CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN YEAR 5 – AUTUMN 2

CAYTON SCHOOL

Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Forces

Key Enquiry: Why does what goes up always come down?

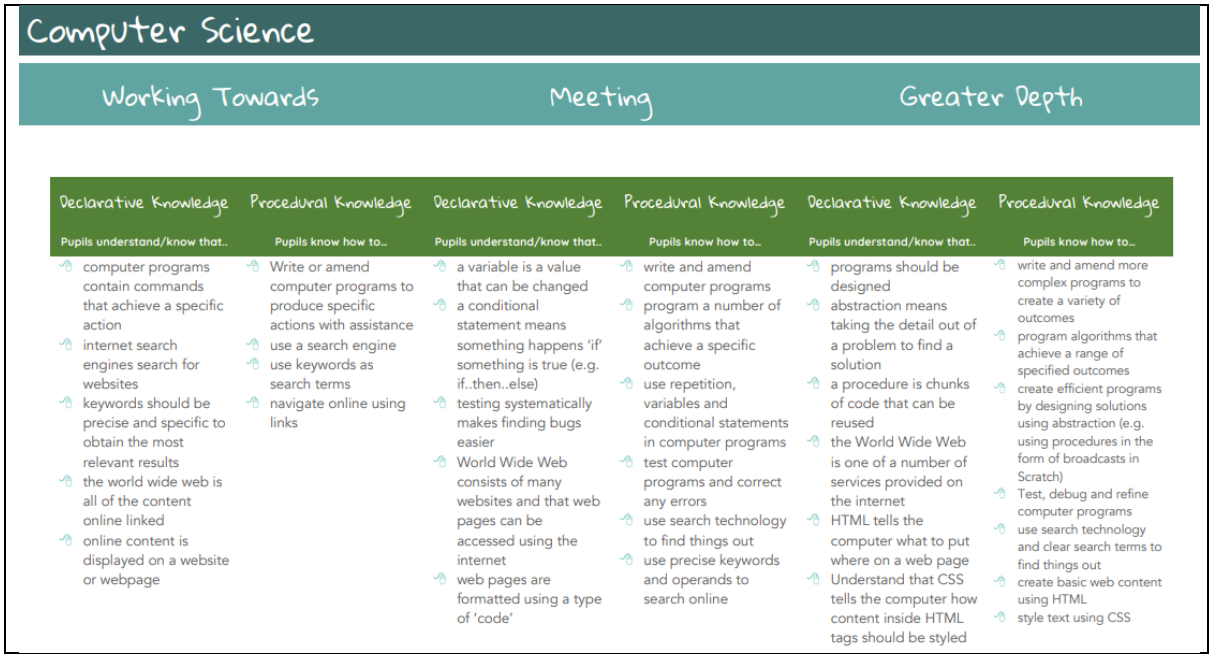
Science Driver

Working Scientifically	
❑ Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not	❑ Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
❑ Set up a fair test when needed e.g. which surfaces create most friction?	❑ Use diagrams, as and when necessary, to support writing
❑ Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby	❑ Is evaluative when explaining findings from scientific enquiry
❑ Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials	❑ Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate
❑ Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass	❑ Their explanations set out clearly why something has happened and its possible impact on other things
❑ Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)	❑ Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys
❑ Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	❑ Keep an on-going record of new scientific words that they have come across for the first time
❑ Make predictions based on information gleaned from investigations	❑ Able to relate causal relationships when, for example, studying life cycles
❑ Create new investigations which take account of what has been learned previously	❑ Frequently carry out research when investigating a scientific principle or theory

What I need the children to learn	Possible learning experiences
Forces	
Gravity *Friction* *Forces and motion of mechanical devices*	
• Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect	***Test paper helicopters (discuss about gravity acting down) with different sized blades (templates on-line) to see which falls to the ground quickest*** ***Air resistance will keep the biggest surface area of blades up the longest*** ***Look at videos of professional swimmers – discuss how water resistance has advantages and disadvantages – write explanation*** ***Make toys with levers, pulleys or gears or look at them in everyday life*** ***Sort pictures into each type of lever, pulley or gears*** ***Link instruction writing of a real purpose***

