| Writing Outcomes                                 | <u>P.E</u>                                      | <u>Art</u>  |
|--|---|---|
| Text - Pig Heart Boy:                            | Handball:                                       | <b>Express Yourself:</b> To be able to explain how colour |
| Newspaper report                                 | To throw and intercept the ball at speed, using | can express personality and illustrate emotions. To       |
| Formal letter                                    | one and two hands. Confidently and              | use fingerprints to create a unique piece of work.        |
| Diary Entries                                    | effectively create and use space for self and   | To create a sculpture of a person using wire,             |
|  | others to outwit an opponent.                   | conveying an emotion.                                     |
| <u>Maths</u>                                     | Class – Golden Eagles                           | Science   |
| Fractions, decimals and percentages              | Term 4 – Nothing Beats it                       | Healthy Bodies:   |
| Fractions as equivalents and decimals,           |   | Diet and scurvy   |
| percentages, order fractions, decimals and       | An 1 25   | food and nutrition  |
| percentages.                                     |   | circularity system  |
| Area, perimeter and volume                       |   | muscles   |
| Shapes, area and perimeter, area of a triangles, |   | drugs   |
| area of a parallelogram, volume of a cuboid.     | 32465   |   |
| MFL:   |   | Music Ukulele   |
|  |   | Recap the 4 chords learnt in Y5                           |
| AT School  |   | Revise all the note rhythms learnt previously             |
|  |   | Learn about the history of 'Blues Music'                  |
|  |   | Create a class blues structure (12 bar blues) and         |
|  |   | improvise a melody over the top                           |
|  |   |   |
|  |   |   |
|  | <u>SMSC</u>                                     | Computing   |
|  | PSHE: Core theme 1 – unit 1                     | Introduction to spreadsheets:                             |
|  | Healthy lifestyles                              | To create a data set in a spreadsheet. To build a         |
|  | Core theme 2 – unit 4                           | data set in a spreadsheet. To explain that formulas       |
|  | Physical contact                                | can be used to produce calculated data. To create a       |
|  | Core theme 2 – unit 4                           | spreadsheet to plan an event. To choose suitable          |
|  | Support and care - connections                  | ways to present data.                                     |

# Supersonic Spelling Stars

# Words ending in /ant/

\*

We spell these words with /ant/ at the end.

Your child is currently exploring the suffix /ant/ in their spellings. It is important that you child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture  | Spelling   | Meaning   | To do   |
|----------|------------|---|---|
|          | distant    | Something that is far away in terms of space, time or relationship.                   | Make up sentences with                              |
| 3        | elegant    | Something or someone who can be described as refined, tasteful, or stylish.           | the words in and<br>write the<br>sentence.          |
| 1        | fragrant   | Something that is pleasant to smell.  | Practise reading the words  Spell the words         |
| t        | hesitant   | Feeling unsure or not quite ready to do something.                                    | out loud Practise writing the words                 |
| a spring | dominant   | Refers to being the most important, the leader or the one who is in charge.           | Make up silly stories with the                      |
|          | observant  | Being watchful and aware of<br>details and things happening<br>around you.            | Research  |
| i i      | assistant  | A person or tool that provides help and support to someone.                           | Research the  |
| •        | expectant  | Having or showing an excited feeling that something is about to happen.               | meaning of the words  Research the etymology of the |
| ***      | inhabitant | Refers to a person, animal or<br>living organism that<br>lives in a particular place. | word Research the                                   |
| A        | brilliant  | Something that is amazing and stands out.   | synonyms for the words  Research the                |
| 252      | vacant     | A place or space is empty and there's nothing there right now.                        | antonyms for the word  Research other               |
| 77       | abundant   | Means having a large quantity or ample supply of something.                           | words that end in /ant/.                            |





# Words ending in /ance/



We spell these words with /ance/ at the end.

