



Our topic this term is....

The Shang Dynasty



Ways you can help your child this term:

- Practise their spellings with them as much as you can.
- Read with them each week, and ask them questions about what they have read.
- Ensure they are trying their best with their homework—they can attend homework club if needed.
- Encourage them to try their best, persevere, and ask for help if they need it!

PHSE, Spiritual/Social/Moral/Cultural aspects:

The virtue we will be focusing on this half term is **gratitude**.

In PSHE we will be focusing on valuing difference. We will be focusing on respectful relationship as we think about similarities and differences, tolerance and stereotypes.

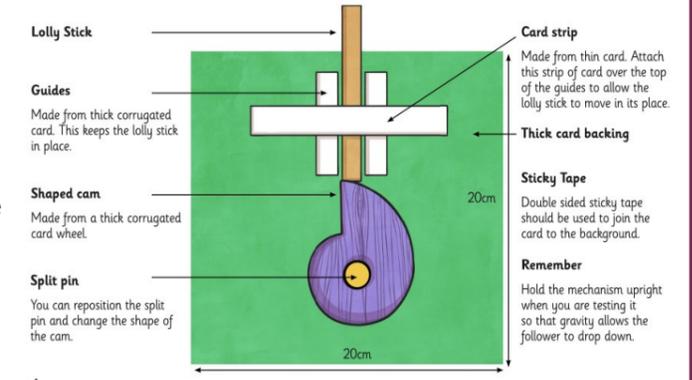
We will also be preparing for change, as children move year groups or to new schools.

Each day we will continue to have both a fitness break and a mindfulness session in which the children will learn the importance of self regulation and relaxation.

DT:

We will learn to:

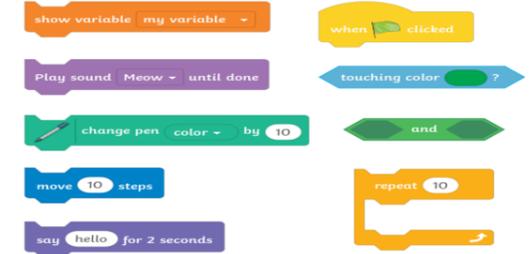
- Use sketches and diagrams to design a 3D moving toy;
- Select and use a wide range of tools and equipment to make a 3D moving toy.



Computing:

We will learn to:

- Design an avatar on Scratch 3.0
- Use code to programme an avatar
- Create an interactive game



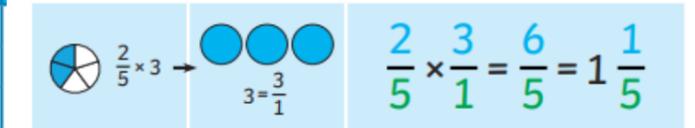
Maths:

This half term we will be revisiting our work on fractions and algebra and then consolidating our learning from the whole year by completing a range of mathematical investigations and projects. Pupils will work in groups to apply their skills to more complex reasoning problems and answer some 'real life' maths questions.

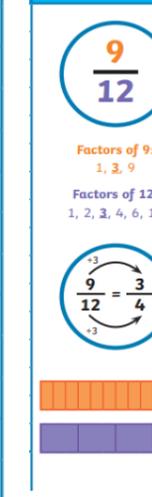
Key Vocabulary

numerator
denominator
proper fraction
improper fraction
factor
highest common multiple
lowest common multiple
equivalents
common numerator
common denominator
decimal equivalent
simplify
simplest form
mixed number
whole number
mixed number

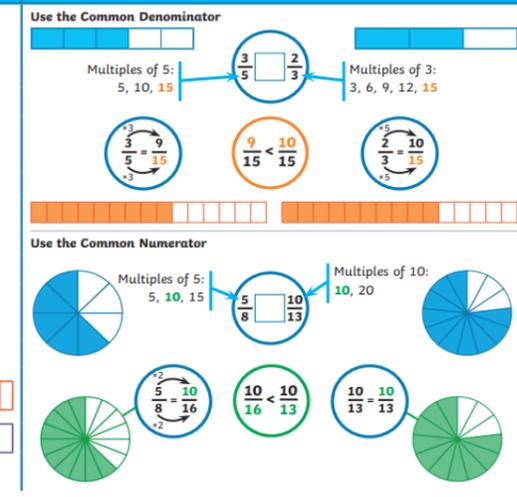
Multiplying Fractions by Whole Numbers



Simplify Fractions



Compare and Order Fractions



English:

In English, our focus will be on discussion writing, we will learn to plan and write a balanced argument linked to our topic; ensuring that we have included the key features and portrayed our own views. Additionally, we are going to read and perform a range of poetry, particularly focussing on in the style of Michael Rosen.