Computing

What I need the children to learn	Possible learning experiences
Coding - Develop programs **Programming – Create Programs**	
National Curriculum Objectives - Pupils should be taught to: *Use sequence, selection, and repetition in programs; work with variables and various forms of input and output* *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems* *Solve problems by decomposing them into smaller parts* *Work with variables and various forms of input and output*	**Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**
iProgram unit 1 – Computer Science Lesson 1: iMove • To understand that computer programs containing graphics use x-y coordinates and turns are measured in degrees • The children program sprites to respond to movement using if..then statements Lesson 2: iSense • To understand that some variables can only be true of false (boolean) • To understand that programs can do different things if the value of a boolean variable is true or false (conditional statements) Lesson 3: iNavigate • To create a game that senses events on screen • To program statements that make something happen in response to events on screen Lesson 4: iVary • To be able to understand what a variable is and why they are useful Lesson 5: iScore • To understand that variables can be used in programming to keep track of values • To program statements that make something happen in response to the value of a variable Lesson 6: iDesign • To identify an appropriately scoped project • To develop an outline of tasks and activities required to develop a project Lesson 7: iCode • To use the computational concepts of sequence, selection, repetition and variables to program a computer game Lesson 8: iTest • To develop strategies for testing and debugging computer programs	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 5 and then iProgram unit 1



Music

Charanga Music Scheme - https://charanga.com/site/

What I need the children to learn	Possible learning experiences
Unit 2 – Sing and play in different styles	
Listening and Appraise Music (Musicianship)	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *Develop an understanding of the history of music.*	
• Identify major and minor tonality. • Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.	
Singing and Voice	
• *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Respond to a leader or conductor. • Self-correct if lost or out of time.	**Video with QR qrcode monkey website**
• Notation	
• *Use and understand staff and other musical notations*	
• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:	

• C, D, E, F, G, A, B F, G, A, B♭, C, D, E G, A, B, C, D, E, F♯ C, G, A♭, B♭ G, G♯, A, B♭, C D, E, F, G, A, B, C E♭, F, G, A♭, B♭, C, D♭	
• Playing Instruments	
• *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	
• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C′/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	**Glockenspiels and bars as a whole class**
• Improvising	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.	
• Composing	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• Create music in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)	**Use Charanga with pupil logins to experiment with the notation maker.**
• Performing	
Listen with attention to detail and recall sounds with increasing aural memory *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. • Perhaps perform in smaller groups, as well as the whole class.	**Performance to parents to celebrate unit. Videos to send out on Class Dojo.**
• Vocabulary	

• Rock • Bridge • Backbeat • Amplifier • Chorus • Bridge • Riff • Hook • Improvise • Compose • Appraising • Bossa Nova • Syncopation • Structure • Swing • Tune/head • Note values • Note names • Big bands • Pulse • Rhythm • Solo • Ballad • Verse • Interlude • Tag ending • Strings • Piano • Guitar • Bass • Drums • Melody • Cover • Old-school Hip Hop • Rap • Synthesizer • Deck • Backing loops • Funk • Scratching • Unison • Pitch • Tempo • Dynamics • Timbre • Texture • Soul • Groove • Bass line • Brass section • Harmony,	

Geography

What I need the children to learn	Possible learning experiences
Locational Knowledge	
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	
• Know the names of a number of European capitals • Can I investigate the human and physical geography of European countries? • Know the names of, and locate, a number of South American countries **<u>Human/physical knowledge</u>** • Can I investigate the human and physical geography of a South American country?	***L.A/ Chile comparison*** ***Quiz making – study of individual countries*** ***Focus on South America*** ***Google Earth landscapes***

• Can I compare Chile to the UK and state the main differences and similarities?	

