

Year 5/6

Spring Term
2021

Chocolate

Chocolate



We have been learning all about chocolate: it's history, where it has come from and the part York has played in it's evolution.

We have looked in detail at who the Mayan's are. Comparing their society to that of Britain at that time, we have delved deep into what life as a Mayan was like and their hierarchy system in society.



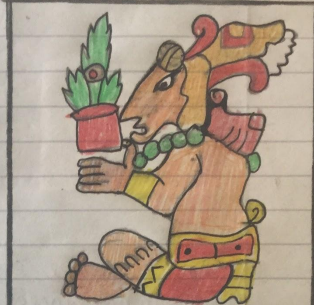
During our history lessons on the Mayans we explored the different Mayan gods that they worship. We found out why and how they worshipped different gods and also created our own gods.

Chocolate

I can find out about Mayan Gods and their importance.



Kimi
Kimi lives in the lowest part of the underground. God of death, war and sacrifice.



Yumil Kaxob
Yumil Kaxob is a nature god. He is god of wild plants, animals and woods.

My own Mayan God



Fun Bob Fin Bam
Goddess of fun, happiness and good times. Does not believe in anything bad, scary or unlucky.

Chocolate

The logo for Terry's, featuring the word "TERRY'S" in a stylized, orange, cursive font.

Terry's chocolate was founded by Joseph Terry in 1767. Sir Joseph Terry was born on the 7th of January in York.

Terry's is best known for its Chocolate Orange product. Terry's is the ninth largest chocolate confectionery brand in Britain. Balydon & Berry established a confectionery manufacturing business at York, England, in 1767. The business principally supplied chemists shops with candies and lozenges.

One of the main things produced by Terry's chocolate is Chocolate. Terry's Chocolate Orange is a chocolate product created by Terry's in 1932 at Terry's Chocolate Works in York, England. The brand has changed ownership several times, and production was moved to Eastern Europe in 2005.



Wednesday 3rd Feb. 2021

I can explain the chocolate making process - from bean to bar



The Cocoa tree grows in hot places around the equator. Trees begin to produce cocoa beans.



Workers pick and prepare the beans. They then let them dry in the sun for around seven days.



They are then sent to the factory.



The factory is where they clean the cocoa beans and then add the extra ingredients such as sugar.



It is melted to the perfect temperature and then is poured into vibrating moulds to get rid of the big air bubbles.

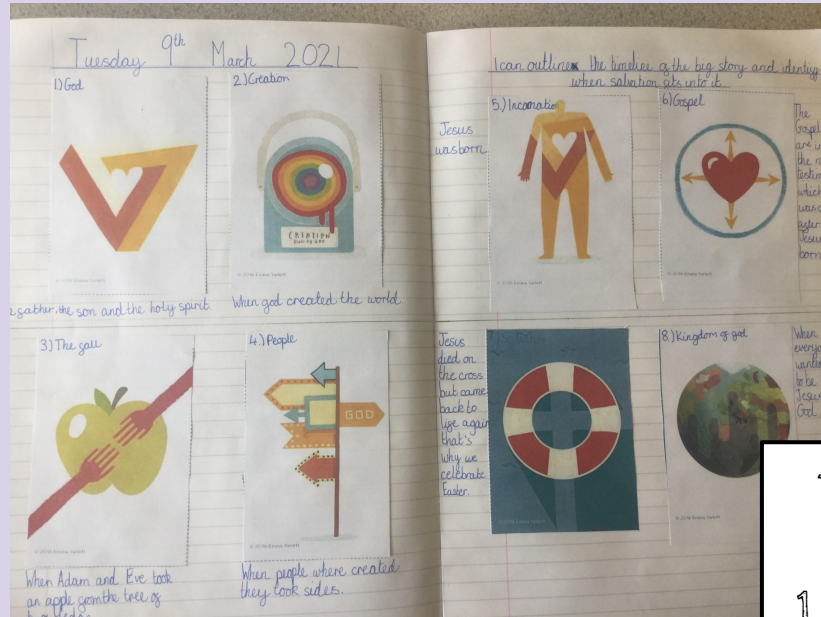


Then it is put into wrappers and sent off to the shops.

We have followed the journey of a cocoa bean from the moment they are picked to when they become a chocolate bar or other chocolate based product. To finish our topic on chocolate we researched how the chocolate industry began and grew in York and the impact this had on our city.

