

ID

ENGLISH

This term our focus will be on Shakespeare and three of his plays; Twelfth Night, MacBeth and Romeo and Juliet. This will allow the children to experience a play about Tragedy and Comedy for which Shakespeare was famous.

The children will explore the theme of Identity through their work and learning with Twelfth Night. They will consider why Viola dressed as a man in order to make her way in life and how this reflected the times. We are hoping to enter a competition linked to the play and to the theme of Identity which is part of National Shakespeare Week.

Through their understanding of the play MacBeth the children will explore the moral dilemma of having what you want at any cost. Finally we will explore the warring families in Romeo and Juliet and create newspaper reports and persuasive speeches to consider

WIDER CURRICULUM

Our theme of Identity will embrace both geography and history knowledge and skills. In geography we will learn how to use an atlas in order to locate the home countries of all our pupils in UKS2 and celebrate our diversity. The children will recognise and use symbols, lines of latitude and longitude as reference points on a map and to explain the locations of countries. This will show us our geographical identity.

We will also consider the important individuals who have brought social reform over time. These will be champions from all walks of life; politics, education, music and politics. The children will choose one of these to create a project and consider the impact of their work.

MATHS

This term we will be exploring and consolidating our understanding of fractions. The children will revisit the language of fractions and learn to see these in an everyday context; fraction of blue books in my room, fraction of my pencils that are green etc. Our learning will help the children to identify fraction of shapes and numbers, adding and subtracting fractions using a range of visual models in order to support their understanding.

Once secure, the children will explore equivalent fractions, again using strong visual models and supports (including a fraction wall). We will explore how to create equivalent fractions and learn that the bigger the denominator, the smaller the fraction. By the end of the term, we will consider mixed and improper fractions and solve problems using this knowledge.

SCIENCE

Our Science learning links to the theme of Identity and builds on our skills from Term 3 when we practised using classification keys. The children will explore the world of human identity and how our unique features can be used to tell us apart. We will also consider what features and genes we inherit from our parents and from our wider family. Our learning is focussed on scientific enquiry, collecting and analysing data. This will include our fingerprints, height, size of our feet and hands.

RELIGIOUS EDUCATION

Our BIG QUESTION in R.E,

What difference does the Resurrection make to Christians?

This term sees us entering the Christian period of Lent and the 40 days leading up to Easter. During this time we will be focusing on how Christians develop and strengthen their faith through, prayer, charitable giving, fasting and personal sacrifice. We will look at how the Bible encourages Christians to not fear death, but to see it as a passage from a physical life to an eternal life and how Christians celebrate life.

PE

This term our focus will be gymnastics. The children will develop control, balance, poise and flexibility in a range of movements and sequences. These are the core components of skills related fitness. We will use our bodies to make both symmetrical and asymmetrical shapes, create interesting jump shapes and use travelling in order to create and perform a sequence. They will perform their sequences this to the class at the end of this unit of work and learning.

ART & D.T.

In Art we will be exploring the theme of Identity using two important artists as our stimulus; Andy Warhol and Picasso.

These artists were important as they brought change; change in terms of the style of art and in terms of how artists represented the world and people around them. They provide an important aspect also of our work on social change which sits at the heart of our studies in Wider Curriculum.

The children will investigate a range of paintings from each artist in order to explore how mood and expression are conveyed. We will also experiment with different mediums and materials. The children will end the term by designing and making an Identity game using the model of "Guess Who" as a starting point.

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	








Ideas for Spelling learning activities

SPELLING

The children will have a spelling pattern focus for each week. Children learn and retain spellings in many different ways and research shows that this is best supported through a multi-sensory approach. This means that the children will have the opportunity to; practise writing the word, draw a picture to remember it, create rhymes and silly mnemonics, use interactive games and challenges, complete hangman and puzzles and create sentences to show that they understand the meaning. All of these strategies will allow the children to build their confidence which in turn will enhance their writing skills and proficiency. Some of these ideas are included in the guide on this page. Patterns this term will include words with ; "ough", suffixes, prefixes, words with "k" sound using "ch". We will also be working with the Year 5/6 Statutory spelling sheet which is attached for your ease.

Many children can find patterns hard to retain and therefore find spellings very tricky. Please do not worry! We will always work to support your child at a personal level to achieve this.

Rainbow writing Syllables Tricky part of word 	<ul style="list-style-type: none"> What patterns can you see? What is the focus sound? Where does it belong on the sound chart? What might be tricky? Why? How can we remember these parts? How many syllables are there in each word? Clap them! What are the sounds in each word? (Use dots and dashes to identify each sound) Is there a spelling rule associated with the focus? Are there any exceptions to the rule? Can you use a different coloured pencil to break down the tricky parts? Create pyramid shapes with the word
 	<ul style="list-style-type: none"> Say and repeat / cover and write – work on muscle memory! Draw around the word to show its shape – letter ascenders and descenders Create an image to remember the word Make words with single letters / scrabble pieces
Spelling games Interactive ideas f ____ ld	Spelling Games <ul style="list-style-type: none"> Hangman Create mnemonics Spellzone (website) games Crosswords (available online) Remove vowels / consonants
Silly sentences	<ul style="list-style-type: none"> Make up silly sentences. How many can you use in one sentence? Write down sentences on reverse side of spelling sheet. Underline spelling word / rainbow colour. Where does it come in a sentence?
More game ideas	<ul style="list-style-type: none"> SPLAT Wordsearches / hangman Quick write – how many can you write in 1 minute? Test
Create a spelling journal Practise words Create memories Investigate words Draw words Make up stories	 

IDENTITY

UKS2 Term 4 Curriculum Newsletter

SUGGESTED BOOK LIST

FICTION

<i>The Secret of Platform 13</i>	<i>Eva Ibbotson</i>
<i>Alone on a Wide Wide Sea</i>	<i>Michael Morpurgo</i>
<i>The Boy in the Dress</i>	<i>David Walliams</i>
<i>The Accidental Secret Agent</i>	<i>Tom MCLAughlin</i>
<i>Wonder</i>	<i>R.J Palaccio</i>

NON FICTION

<i>The Story of You</i>	<i>Anna Claybourne</i>
<i>Usborne Complete Book of the Human Body</i>	
<i>Introduction to Genes and DNA</i>	

READING

This term our reading texts will all link to our theme of Identity. Reading for Pleasure is the single most important factor in assuring your child's future success in school and in life and as a reading school we are committed to instilling in every child a love for reading.

Our reading for pleasure texts this term are *I know what you did last Wednesday* and *The Blurred Man*. Until all children return to school on 8 March, we will have a dedicated pre recorded reading lesson through TEAMS so that the children have the chance to listen and enjoy the story with Miss Flisher. You can find the link on the Blog.

Please try to read with your child every day for at least 15 minutes and send us pictures! We would love to celebrate this together.