Art and Design

What I need the children to learn	Possible learning experiences
Using Sketchbooks	
create sketch books to record their observations and use them to review and revisit ideas *Great Artists* *Painting*	
• Sketch and give details about the style Amy Shakleton (Drip Painting) • Show how Amy Shakleton has influenced society • Create original pieces that show a range of influences and styles • use acrylic paint • Use tertiary colour in their paintings • Use the past as a source of artistic inspiration. • Experiment with mood& colour • Sketch lightly before painting • Create a colour palette based on colours observed in natural world • Choose from a range of stitching techniques independently – Y4 – back and cross stitch	Amy Shakleton – drip painting using gravity for effect

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	
Competitive Games	
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
• gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot	
Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• make complex extended sequences • combine action, balance and shape • perform consistently to different audiences	
Dance	***X5 Weeks Unit 2 - Social***
perform dances using a range of movement patterns	
• compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency	***Group/ Pair dancing to a count*** ***Links to Real PE 2***
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• follow a map into an unknown location	

• use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last	
Real P.E.	
Unit 2Creative • I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	
Nigel Carson Sessions	

PSHE

What I need the children to learn	**Possible learning experiences**
Celebrating Difference	**Resource links from: Jigsaw**
Knowledge • *Know what culture means* • *Know that differences in culture can sometimes be a source of conflict* • *Know what racism is and why it is unacceptable* • *Know that rumour spreading is a form of bullying on and offline* • *Know external forms of support in regard to bullying e.g. Childline* • *Know that bullying can be direct and indirect* • *Know how their life is different from the lives of children in the developing world.* **Social and Emotional Skills** • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations	In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures. **See the link below.** Key vocabulary: Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

• Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**	

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education:
For this unit there is 8 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

What I need the children to learn	Possible learning experiences
U2:2	
• What would Jesus do? Learning Objectives: Emerging: • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). Expected: • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). Exceeding:	• Build on learning from Key Question L2.3. Use the ideas below to explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. • Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. • Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; 'Love your enemies', Matthew 5:43–48; compare Paul's letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16).

• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).	• Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21– 35; Jesus forgives those who crucify him, Luke 23:34). • Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). • Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • Devise some moral dilemmas and ask pupils to say 'what would Jesus do', from their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels **Autumn 2 – What is the date** Teaching Type: Intermediate Unit Objective: To be able to say the date in French. By the end of this unit we will be able to: • Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. • Ask and answer what the date is in French. • Ask and answer the question 'when is your birthday?' in French.
Listen attentively to spoken language and show understanding by joining in and responding *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* *Appreciate stories, songs, poems and rhymes in the language*	
• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	
Speaking	

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *Speak in sentences, using familiar vocabulary, phrases and basic language structures* *Present ideas and information orally to a range of audiences* *Describe people, places, things and actions orally and in writing*	
• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	
Reading/ Writing	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases *Read carefully and show understanding of words, phrases and simple writing* *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions in writing*	
• Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt. • Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).	
Grammar	
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
• Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjunction (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).	

Cayton Creation

Car ramp experiment

Cayton Conclusion

Share what we have learnt so far as a PowerPoint

English

What I need the children to learn	Possible learning experiences

Mathematics

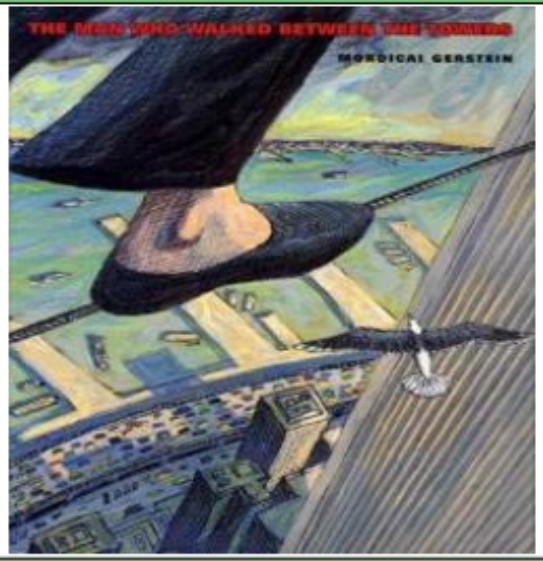
What I need the children to learn	Possible learning experiences