In RE we have been exploring the concept of Salvation in relation to the big Christian story.

R.E

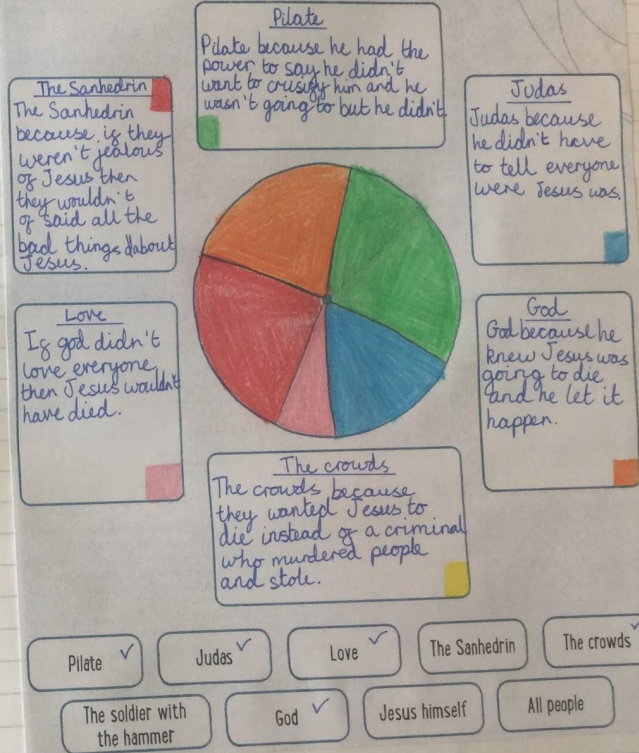


To begin, we explore the whole overall story in the Bible in the following 8 points.

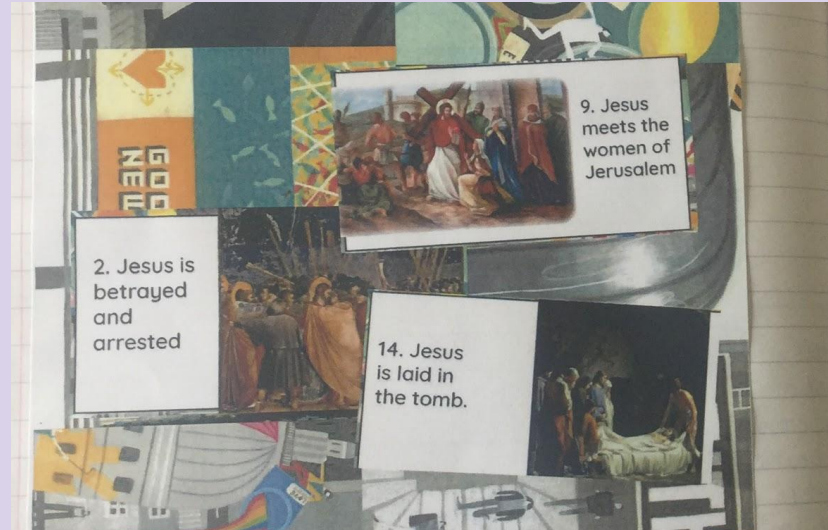
1. God
2. Creation
3. The Fall
4. People of the Old Testament
5. Incarnation
6. Gospels
7. Salvation
8. The Kingdom of God

WHO WAS RESPONSIBLE FOR JESUS' DEATH?

Select six likely candidates from the table below (or add other ideas of your own).
Shade in slices of the pie chart according to how much responsibility you think each person/group has. Colour-code your slices, matching them with a description of who is responsible, how much, and why.



Whilst learning about Salvation, we have looked in detail about the story of the cross and resurrection, discussed who could be/is responsible for the death of Jesus and what impact sacrifice has on the lives of Christians today.



Art and DT



As part of our lockdown learning this term, we have developed our drawing skills. We have looked at observational drawing up close and from a distance in perspective. We also had a chance to draw different cartoon animals and discuss the features that different cartoon artists use.



We have also done some observational drawing and watercolour painting of daffodils.



Literacy

In literacy, Year 5 have completed 3 pieces of literacy work using 'chocolate' as our inspiration. Firstly, we studied the book Charlie and The Chocolate Factory and created our own 'Golden Ticket Winner' in the style of the existing characters. Then we used technology to create a new chocolate bar and produce a persuasive advertisement to go alongside it. Finally, Year 5 took part in an online debate discussing the question 'Should chocolate be allowed in schools?' A balanced argument was then written by the children, using paragraphs to separate points of view.

