|
| • Climate zone | • Distribution |
| • Nutrition | • Export |
| • Aesthetics | • Food Miles |
| • Product | • Sustainability |
| • Global events | • Seasonal |

Ideas for home learning:

- Map where food comes from in your house
- Produce a poster about climate change
- Research a biome

Key messages:

Jade PE—Monday and Fridays

Turquoise PE— Monday and Wednesday

Please remember that children are to come to school in appropriate PE kit on those days. This should be white t-shirt and black shorts or tracksuit trousers and trainers or plimsolls.

Bags, reading books and reading records, and water bottles should be in school every day please. You should aim to read with and sign your child's reading record every night and discuss their reading with them. Home-work will be issued on a Friday and is to be handed in by Wednesday.

Key dates for Summer 2

- Jade trip to St Paul's Cathedral - Thursday June 12th
- End of term - July 18th

Summer Term 2 2025

Fieldwork - Food distribution and Climate

In **Maths** this term, we will be completing decimals this week and building up our confidence in adding and subtracting to differing numbers of decimal places.

We will then move onto learning about negative numbers, reading scales, counting through zero in multiples and comparing and ordering numbers.

In **English** we will continue to explore the text *Middle-world*. We will:

- Plan, draft and write our own short narrative in an adventure style.
- Plan, write and draft a newspaper report, focusing on formal language and the passive voice.
- Practise and apply higher-level spelling, punctuation and grammar (SPaG) rules.

In **World Learning** we will be conducting fieldwork. In this geography Food Distribution and Climate unit, children revisit and deepen their understanding of the world's countries and climate zones, using maps to locate places and research geographical information.

They learn about where the food they eat comes from and how far it has travelled, considering the impact of food production and distribution on climate change.

The final three lessons develop children's fieldwork enquiry skills as they plan and conduct a suitable enquiry to find out more about where their food comes from. Finally, they are asked to present their findings and reflect on changes they would like to see.

This term our **Science** topic is 'Animals Including Humans'. This topic will tie in with our PSHE this term and we will be looking at the changes that occur in our bodies and the effects that might have.

In **RE** this term we will be learning about Weddings and how traditions vary across different religions and seeing if they have any similarities or differences.

In **PE** we will be learning about athletics. We will be:

- Learning the key skills required for an athletics tournament.

In **Computing** we will be learning how to create short videos. As we progress through this unit, we will be developing the skills of capturing, editing, and manipulating video. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress

This term our Jigsaw theme is **Changing Me**, we will be looking at changes to our bodies and how this is effected by puberty. Some of the lessons we will be separating the boys and the girls in order to make them more comfortable. If you would like to talk to us about any of these issues, please do not hesitate to contact us.

In **Music**, we will be continuing to develop our music skills with Music Matters Musicianship.