

# Mexico 1 & 2 Newsletter

Dear Parents,

We hope you all had a relaxing half term.

- **Reading**

As before, please hear your child read at least three times a week and comment in the reading records. If the children have an adult sign their reading record 3 times a week, they will receive a raffle ticket. Reading at home is part of their homework.

- **Spellings**

Spellings continue to be sent home on Tuesdays and spelling tests will take place the following Tuesday. Please check their homework books to see which spellings they need to continue to practise and which spellings they haven't retained.

- **Rock Stars**

Remember to go on Rock Stars at least 3 times a week. Practising times tables is their maths homework and being fluent with their times tables helps immensely with multiplication, division and fraction work.



- **PE Kits and Uniforms**

As always, please make sure that a PE kit is in school every day as sometimes the timetable can change, especially at the start of each half term. This half term PE will be gymnastics on a Tuesday where the children will learn and practise jumps, leaps, rolls and vaults. They will link movements to create a routine and will perform in front of their peers. Dance will be on a Friday where children will learn dances from the 20<sup>th</sup> Century and will create their own dances based on what they have learnt.

- **Dates for your diary**

World Maths Day: Wednesday 4<sup>th</sup> March, World Book Day: Thursday 5<sup>th</sup> March (with a cake stall after school), Book Fair: week beginning 9<sup>th</sup> March, Sport Relief Sponsored Walk/Run: Friday 13<sup>th</sup> March, Mexico 1 & 2 Class Worship: 25<sup>th</sup> March.

Thank you.

Nicola Foy & Heather Mortimer

## Topics / Learning Themes

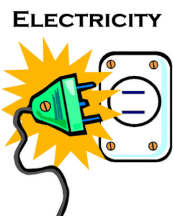
Our **history** unit will focus on leisure and entertainment in the 20<sup>th</sup> century. Children will learn about some significant dances and bands that became famous during the 1960s. They will use old film posters to understand why cinema was important to people in the 1930s and will have a chronological understanding of how technology has developed over the century. They will explain what to include in a party fit for the 1960s and ask questions for characters from the past, such as holiday camp owner Billy Butlin. They will describe the changes that took place in football over the century by comparing football kits to those of the present day and thinking about significant players who helped to make the game famous. They will have an understanding of the importance of film posters in attracting audiences and compare the similarities and differences of the 1930s examples.



**French:** They will learn their French vocabulary through a weather and seasons theme. They will learn new vocabulary associated with weather and seasons as well as a song. They will ask and answer questions and write words and phrases using the new vocabulary.



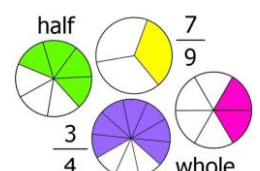
**Science** in Year 3 and 4 will be Electricity. They will learn to identify electrical and non-electrical appliances and explain how a circuit works as well as identifying why a circuit is incomplete. They will be able to name at least two electrical conductors and insulators and will create a simple series circuit both with and without a switch. They will then accurately record their findings.



The Year 5 topic will be Forces. This unit will teach children about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and pulleys. The children will identify forces and complete force diagrams. They will find out about Isaac Newton and his discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity.

**ICT** will focus on spreadsheets. Children will learn how to navigate around a spreadsheet. They will explain what rows and columns are, save and open sheets and enter data into cells. They will learn how to open the image toolbox and find and add clipart as well as using the 'move cell' tool so that images can be dragged around the spreadsheet. They will use a spreadsheet to calculate how much they need to pay. They will use the 'more than', 'less than' and 'equals' tools to compare different numbers to help them work out solutions to calculations. They will use the 'spin' tool to count through times tables. Finally the children will describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row and use this to find specified locations in a spreadsheet.

In **maths** the children will learn about length including perimeter. We will develop our knowledge of fractions, looking at equivalent fractions, finding fractions of amounts and will add and subtract fractions.



In **English** Mexico 1 will be continue reading the Fantastic Mr Fox and Mexico 2 will continue to read Varjak Paw. They will be basing their fiction and non-fiction writing around these themes (recounts, newspaper reports, writing dialogues). We will ask questions to enhance our understanding of the text, making comparisons within and across different texts. We shall draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. We will make predictions based on details stated and implied. We shall identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph. We shall explain and justify our personal opinions. When writing we will evaluate the effective use of word choice, grammar and punctuation and make appropriate additions, revisions and corrections.

In **Religious Education** we shall be learning about Why Easter is important to Christians. Children will learn about the events of Palm Sunday and the significance of the Last Supper. They will learn about the events that led up to Jesus being arrested and emotions surrounding the crucifixion of Jesus. They will discuss the events of the resurrection and will explore Christian beliefs in life after death.

We will continue our **Art** topic on British Art. The children will continue with their work on British artists from the 20<sup>th</sup> century and will use a range of media: 'sensory' boxes, abstract 'cut ups' and memory postcards to create quality artwork that shows progression in skills.

Our **PSHE** unit of work is based on safety. Children will recognise how their increasing independence brings increased responsibility to keep themselves and others safe and will discuss the people who are responsible for helping them stay healthy and safe. They will differentiate between the terms, 'risk', 'hazard' and 'danger' and will recognise when they need help and how to ask for help. They will discuss basic techniques for resisting pressure to do something dangerous, unhealthy, things that make them uncomfortable or anxious or that they think are wrong. They will recognise, predict and assess risks in different situations and decide how to manage them responsibly as well as discussing strategies for keeping physically and emotionally safe including basic emergency aid procedures. They will discuss how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media and will discuss how to resist these pressures. They will recognise and manage 'dares'. They will discuss strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety) including the PANTS rule. They will know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety and that some are restricted, illegal to own, use and give to others. They will discuss how to keep themselves safe when using the internet.

**Music** will be centred around the Fresh Prince of Bel Air. They will listen to and appraise the song as well as other Hip Hop songs. They will learn and build on their previous knowledge and understanding of music through games, vocal warm ups, singing, playing instruments and performing. They will also be given the opportunity to compose some music.