Should Chocolate be allowed in schools?

Chocolate is a yummy snack that countless people in the world adore. This scrumptious luxury comes in many different flavors and forms such as milk, white, dark, biscuits and even drinks and more!!! It takes 400 cocoa beans to make 1 pound of chocolate and 20-50 to make 1 chocolate bar. Your chocolate bar travels all the way from the equator just to get to you! But should chocolate be allowed in schools? This text will tell you all the reasons why and why not it should be allowed.

For many people chocolate is their form of medicine. They may need to take it to school to control their blood sugars. But keep in mind that often people have nut and dairy allergies and that could be seriously dangerous and may make them feel isolated. However they could have sweets instead.



BONUS GOLDEN TICKET WINNER: BONNIE HUGHES

THE
~PRESS

The cameras were clicking as today the 3rd golden ticket had been found by a young and attractive girl of 9 called Bonnie, who lives in Fulford, York, England. When the television crew arrived they saw the pretty girl combing her long blonde locks of hair and waving the ticket now and again to grab attention while sitting on the top of her bunk bed in her bedroom, with a huge group of friends to the press, on the bottom there was some pretty soft bears. lolling against each other on a small sofa, on the top sat the famous star. She sat on the top { where her bed was } to avoid being eaten by the swarm and buzz of the crowd.

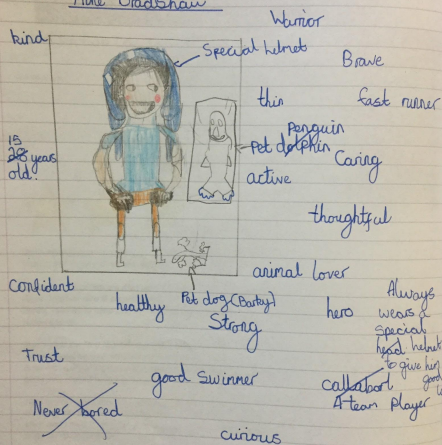
After 10 minutes of her applying makeup she kneeled up on her beautifully made bed and shouted, " Be quiet or you won't listen to my story." The mother stood up, she looked just like a bigger version of her daughter as they looked the same and they were wearing the same dress.

" When my angel tot came home from her school, Saint Oswalds, she told me that she absouloutly MUST have one of these golden tickets so I told my sweet that



Wednesday 10th March

Mike Bradshaw



- Mike is a caring and thoughtful man.
- Mike is always caring for people because he wants the world to be a happy place.
- Mike cares for everyone as!

Friday 12th March 2021

Where does your character begin the story?

My character is exploring in the forest on her own because it is close by to her house.

She arrives in the wonderland by a random door in a tree which is very camouflaged in with the rest of the forest

Wonderland Word Bank

beautiful
warm and sunny
magical, colourful glowers
grindly animals
light amongst the trees
hanging vines and glowers

I can create my own wonderland for my voyage

The Enchanted Forest



The Enchanted Forest is a very magical place that is filled with colourful glowers and long green hanging vines. This magical place is all packed up with talking trees with light shimmering through them. It's usually very warm and sunny but sometimes it can rainy and dreary. There are little fairies living amongst the trees and plants. There are small, grindly animals, or so it seems....

Wednesday 17th March 2021

I can write the opening stage to my voyage and return story

Alex is a lonely, sad girl who ^{was} exploring with her family in a nearby forest. As they ^{were} walking, Alex quickly realised that her shoe had been under her foot. She ^{was} her family to "Wait for me! I'm tying my shoe!" As Alex ^{was} very quiet, her family sadly didn't hear her call.

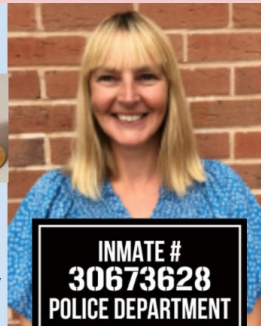
When she stood up, her family ^{was} nowhere to be seen. Alex was looking around for her family, when she noticed something very odd. There was a little door in a tree! She was very intrigued! Excitedly, Alex ran to the door and slowly and nervously opened it. All she could see ^{was} light as she took a step in. Alex closed her eyes and crossed her fingers that nothing bad would happen.

