

Feed the World!  
(Food & Trade)

BIG Question

Is Trade Always Fair?

Welcome back, Year Five! We hope you had a relaxing and well-deserved half term break.

This half term...

The children will read and learn about food production. They will recognise how food production has changed and needs to change in order to become sustainable. Pupils will identify the human impact on the world, with a focus on plastic pollution, and think how this issue affects our world. Children will make an eco-friendly carrier bag out of material. They will plan, design and evaluate this process. They will work collaboratively in a small group to create a presentation to accompany their product. The children will be visited by Zac Goodall, Head of Sustainability at Riverford Farm. He will be giving the children a talk all about Sustainable farming.

Date of visitor: Monday 4<sup>th</sup> February 2024



Local Context/Local Food Production –  
Riverford Farm & Occombe Farm

English

Writing outcome:

To write an autobiography about Malala’s life.



Geography / Design & Technology

As geographers, we will:

- describe and understand food and trade links
- recognise similarities and differences through studying human and physical geography of a region of the UK, a region in a European country and a region in South or North America
- locate the world’s countries (those in Europe, North and South America) using maps concentrating in their environmental regions, key physical and human characteristics, countries and major cities.

**Spoken language:**

- Listen and respond
- Ask relevant questions
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Participate in **discussions**, presentations, performances, role-play, improvisations and **debates**
- Choose the appropriate register

**Reading comprehension:**

- Identify and discuss themes and conventions
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Retrieve, record and present information from non-fiction
- Participate in discussions about books

**Writing composition:**

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Proofread for spelling and punctuation errors

**Using design and technology, we will:**

*-make design decisions, taking account of constraints such as time, resources and cost*

*-accurately measure, mark out, cut and shape materials and components*

*-accurately assemble, join and combine materials and components*

*-use techniques that involve a number of steps*

*-critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make*

*-evaluate their ideas and products against their original design specification*

**Vocabulary**

renewable energy  
 fossil fuels  
 global warming  
 climate change  
 sustainable  
 unsustainable  
 commercial farming  
 producer  
 consumer  
 food  
 trade  
 fair trade  
 resources  
 import  
 export  
 clean energy  
 solar power  
 wind power  
 wave power  
 hydro-electric power

**Catholic Life**

**Gospel Values:**

- Equality
- Justice
- Courage

**Catholic Social Teaching:**

- Stewardship (Laudato Si)

**Religious Education:**

- Lent
- Easter

## In addition to our focus subjects, we will also be learning the following...

In Maths	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Decimals &amp; Percentages</li> </ul>
In PE	<ul style="list-style-type: none"> <li>- Tag Rugby and Badminton</li> </ul>
In Computing	<ul style="list-style-type: none"> <li>- Unit 5.4 Databases</li> </ul>
In SMSC	<ul style="list-style-type: none"> <li>- Is God Calling You?</li> <li>- Under Pressure</li> <li>- Do You Want a Piece of Cake</li> <li>- Self-Talk</li> </ul>
Latin	<ul style="list-style-type: none"> <li>- Numerals and 'to be' (Y4)</li> <li>- Possessive noun endings</li> </ul>
Music	<ul style="list-style-type: none"> <li>- Pop Ballads – Make You Feel My Love</li> </ul>

Thank you for taking time to read this newsletter; we hope you have found the information useful. If you have any questions, please do not hesitate to contact me on

[whitmore@shrcps.org](mailto:whitmore@shrcps.org)/[hartley@shrcps.org](mailto:hartley@shrcps.org)

Please note, our staff wellbeing policy states that we should not be responding to emails during evenings and weekends, but we will get back to you as soon as possible during working hours.



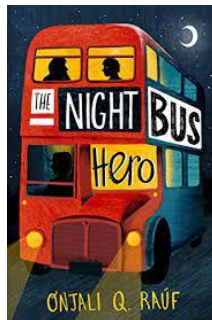
### Reminders

**PE – Wednesday**

Please remember children should have their PE kits in school.

Please ensure your child has a drink in school each day.

Please can each child bring a pencil case, containing essentials, to school.



### Class Book

### Home Learning

Weekly Spelling Checks

(Sent out on a Friday and tested on the following Friday)

Weekly SATS practise maths sheets

Daily reading at home