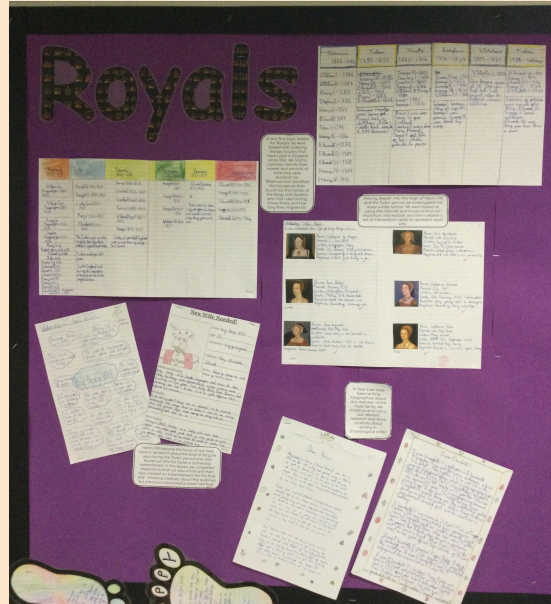


Year 5/6

Summer Term  
2021

# Topic - Royals





Wednesday 14th April

I can sequence at least 10 events on a timeline.

Normans 1066-1154	Tudors 1485-1603	Stuarts 1603-1714	Windsor/Georgians 1714-1837	Victorians 1837-1901	Windsor 1910+
Kings and Queens:	Kings and Queens:	Kings and Queens:	Kings and Queens:	Queens:	Kings and Queens:
King William I 1066-1087	King Henry VII 1485-1509	King Charles I 1625-1649	King George I 1714-1727	Queen Victoria 1837-1901	King George V 1910-1936
King William I II 1067-1100	King Henry VIII 1509-1547	King Charles II 1660-1685	King George II 1727-1760	Fact: On her death bed, Queen Victoria asked that her pomeranian dog (who was called Tui) be brought to her.	King Edward VIII 1936-1936
King Henry I 1100-1135	King Edward VI 1547-1553	King James II 1685-1688	King George III 1760-1820	King George VI 1936-1952	King George VI 1936-1952
King Stephen 1135-1154	Queen Mary I 1553-1558	Queen Anne 1702-1714	King George IV 1820-1830	Queen Elizabeth II 1952+	Queen Elizabeth II 1952+
Fact: In 1154 Stephen agreed to the Treaty of Westminster which meant that when he died the throne would go to Henry (the son of Matilda).	Queen Elizabeth I 1558-1603	Fact: All of Anne's 18 children sadly died, so when she died, the throne was given to her son, James VI of Scotland, to George.	Fact: King George IV died aged 56 in his sleep because of a coronary thrombosis.	Fact: On the 1st August 1838, all slavery ended in the British Empire.	Fact: The Queen is one of the only people in the world to not need a passport!
Fact: The Normans came from a region in northern France called Normandy.	Fact: Just before Elizabeth died, she named James VI of Scotland to George.	Fact: The famous gunpowder plot happened during the Stuart era.	Fact: The Georgians had some of the FIRST indoor toilets, although they were very different to the ones we have today.	Fact: On the 17th September 1838, the London-Birmingham line opened.	Fact: It isn't seen as 'proper' to touch the Queen!