What happens? She was expecting to feel the bumpy, rough tree trunk but she couldn't feel anything. Alex soon realised that she was ^{floating} in the air! Suddenly, she stopped falling and felt herself hit the ground. Alex opened her eyes and ^{was} looking at a small, friendly animal.

The Mystery of the Missing St Oswald's Chocolate Cake



It was Mrs Haxby! Well done if you solved the 3 clues. Mrs Bland is very happy the guilty person has been discovered and Mrs Haxby is very sorry for her actions. She has admitted it was the wrong thing to do; however, there were reasons why she did it. Mrs Haxby has a large family (a husband, 3 grown up children and a hungry dog) to feed. She is also a massive chocoholic!

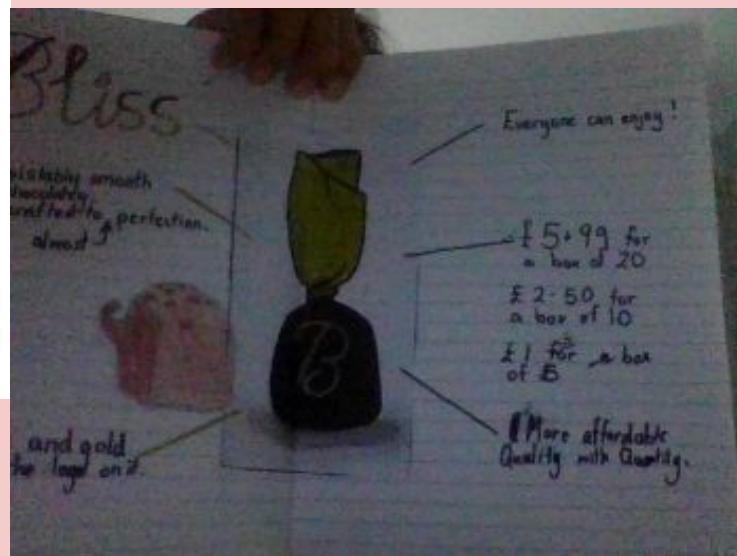


In the 2nd Spring term, Year 5 began by completing the final 2 weeks of homelearning by applying their knowledge of SPAG to solve clues to find the identity of the 'St Oswald's Chocolate Cake Thief'. When the children returned to school, they began a story writing unit with a 'Voyage and Return' theme. We developed our own characters and settings and are currently piecing the stories together.

