



Summer 1 Globe Trotters!



Our Topic Focus:
Feast or Famine

Our Key Enquiry Question:



Where does food come from and how can we make it fair?

Websites:

<https://www.wwf.org.uk/get-involved/schools/resources/food-resources>

<https://www.actionaid.org.uk/school-resources/search/s/topic/0-2367>

<https://www.theschoolrun.com/homework-help/fair-trade>

<https://www.oxfam.org.uk/education/resources/explore-fairtrade>

<file:///C:/Users/44398/Downloads/>

[DiscoveryEducation_FreeResources_FoodAndFarming_KS2.pdf](#)

<https://www.sustainablelearning.com/resource/food-connections>

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to be **#Creative** and **#Caring**

Through our creative curriculum, we will be **#HavingFun** whilst **#LearningTogether**.

We will continue to inspire and develop **#Courageousness** and **#Curiosity**

Having fun, learning together.

Curious, caring, creative and courageous.

Key Dates and Reminders:

Class 8— PE Tuesday and Thursday

Class 7—PE Tuesday and Friday

Class 7 Swimming—Monday 13th May—Friday 24th May

Literacy

To start off the term, we will continue with our class novel 'The Egyptian Cinderella'. We will then be looking at one of our non-fiction books, 'This is our House'. Children will be investigating different points of view in the story. Children will also reflect on their own experiences in life. Following this, they will read the story 'Sofia Valdez Future Prez' and look at the language used in the story. Children will create their own blog from the point of view from one of the characters. Children will investigate persuasive language and its uses in a range of texts. Following this, we will then begin to look at a new text called 'Here We Are' by Oliver Jeffers. We will be investigating characters and narratives in this story and discussing the themes which arise in the story. Weekly spelling, punctuation and grammar sessions will continue.

Numeracy

At the start of the term, mental recall of games and activities will involve children learning doubles, halves and counting in 50's and 100's. Next, we will consolidate work on fractions, covering key vocabulary. As well as this, we will be learning how to add and subtract fractions with the same denominator. We will also recap the key column addition, subtraction and multiplication methods. Then, we will be looking at money, adding and subtracting and comparing and converting amounts. Learning times tables will also be a huge emphasis during our morning tasks. Please keep learning them and practising on TT Rockstar.

PE *Having fun, keeping healthy and learning new skills...*

Children will be focusing on cricket skills as a striking and fielding game and continuing to focus on tennis. As well as this, Swimming starts this half term for Class 7!

PSHE

Our work this half term will be based around the following key questions:

- How can I describe my feelings?
- How do I make healthy choices?

RE *Developing respect, tolerance, understanding and knowledge...*

Children will finish their learning about Easter and significant events, reflecting upon key themes like betrayal and new beginnings. Then, we will begin our unit looking at the significance of the bible in relation to other holy books and reflect on key themes and understanding in religion.

Music *Listening, appreciating, interpreting, playing, developing...*

We will be continuing our work with Claire from the Newcastle Cathedral. As well as learning some new songs, we will be focussing on pitch, dynamic and rhythm.

Computing

We will be looking at digital Literacy and the use of copyright and online information. Children will also look at our digital literacy text—Troll stinks to support their understanding.

Having fun, learning together.
Curious, caring, creative and courageous.



Topic Title

Where does food come from and how can we make it fair?

Science

This half term children will be focusing on light and shadows. Children will understand that shadows are formed when the light from a light source is blocked by a solid object. Pupils will learn that light is needed in order to see things and carry out investigations to show that dark is the absence of light.

We will also learn that light from the sun can be dangerous and that there are ways to protect the eyes. Children will enjoy carrying out pattern seeking and observation over time experiments linked to the way that the size of shadows change.

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/DT

In art we will be answering the question 'How is Art Judged?' Children will be researching unique art, emotional art and creative art in the world we live in. After that, we will be recapping on different ways in which you can print successfully. We will be comparing different artists, including the work of Adam Hernandez. Children will then be looking using their knowledge of Ancient Egyptian Hieroglyphics and printing skills to create their own string printing block. In doing so, they will create their own message or story for their final piece of Art.

In DT, we will be using our knowledge of forces to create our own pneumatic monsters!

Children will, design, create and evaluate their own monsters and look at what they could do for next time.

Geography

Children will be looking at where food comes from, what Fairtrade is and how world events can impact food production. As global citizens, we will consider the impact of importing foods from far flung destinations and the concept of food miles.

Children will also be taking into consideration the way food is produced here and who benefits from selling locally produced products. Children will be diving into a number of issues that farmers have and what we can do to help. Furthermore, the terms inequality, land use and decision making will be explored in a variety of manners. Children will look at trade links between countries and the distribution of natural resources. Location and place can also be significant markers for food growth and production. For instance, how do different climate zones effect this growth and production?

Chronology, Cause and Consequence, Historical Significance, Continuity and Change

Location and Place, Cause and Effect, Planning and Decision Making, Change

Key Vocabulary

Geography

Profits
Fair trade
Inequality
Working conditions

Numeracy

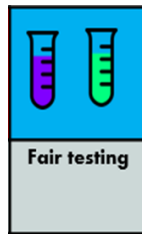
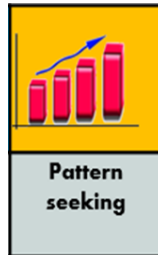
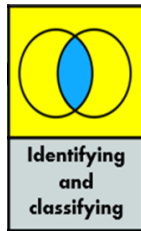
Numerator
Denominator
Unit fraction
Non-unit fraction
Tenths
Equivalent
Compare
Order
Bigger than
Less than

Literacy

Fronted adverbial
Inverted commas
Conjunctions
Adjectives
Expanded noun phrases
Prefix
Suffix
Alliteration
Rhyming couplets

Science

light
shadow
opaque
transparent
light source
beam
reflected
absence of light



Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

Having fun, learning together.

Curious, caring, creative and courageous.