

# SPRING 2 NEWSLETTER Class 5

## English

Journeys – Boy at the Back of the Class – including a theatre visit to The Lowry Salford Quays to watch the play of the book.

Evolution Theme – Darwin's Dragons by Lindsay Galvin – writing – debate- diary extract- narrative adventure- non chronological report

**Spellings** Week 1-To spell words where 'ei' can make an /ee/ sound

Week 2-To spell words where 'ough' makes an /or/ sound

Week 3-To spell words containing 'ough'

Week 4- To spell words that are adverbs of possibility and frequency

Week 5- Challenge words

## MATHS

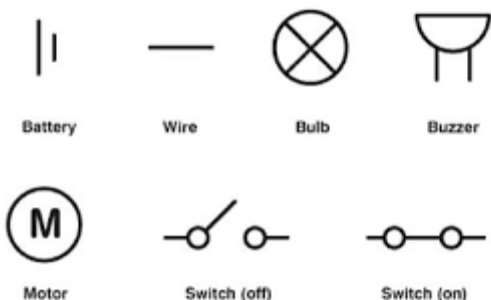
Decimals Percentages and fractions

Perimeter and Area

Statistics

## SCIENCE – Circuits, batteries and switches

Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices



## Geography- Why do OCEANS matter?

Exploring the importance of our oceans and how they have changed over time



with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.

## Religious Education- The Easter Story – How do Christians see Easter as a VICTORY?



## Art & Design

Architecture- Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.



French



**Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about the temperature in different parts of France and deliver a weather forecast.**

## COMPUTING- Game Creator

Children can review and analyse a computer game. • Children can describe some of the elements that make a successful game. • Children can begin the process of designing their own game. 2 Creating the Game Environment • To design the game environment. • Children can design the setting for their game so that it fits with the selected theme. • Children can upload images or use the drawing tools to create the walls, floor, and roof. 3 The Game Quest • To design the game quest to make it a playable game. • Children can design characters for their game. • Children can decide upon, and change, the animations and sounds that the characters make. 4 Finishing and Sharing • To finish and share the game. • Children can make their game more unique by selecting the appropriate options to maximise the playability. • Children can write informative instructions for their game so that other people can play it. 5 Evaluation • To self- and peer evaluate. • • Children can evaluate my their own and peers' games to help improve

## MUSIC- Festival of Colour – Holi

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

## PHYSICAL EDUCATION- TENNIS with Salford Community Leisure

Show some ability to maintain control of a ball on a racket while moving; • at times, successfully catch and control a ball on their racket; • occasionally move their feet to attempt to improve their position for catching a ball; • grip and hold the tennis racket correctly when hitting a forehand groundstroke; • demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding; • use the forehand stroke, with some shots landing on the opposition's side of the court; • explain an advantage and disadvantage of one of the backhand groundstroke techniques; • occasionally use the correct technique for the double-handed backhand; • hit a backhand stroke at a targeted area; • sometimes achieve an appropriate overhead ball toss when in a service stance; • use a developing service stroke to strike a ball overhead with a racket; • hit a serve towards a target area; • at times, hit a ball before it bounces using the volley technique; • at times, play a short or long volley; • use the ready position between shots, to prepare themselves for the next volley; • understand some of the basic rules in tennis and knows how to keep score; • use one or more of the stroke techniques learnt in this unit, to take part in a rally; • serve the ball using the underarm technique; • evaluate their performance, with support.