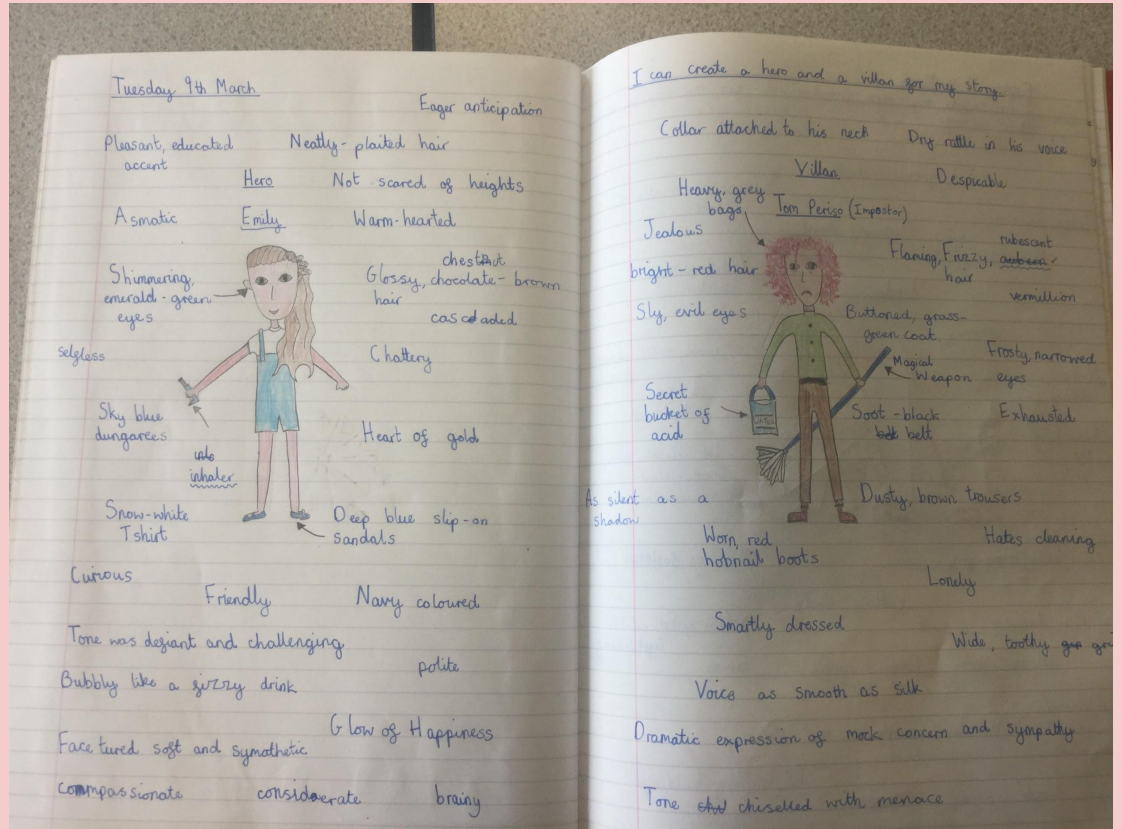
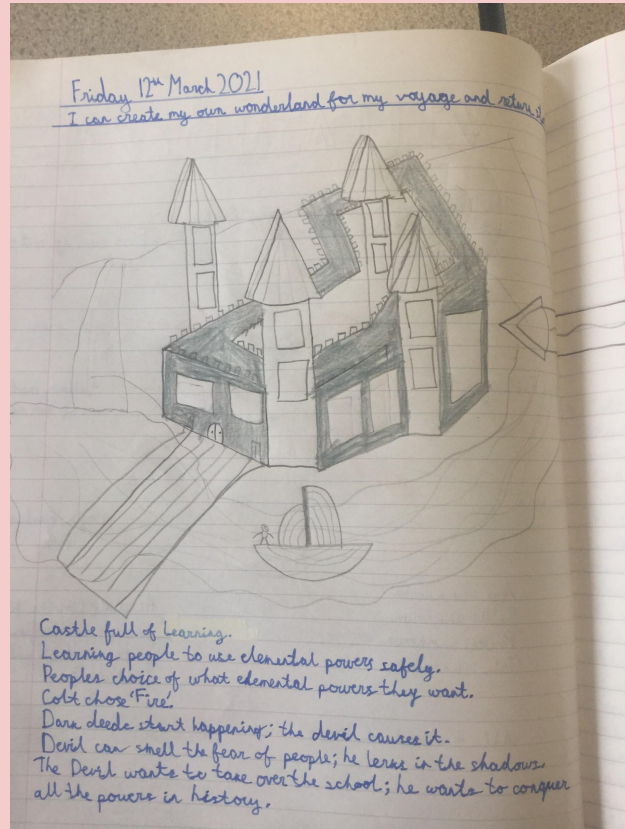
In Y6 we have done lots of nonfiction writing and worked hard at becoming more formal and varying the structure of our pieces. We wrote balanced arguments to discuss the advantages and disadvantages of allowing chocolate in school and we created our own chocolate bars writing persuasive texts to convince an audience to buy them

Forms of chocolate have been on our planet for approximately 3000 years, dating back to Mayan civilisations. Through this time, chocolate has been adapted and changed to perfection. The scientific name for the tree that produces cocoa beans is 'Theobroma Cacao', meaning food of the gods. People from Europe account for about half the world's chocolate consumption. The purpose of this article is to discuss whether chocolate should be allowed in schools.

There are many opinions on whether chocolate is healthy for the human body and mind. Chocolate contains large amounts of butter, sugar and cream which are all unhealthy ingredients that can mess up your diet. Chocolate is acidic by nature and acidic foods increase the acid in your stomach. If the acid reaches your chest it can give you bad stomach aches and heartburn. The chocolate in breakfast cereals contains 90 spoons of sugar and the government recommendation of your daily sugar intake is 60 spoons of sugar. However, chocolate can also improve the function of your brain and your cholesterol levels - it lowers the 'bad' LDL cholesterol and raises your 'good' HDL cholesterol. Eating chocolate everyday lowers the chance of heart disease by $\frac{1}{3}$.