Balanced Arguments and Debates

<p>Does your balanced argument include...</p> <ul style="list-style-type: none"> an introductory paragraph? reasons for and against the argument in separate paragraphs? most of the paragraphs written in the third person? the final paragraph written in the first person and containing a personal opinion? causal conjunctions? adverbials? modal verbs? formal vocabulary? 	<p>Fronted Adverbials of Time</p> <p>At first,... Firstly,... Secondly,... Meanwhile,... Finally,... In conclusion,...</p>	<p>Sentence Starters to Engage the Reader</p> <p>One of the main arguments is... Many people believe that... Some people argue that... Other people think that... No one can deny that... There is no doubt that... Despite the fact that... It could be argued that... Evidence suggests that... After considering the arguments on both sides,... To conclude my balanced argument,...</p>																													
<p>Causal Conjunctions</p> <table border="1"> <tr><td>as</td><td>as a result</td><td>because</td></tr> <tr><td>consequently</td><td>even though</td><td>hence</td></tr> <tr><td>since</td><td>so</td><td>therefore</td></tr> </table>	as	as a result	because	consequently	even though	hence	since	so	therefore	<p>Word Bank</p> <table border="1"> <tr><td>agree</td><td>allows</td><td>argue</td><td>argument</td></tr> <tr><td>believe</td><td>clarify</td><td>compromise</td><td>data</td></tr> <tr><td>decreasing</td><td>disagree</td><td>entitled</td><td>essential</td></tr> <tr><td>identify</td><td>increasing</td><td>inform</td><td>opinions</td></tr> <tr><td>require</td><td>statistics</td><td>value</td><td>view</td></tr> </table>	agree	allows	argue	argument	believe	clarify	compromise	data	decreasing	disagree	entitled	essential	identify	increasing	inform	opinions	require	statistics	value	view	
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will	will not	would	would not																												

School Production:

During this half-term, we will be preparing for our school production; Cinderella Rockafella. Pupils will be responsible for rehearsing, creating a programme, designing the props and set and practising a range of songs!



Key Vocabulary

oracle bones	Usually the shoulder bones of animals or the belly shells of turtles. Dug up centuries later by farmers, they were thought to be dragon bones and were ground up to be used in traditional Chinese medicine. In 1889, Wang Yirong and his friend Liu E worked out that the 'dragon bones' had been used in ancient ceremonies.
Fu Hao	Not only the first known female military leader, but also the most influential military leader of her time, either male or female, responsible for leading 13,000 soldiers into battle. She was also a high priestess, which was very unusual for a woman at the time.
intact	Complete, not robbed by looters.
jade	A hard mineral stone, usually green.
bronze	A metal made from a mixture of copper and tin.
cowrie shells	Small, flat, yellowish seashells, used like coins in trading.

History

We will be exploring the achievements of the earliest civilizations through an in-depth study of The Shang Dynasty of Ancient China Shang Dynasty, including its geography, kings and timeline.

We will also consider how we can evaluate the reliability of sources. Pupils will learn all about Shang kings and how China has been shaped by their legends. We will explore Ancient Chinese religion and compare it to other ancient civilisations that we have studied.



Shang Society

<p>The King and Ruling Family</p> <ul style="list-style-type: none"> lived in palaces in the capital city fine clothes and best food made all important decisions; owned all the land 	<p>Priests and Government Officials</p> <ul style="list-style-type: none"> comfortable lifestyle within city walls carved the oracle bones kept important records for the king
<p>Noble Warriors</p> <ul style="list-style-type: none"> lived in palaces outside city walls skilled fighters rented land from the king and collected tax from farmers 	<p>Craftsmen and Merchants</p> <ul style="list-style-type: none"> lived in mud huts outside city walls used cowrie shells for currency paid in foods like grain and vegetables
<p>Peasant Farmers</p> <ul style="list-style-type: none"> largest group lived in poor conditions - holes in the ground grew millet, wheat, barley and rice allowed only a small share of crops 	<p>Slaves</p> <ul style="list-style-type: none"> prisoners of war or convicted criminals treated harshly; forced into hard work, like building tombs sometimes sacrificed or buried alive

RE:

We will be exploring the question 'How does religion influence culture?'

We will explore Taoist, Buddhist and Ancient Chinese tradition.



Key Skills:

Check your child's reading diary to see what they still need to do this term. We will continue to work on our Key Skills in school too. Pupils should aim to have all of the skills from their academic year ticked off by the end of the summer term.