Year 5: Forces Knowledge Mat

Subject Specific Vocabulary

friction	Friction is a force between two surfaces that are sliding, or trying to slide, across each other.
gravity	Gravity is a force which tries to pull two objects towards each other.
air resistance	Air resistance is a type of friction between air and another material. For example, when an aeroplane flies through the air.
water resistance	If you go swimming, there is friction between your skin and the water particles.
levers	A lever can be described as a long rigid body with a fulcrum along its length.
pulleys	Pulley is a simple machine and comprises of a wheel on a fixed axle, with a groove along the edges to guide a rope or cable.
gears	Gears are wheels with teeth that slot together. When one gear is turned the other one turns as well.
parachute	A parachute is a device used to slow down an object that is falling towards the ground. As the parachute opens, the air resistance increases.
Galileo	Galileo developed the telescope to enable close observation of the night sky.
Newton	During his lifetime, Newton developed the theory of gravity and made breakthroughs in the area of optics, such as the reflecting telescope.

Interesting Book



Important facts to know by the end of the forces topic:

- Know what gravity is and its impact on our lives.
- Identify and know the effect of air resistance.
- Identify and know the effect of water resistance.
- Identify and know the effect of friction.
- Explain how levers, pulleys and gears allow a smaller force to have a greater effect.
- Know who Isaac Newton and Galileo were.

Sticky Knowledge about Forces

- ❑ Frictional force is any force that is caused due to friction. An example of this might be when you put on the brakes on your bike.
- ❑ Gravity is the pulling force acting between the Earth and a falling object, for example when you drop something. Gravity pulls objects to the ground.
- ❑ Surface resistance is the force on objects moving across a surface, such as an ice-skater skating on ice.
- ❑ Any kind of force is really just a push or a pull.
- ❑ Air resistance is the force on an object moving through air, such as a plane moving through the sky. Air resistance affects how fast or slowly objects move through the air
- ❑ Water resistance is the force on objects floating on or moving in water.
- ❑ Magnetic force is an invisible force created by electrons. Magnetic force controls magnetism and electricity.

South America KS2 Knowledge Mat

Subject Specific Vocabulary

street children	Street children are groups of children with no homes or parents who are forced to beg for a living.
pampas	The pampas are fertile South American lowlands that cover more than 750,000 km².
anaconda snake	Anacondas are semiaquatic snakes found in tropical South America. They are some of the largest snakes in the world.
I am somebody	A poem which was used in a campaign to bring attention to the street children of Brazil.
Andes	The Andes are the world's longest continental mountain range. They lie as a continuous chain of highland along the western coast of South America.
inhabitant	An inhabitant is a person or animal that is a permanent resident of a particular place or region.
sparsely populated	Sparsely populated means that there are few people scattered around the area.
Lake Titicaca	Lake Titicaca straddles the border between Peru and Bolivia in the Andes Mountains and is one of South America's largest lakes.
Incas	The Incas, an American indigenous people, were originally a small tribe in the southern highlands of Peru.
Atacama Desert	The Atacama Desert is one of the driest places in the world. It has a stony terrain.

Sticky Knowledge about South America

- ❑ There are 12 countries in South America and almost 400 million people live there.
- ❑ Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.
- ❑ South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon carries more water than any other river in the world.
- ❑ Sao Paulo is the largest city with more than 20 million people living there.
- ❑ Spanish is the most popular language in South America even though Brazilians speak Portuguese.
- ❑ The Incas were the largest group of indigenous people in South America when the Europeans arrived.

Exciting Books

South American countries

There are 12 sovereign states:

- Brazil
- Argentina
- Chile
- Venezuela
- Colombia
- Peru
- Suriname
- Bolivia
- Uruguay
- Paraguay
- Guyana
- Ecuador

Plus, a part of France (French Guiana) and a non-sovereign area (the Falkland Islands, a British Overseas Territory though this is disputed by Argentina).