Your child is currently exploring the suffix /ance/ in their spellings. It is important that you child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture | Spelling    | Meaning  | To do                                       |
|---------|-------------|--|---|
|         | distance    | The amount of space between two points or objects.                         | Make up sentences with                      |
| 1       | elegance    | The quality of being graceful<br>and stylish in appearance or<br>manner.   | the words in and<br>write the<br>sentence.  |
| 1       | fragrance   | A pleasant or sweet smell.   | Practise reading the words  Spell the words |
| t       | hesitance   | The act of pausing or holding back, often due to uncertainty or doubt.     | out loud  Practise writing the words        |
| a della | dominance   | The state of being in control or having power over others.                 | Make up silly stories with the              |
|         | observance  | The action of watching or noticing something.                              | words                                       |
| 2-9-8   |             | The action of helping or   | Research                                    |
|         | assistance  | supporting someone.  | Research the meaning of the                 |
|         | attendance  | The action of being present at an event, class, or meeting.                | words  Research the etymology of the        |
| W. V.   | inhabitance | The state of living or occupying a place.                                  | word Research the                           |
| 4       | brilliance  | The quality of being exceptionally clever or talented.                     | synonyms for the words  Research the        |
|         | performance | An act of presenting a play, concert, or other form of entertainment/task. | antonyms for the word  Research other       |
| 7       | abundance   | Having a large quantity or amount of something.                            | words that end in /ance/.                   |

# Supersonic Spelling Stars



# Words ending in /ancy/



We spell these words with /ancy/ at the end.

Your child is currently exploring the suffix /ancy/ in their spellings. It is important that you child understands the meaning of the word by becoming a "word whizz", is able to put it into a sentence (that makes sense) and be able to both read and spell the word accurately.

| Picture | Spelling    | Meaning   | To do                                   |  |
|---------|-------------|---|---|--|
| 1       | accountancy | A profession or job which involves providing financial advice.          | Make up sentences with the words in and |  |
| 421     | consultancy | Giving professional advice or expert guidance.                          | write the sentence.                     |  |
| 1       | elegancy    | The quality of being graceful, stylish, or tasteful.                    | Practise reading the words              |  |
| 4(8)    | expectancy  | The state of expecting or anticipating something.                       | out loud  Practise writing the words    |  |
| t       | hesitancy   | A feeling of indecision, reluctance, or uncertainty.                    | Make up silly stories with the          |  |
|         | infancy     | The earliest stage of life, from birth to about two years old.          | words                                   |  |
| W 18    |             | The act of living or dwelling in  | Research                                |  |
| 3000    | inhabitancy | a place.  | Research the meaning of the             |  |
| a a     | occupancy   | The act of being in or taking possession of a place.                    | words Research the                      |  |
| 20      | relevancy   | The state of being relevant or closely connected to the matter at hand. | etymology of the word  Research the     |  |
| 8 1     | reluctancy  | A hesitation or unwillingness to do something.                          | synonyms for the words  Research the    |  |
|         | vacancy     | An unoccupied position, room, or space.                                 | antonyms for the word  Research other   |  |
| 7       | vibrancy    | The quality of being full of energy, enthusiasm, and life.              | words that end in /ancy/.               |  |



## Reading:

Read daily, recording in contact book. This can be on Reading Plus or a book of choice. Write a brief explanation of what you have read. What did you like, not like why?

# Writing/Handwriting

Log onto Letter-join - SATS practise: Antonyms



## Maths:

Long division – practise dividing four-digit numbers by two-digit numbers. Remember the rule: divide, multiply, subtract, bring down.

## Optional activities

#### Art:

Can you draw a <u>self portrait?</u> Use a range of colour to make it look abstract.



#### Music:

Listen to and practice singing the Times Tables pop songs.



## Geography:

Can you describe the different physical and human features of your local area and compare to those of a relatives?



#### **GPAS**

Can you write a dialogue between two people on how to keep your heart healthy. Remember those inverted commas.



#### Science:

Design an information leaflet informing people how to keep their body healthy.



### Writing:

Write a book review on Skellig.

| Fee         |                |   |  |
|-------------|----------------|---|--|
| Same of the | Name of Street |   |  |
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| tien        |                |   |  |
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| _           |                |   |  |
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