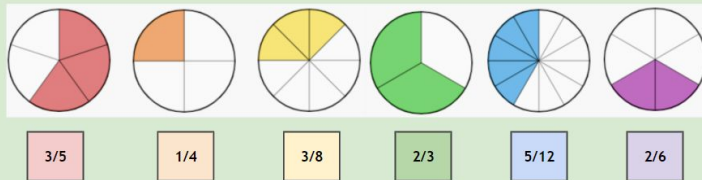
In our latest literacy project, we are developing our own Voyage and Return stories. Here are some pictures of the settings and characters we have developed so far.



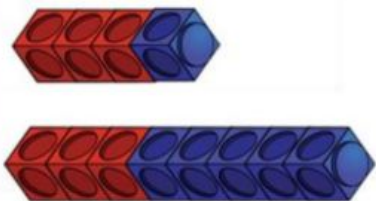
Maths

In Y5 we have been learning all about fractions. We have learnt how to identify fractions, shade in fractions, compare and order them and also add and subtract them.

How many parts of the whole are shade?



Ron makes $\frac{3}{4}$ and $\frac{3}{8}$ out of cubes.

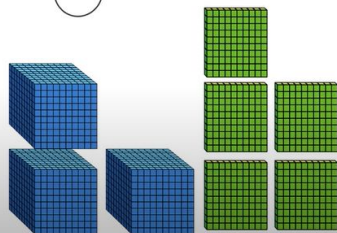
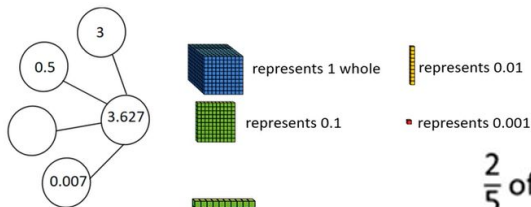


He thinks that $\frac{3}{8}$ is equal to $\frac{3}{4}$

Do you agree or disagree with Ron?

Ron is incorrect because he has doubled (times by 2) the denominator but not the numerator. $6/8$ is equal to $3/4$.

Whilst we were learning from home, we worked really hard on our fractions work and showed our skills through the use of a range of websites. We made our very own 'fraction fact sheets' to help us on our return to school too!



$\frac{2}{5}$ of the children at a school go in a car.

$\frac{1}{20}$ of the children cycle.

32 % of the children get the bus.

The rest of the children walk.

What percentage of children walk to school?

Have a think

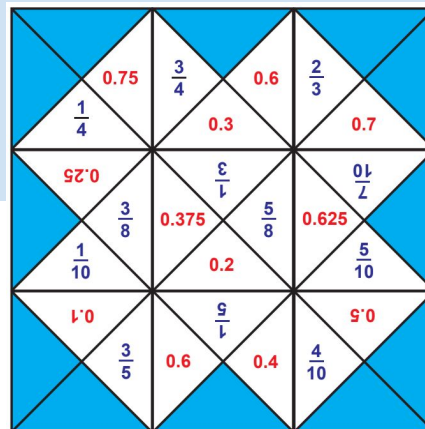


Rosie is thinking of a fraction.



When I convert it to a decimal
it's between 0.3 and 0.34

What fraction could Rosie be thinking of?

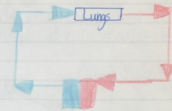
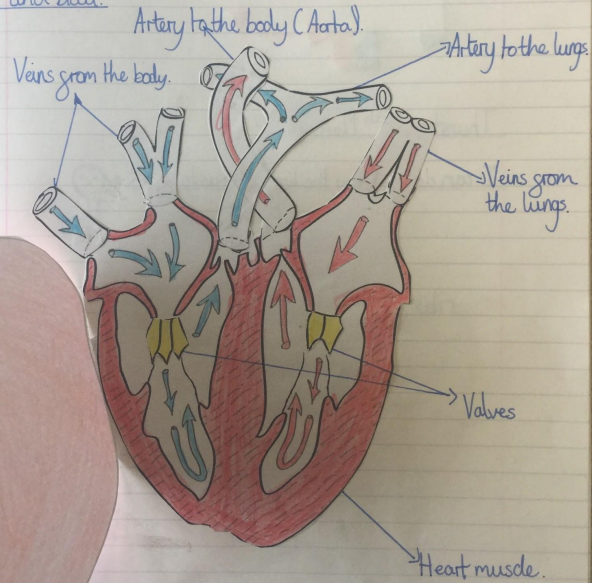


In Year 6 we have been depending on our knowledge of decimals and percentages and how they relate to each other and fractions. We have also explore metric and imperial units of measurement and have learnt how to convert between both.