North America KS2 Knowledge Mat

Subject Specific Vocabulary

A buck	A nickname for the American dollar.
Cherokee	A member of an American indigenous people formerly inhabiting much of the southern US.
American state	The U.S. is a country of 50 states covering a vast swathe of North America.
national park	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.
The 'big apple'	This is the nickname associated with New York City (NYC). The nickname became common from the 1920s.
coyotes	Coyotes were a purely North American animal that lived in the West. They are small wolf-like creatures.
Statue of Liberty	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.
Chichén Itzá	Chichén Itzá is a complex of Mayan ruins in Mexico. It is a massive step pyramid.
A cold shoulder	An American metaphor for deliberately ignoring someone.
lighten up	To relax and not to take things too seriously.

Sticky Knowledge about North America

- ❑ There are 23 countries in North America, with Canada being the biggest.
- ❑ Mexico City is the largest city with more than 9 million people living there.
- ❑ Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.
- ❑ Greenland is the not only the biggest island in North America but also in the world.
- ❑ The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America.
- ❑ Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.

Exciting Books

10 biggest North American countries

- Canada
- USA
- Mexico
- Nicaragua
- Honduras
- Cuba
- Guatemala
- Panama
- Costa Rica
- Dominican Republic

Map Reading KS2 Knowledge Mat

Subject Specific Vocabulary

Ordnance Survey	An Ordnance Survey map is a detailed map produced by mapping agency of the United Kingdom (UK).
symbol	Map symbols are used to represent real objects. Both shapes and colours can be used for symbols on maps.
hemisphere	A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator.
latitude	The lines extending around the Earth horizontally are called lines of latitude.
longitude	The lines extending around the Earth vertically are called lines of longitude.
time zones	Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones.
grid reference	Numerical grid references consist of an even number of digits. Eastings are written before Northings.
aerial photograph	Aerial photography is the taking of photographs of the ground from an elevated/direct-down position.
Greenwich meridian	The prime meridian is the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere, often called the Greenwich meridian.
tropics	The tropics are regions of the Earth that lie roughly in the middle of the globe.

Sticky Knowledge about Map Reading

- Cartography is the study of maps and map making. Someone who makes maps is called a cartographer.
- There are two norths: true north and magnetic north. True north is the direction of the geographic North Pole. Magnetic north is the direction the north end of a needle in a compass points.
- Throughout Medieval times in Europe most maps of the world, known as Mappae Mundi, were expensive to create by hand, so were used by royals and nobles as displays of wealth rather than for practical purposes.
- The world map that is familiar to most of us is the Mercator projection, but it is full of distortions so some countries appear larger or smaller than they actually are.
- North may be at the top of maps today, but that wasn't always the case. During the middle ages, most Western maps put east at the top instead.

Exciting Books

OS Map Symbols

Europe KS2 Knowledge Mat

Subject Specific Vocabulary

European Union	The EU tries to make it easier for Europeans to buy and sell things/trade with each other.
Mediterranean	It is a body of water that separates the continents of Europe, Africa and Asia.
Euros	Euro is the currency used by many of the European Union countries.
paella	Paella is a dish cooked especially in Spain, which consists of rice mixed with small pieces of vegetables, fish, and chicken.
Brexit	Brexit stands for Britain exiting the European Union. In a vote in 2016, adults in Britain narrowly voted for leaving the EU.
Berlin Wall	The wall that used to separate East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin.
Eiffel Tower	The Eiffel Tower is situated in Paris and was constructed as part of the world fair in Paris in 1889.
Greek Isles	Greece has a number of islands around its main land which are famous for being holiday destinations.
fjords	Long, narrow, deep inlets of the sea between high cliffs, as in Norway, typically formed by submergence of a glaciated valley.

Sticky Knowledge about Europe

- There are 44 countries in Europe. A small number of countries on the continent are transcontinental, meaning they are considered to be a part of both Europe and Asia.
- Moscow, in Russia, is the largest city (not including transcontinental cities) with more than 12 million inhabitants.
- Mount Elbrus in Russia (5,642 metres/18,510ft) is the highest mountain in Europe and is part of the Caucasus mountain range.
- The Volga River in Russia (3,530km) is Europe's longest river.
- The Danube is the most important commercial waterway in Europe.
- Lake Ladoga in Russia is Europe's biggest lake and among the world's biggest freshwater lakes.

Exciting Books

Some European flags