Wednesday 14th April

Normans 1066-1154	Tudors 1485-1603	Stuarts 1603-1714	Georgians 1714-1837	Victorians 1837-1901	Today/20th century 1999-2021/today
William I Ruled from 1066-1087	Henry VII 1485-1509 Henry VIII 1509-1547	James I 1603-1625 Charles I 1625-1649 Charles II 1660-1685 James II 1685-1689	George II 1727-1760 George III 1760-1820 George IV 1820-1830 William IV 1830-1837	Queen Victoria 1837-1901 Ge There was no electricity, gas lamps and candles were the only thing you could use.	Edward VII 1901-1910 George V 1910-1936 Edward VIII 1936-1937 George VI 1937-1952 Elizabeth II 1953-Today
William 2nd Ruled from 1087-1100	Lady Jane 1553-1557 Mary I 1553-1558	Elizabeth I 1558-1603	Scotland provided England with a new line of kings. The Stuarts.	The Tudors were a well-known English family that ruled England and Wales.	Great concentration for!
Henry 1st Ruled from 1100-1135	Elizabeth I 1558-1603	George I 1714-1727	Tudors ruled for 118 years.	Tudor England had two of the strongest monarchs in the English throne.	
Stephen Ruled from 1135-1154	Henry 2nd Ruled from 1154-1189	Richard I 1189-1199			
John 1199-1216	Richard I 1189-1199	John 1199-1216			
Edward 1 1272-1307	Edward 1 1272-1307	Edward 1 1272-1307			
Edward 2 1307-1327	Edward 2 1307-1327	Edward 2 1307-1327			
Edward 3 1327-1377	Edward 3 1327-1377	Edward 3 1327-1377			
Edward 4 1461-1471	Edward 4 1461-1471	Edward 4 1461-1471			

For our first lesson of our new topic, we became investigators and found out the names of royal monarchs since 1066. We made sure to find out how long each monarch ruled for and the name of the house, or era, that they reigned during. For some of the rulers we even found out some key facts about things they achieved during their time as King or Queen.





Wednesday 28th April

I can research the life of King Henry VIII.



Name: Catherine of Aragon  
 Married: 11 June 1509  
 Children: A daughter, Mary  
 Death: 7th January 1536 from cancer  
 Positives: Daughter of a king and queen  
 Negatives: Didn't give Henry a son



Name: Anne of Cleves  
 Married: 12th July 1543  
 Children: They had no children  
 Death: July 1557 from cancer  
 Positives: Looked pretty in the portrait  
 Negatives: Did not have a nice personality.



Name: Anne Boleyn  
 Married: January 1533  
 Children: A daughter, Elizabeth I  
 Death: 19th May 1536 (beheaded)  
 Positives: Wrote love letters to him.  
 Negatives: Accused of witchcraft and

murder.



Name: Catherine Howard  
 Married: July 1540  
 Children: No children  
 Death: 13th February 1542  
 Positives: Very young (still a child)  
 Negatives: Accused of being unfaithful



Name: Jane Seymour  
 Married: 30th May 1536  
 Children: Gave Henry a son but died in childbirth  
 Death: 24th October 1537 in childbirth  
 Positives: Gave Henry what he wanted.  
 Negatives: Never became queen.



Name: Catherine Parr  
 Married: 12th July 1543  
 Children: Mary Second  
 Death: 1558 5th September 1558  
 Positives: Survived King Henry VIII  
 Negatives: Married a new man after Henry died.

died.

After that, we then studied Henry VIII's wives in more detail.

Wednesday 28 April 2021



Name: Catherine of Aragon  
 Date Married: 11th June 1509  
 Children: daughter, Mary  
 Death: 7th January 1536, cancer  
 Positive features: Well educated, nice  
 Negative features: ill lots, no son



Name: Anne Boleyn  
 Date Married: 25th January 1533  
 Children: daughter, Elizabeth I  
 Death: 19th May 1536, beheaded  
 Positive features: Independent queen  
 Negative features: Lied, went behind back



Name: Jane Seymour  
 Date Married: 30th May 1536  
 Children: son, Edward  
 Death: Natural causes  
 Positive features: Love of Henry VIII, kind  
 Negative features: Can't ill lots



Name: Anne of Cleves  
 Date married: 12th July 1540  
 Children: No children  
 Death: 16th July 1557, cancer  
 Positive features: Rich  
 Negative features: ugly, compared to horse

I can research the life of King Henry VIII



Name: Catherine Howard  
 Date married: 28th July 1540  
 Children: No children  
 Death: 13th February 1542, beheaded  
 Positive features: young, fun  
 Negative features: died, not so wealthy



Name: Catherine Parr  
 Date married: 12th July 1543  
 Children: No children with Henry  
 Death: 5th September 1548, Natural causes  
 Positive features: Lively and pretty  
 Negative features:

Why did people get married in Tudor times?