Science

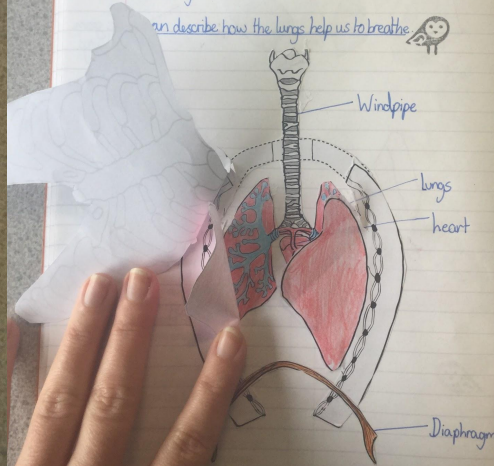
Thursday 11th March 2021

I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.



Thursday 18th March 2021

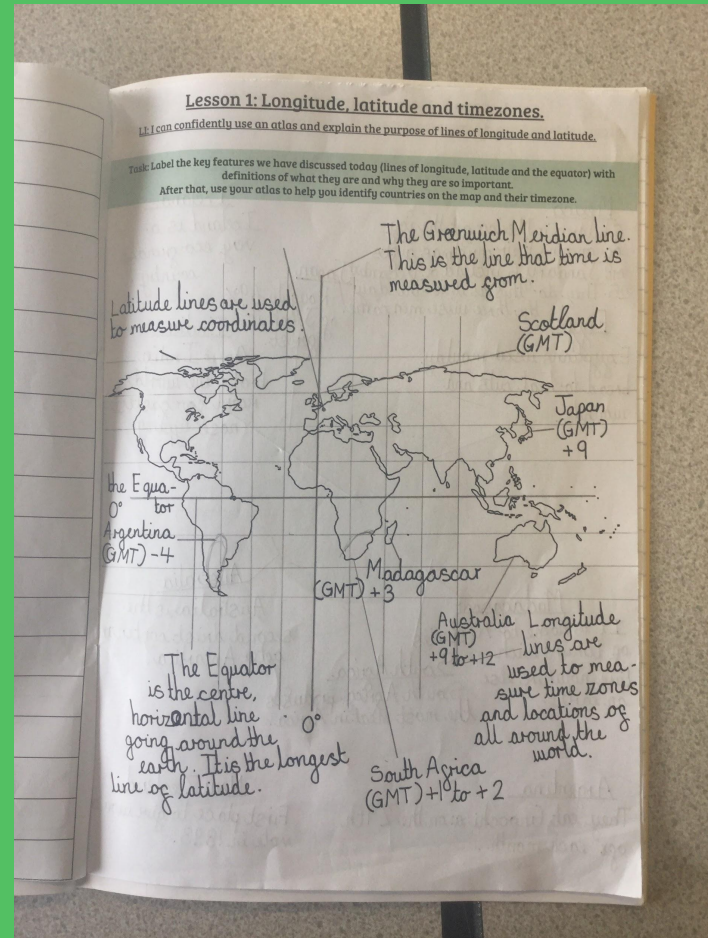
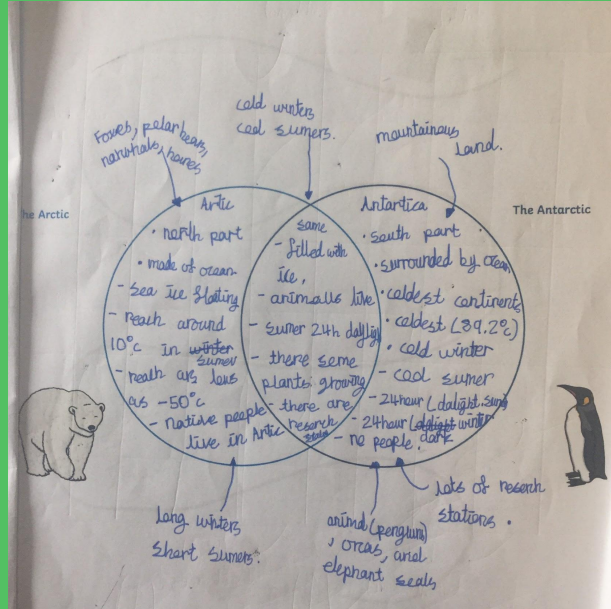
Can describe how the lungs help us to breathe



As part of our Me, Myself and I topic we are exploring the circulatory system. We have looked at our blood and the role it plays in our body and how the heart and lungs function both separately and together to enable our blood to be oxygenated and pumped around our body.

