

<p>English - Who was the ultimate explorer?</p> <p>The children will look at different real life explorers. We will be revisiting the question of 'What makes a good explorer?' The children will be encouraged to think of skills and qualities an explorer might have as well as the challenges they may face. They will create an advert using persuasive language as well as a handbook on how to be an explorer using the research we will undertake.</p> <p>English - Why was Shackleton so famous?</p> <p>Children will study the historic events that led up to this heroic journey. Looking at skills and the true meaning of determination. What drove these people? How did they survive for so many months before they were rescued? The class will adapt these events to plan their own heroic tale of adventure and courage. using techniques to build tension and figurative language for description.</p>	<p>Maths</p> <p>Number Unit 7 - Multiplication and division (2)</p> <p>Number Unit 8 – Fractions (3)</p> <p>Number Fractions Unit 9 - Decimals and percentages</p> <p>Times Table Focus: - Cubed numbers - Recall multiples of all times tables up to 12x12 in any order - Recall of cubed and square numbers - Prime numbers up to 50</p> <p>Challenge from Mr Roper & Mrs Cowie: Let's see if Year 5 can beat other classes on Times Tables Rockstars!</p>	<p>RE - Why do Christians believe Jesus was the Messiah? Children will be able to:</p> <ul style="list-style-type: none"> ● Explain the place of Incarnation and Messiah within the 'big story' of the Bible. ● Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. ● Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. ● Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the bible. <p>PSHCE - What are the effects of loneliness and isolation and how can we show care?</p> <p>In our PSHE sessions, we will be thinking about what the effects of loneliness and isolation are. From this we will be looking at how we can show care.</p> <p>Additional unit - Pick your pics Additional unit - PANTS (9-11)</p>
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<p>Science- Can I unbake a cake? (materials reversible and irreversible changes)</p> <p>We will be grouping and sorting materials based on different criteria related to properties and function. We shall be investigating reversible and irreversible changes: burning, melting, mixing, combining substances with (safe) acids. Can mixtures be separated? What is a solution? The children will be exploring this topic using a range of different experiments. We will observe changes over time, plan our own comparative investigations, carryout fair tests and research.</p>	<p>Year 5 Newsletter - Spring 1</p> <p>5HC -Mrs Cowie and Mrs Austin helen.cowie@cragsside.northumberland.sch.uk</p> <p>5KR - Mr Roper and Mrs Riches kieran.roper@cragsside.northumberland.sch.uk</p> <p>Information and Reminders</p> <ul style="list-style-type: none"> - Reading diaries will come home each day and please return every day. Please encourage your child to read each day. - Homework books and spellings are given out on Monday and submitted by the following Monday. 	<p>Topic- History</p> <p>What was life like in Tudor England?</p> <p>Children will extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Children will make deductions from sources about Anne Boleyn, interpret historical sources and support interpretations with evidence. We will use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Children will find out about life in Tudor times and compare it with the present.</p>
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<p>Computing</p> <p>In this unit, children will learn about making decisions in computer programming using a Crumble controller, a small device they can program. They will build on what they already know about programming to connect and control things like lights (LEDs) and motors. They'll also learn how to use conditions (like "if this happens, then do that") to make their programs more advanced, along with repeating actions to create exciting projects.</p> <p>Additional Unit: Connect Lesson 2 (Socialising Online)</p>	<p>PE</p> <p>Dance (indoor) Children will learn a variety of different styles of dance. They will be thinking about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They will also develop an awareness of the historical and cultural origins of dance.</p> <p>Fitness (outdoor) Children will take part in a range of activities to explore and develop their strength, stamina, speed, coordination, balance and agility.</p> <p>PE Days Reminder: 5HC- Mondays and Fridays 5KR- Tuesdays and Fridays</p>	<p>French - Chez Moi</p> <p>In this unit the children will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>ART: How can I show strong emotions with colour, style and layout?</p> <p>Paint Create a colour palette based upon colours observed in the natural or built world and use these in art work. Use the qualities of watercolour to create visually interesting pieces. Develop a personal style of painting, drawing upon ideas from other artists. Use Colour to convey mood/meaning, feeling and emotions</p> <p>Music - Life Cycles- (Structure) Explore the human life cycle with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing new techniques and structures.</p>
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