Geography

In geography we have been exploring the globe and maps on a larger scale. We have learnt about the lines of longitude and latitude and how these influence different time zone and climatic regions in our world. To develop our knowledge further we have also compared similarities and difference between the two polar regions and the reasons behind these.



Whole Class Read

My Book of Classics

This term we have really enjoyed delving deeper into the following classic texts:

Macbeth - William Shakespeare

Dracula - Bram Stoker

Black Beauty - Anna Sewell

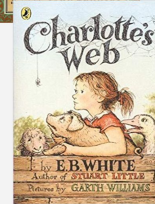
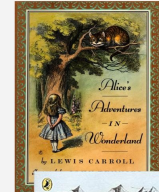
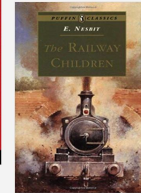
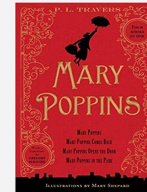
Great Expectation - Charles Dickens

Treasure Island - Robert Louis Stevenson



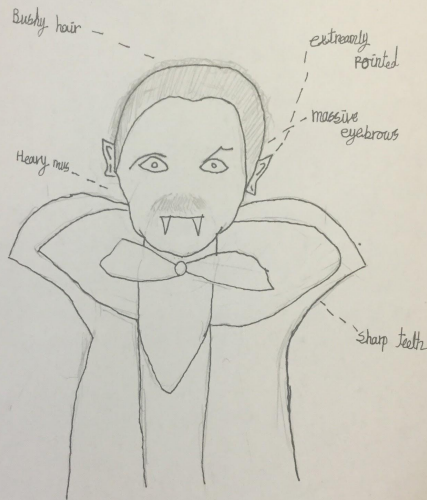
What is a classic?

Lesson 1



We have read and discussed extracts from each and have done a variety of tasks that have contributed to our own 'Book of Classics'.

L1: I can sketch Dracula using the details and description by Stoker.



Macbeth - Shakespeare

Thrice the brinded cat hath mew'd
Thrice and once the hedge-pig winned
Harper cries 'Tis time, 'tis time'

Round and about the garden go,
In the poisoned entrails throw
Toad, that under cold stone
Days and nights has thirty-one
Sweltered venom sleeping got,
Boil thou first! the charmed pot.

Double, double, toil and trouble,
Fire burn and cauldron bubble.

Filler of a ferny snake
In the cauldron boil and bake,
Eye of newt and toe of frog,
Sladder and brain of bog,
Adder's fork and tongue of dog,
Lizard's leg and howler's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.

Double, double, toil and trouble,
Fire burn and cauldron bubble.

By the pricking of my thumbs,
Something wicked this way comes.
Open doors!
Whence ever comes!

Double, double, toil and trouble,
Fire burn and cauldron bubble.

Then the bakoan goes in the pot,
and boils to make a potion hot.
Turn the potion to a dreadful drink
that will make everybody shrink.
Dunk the shrunk in a bottle to tigt
to make me dinner for tonight.

Double, double, toil and trouble,
Fire burn and cauldron bubble.

Make me the boss of heaven and
hell,
that's the power of my spell.
Always remember, do not forget,
the scariest witch you ever met.

Double, double, toil and trouble,
Fire burn and cauldron bubble.

L1: I can write my own witches spell in the style of Shakespeare's Macbeth

Double double toil and trouble,
Fire burn and cauldron bubble.

Let me shout in your ear,
I have a spell for you my dear.
In the dark night with the white moon,
I curse you to become a bakoan.

Double double toil and trouble,
Fire burn and cauldron bubble.

Then the bakoan goes in the pot,
and boils to make a potion hot.
Turn the potion to a dreadful drink
that will make everybody shrink.
Dunk the shrunk in a bottle to tigt
to make me dinner for tonight.

Double double toil and trouble,
Fire burn and cauldron bubble.

Make me the boss of heaven and
hell,
that's the power of my spell.
Always remember, do not forget,
the scariest witch you ever met.

Double double toil and trouble,
Fire burn and cauldron bubble.

Computing

In computing, Y5/6 have been developing our coding skills through Rapid Router Coding. It has definitely tested our debugging knowledge as we've worked to solve different problems.