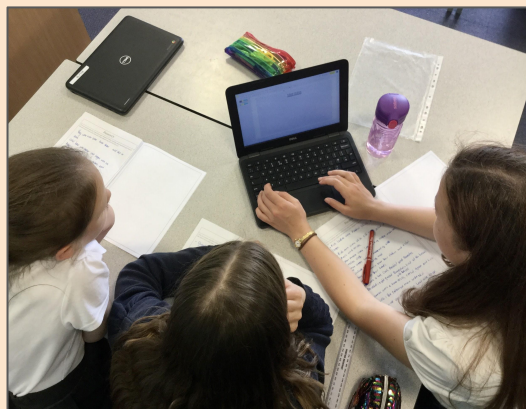
R Royals got married in Tudor times to stop wars happen or because of their parents.



Brilliant, well-presented research Autumn!

Great work!

Tudor Life Plan	
Team members: - Lizzie - Blythe - Lucia	Chosen Topic: Clothing/fashion
How are we going to present our research? Slides	What resources are we going to need? - Chromebook - Pictures - for slides
Why have we chosen that method? Because we all want to do Slides and we agreed to.	
What main role is each team member going to have/do? Lizzie = research + rehearse Blythe = info on slides Lucia = writing down info	What questions do we have? - What - What - Why - How



Research	
(This is a space used for notes from your research. Think carefully about questions you would ask about your topic area and what other people may want to find out.)	
<ul style="list-style-type: none"> <li>- Rich ladies wore Padded Skirts held up with loops.</li> <li>- Rich men wore white silk shirts, ruffled at the neck and wrists.</li> <li>- Poor people wore loose-fitting clothes made out of woollen cloth.</li> <li>- Men wore trousers made out of wool.</li> <li>- Dresses made out of wool.</li> <li>- They wore aprons over their clothes and a cloth bonnet on their heads.</li> <li>- Men wore a hat, Coat, Doublet and Breeches.</li> <li>- Doublet = tight jacket Breeches = tied at the knees with laces</li> <li>- Women wore a head dress, corset, gown and kirtle</li> <li>- Kirtle = the coloured main underskirt.</li> <li>- Make-up was made out of lead and vinegar.</li> </ul>	

Musicians who played Tudor music in towns and cities were known as waits. They played high pitched music on a pipe instrument, which was also used to sound the alarm. Several new instruments were invented in the Tudor period, and they were often played together to create different sounds. Nearly all Tudor monarchs had an education in music, patronised music and could and could play one or more instruments. Music was a paramount importance in the Tudor period, particularly at the royal court: performers were tasked with privately entertaining monarchs and tutoring their children, and were rewarded with extravagant tips and even personal praise from the king or queen. :)

Across three more of our topic lessons, we worked in teams to create presentations about different Tudor topics. We had to plan, research, create and then present. Some of the topics we looked into included: clothing, food, education, crime and punishment and housing.



# R.E

In RE we have  
been exploring  
what kind of King  
Jesus was...

## The Lord's Prayer

### Traditional

Our Father, who art in  
heaven,  
hallowed be thy name;  
thy kingdom come;  
thy will be done;  
on earth as it is in heaven.

Give us this day our daily  
bread.

And forgive us our  
trespasses,  
as we forgive those who  
trespass against us.  
And lead us not into  
temptation;

but deliver us from evil.  
For thine is the kingdom,  
the power and the glory,  
for ever and ever.

Amen.

### Our version

Our god, who lives in heaven,  
holy is his name.

Make our kingdom on Earth  
as it is in heaven.

Give us what we need to live  
a peaceful and happy life and  
forgive us for all of our  
mistakes.

Lead us in the right direction,  
to lead a good life. Take us  
away from the evil however  
tempting it could be.

You have given us  
power, hope and glory forever  
and ever.  
Amen.

Vedanti, Max, Noah, Sam,  
Ada and Mason

Tuesday 20<sup>th</sup> April  
I can consider what the bible tells Christians about Jesus and the Kingdom of God.

## 28.8 KINGDOM OF GOD: RESOURCE SHEET 1

### WHAT KIND OF KING WAS JESUS?

Here is a list of qualities some kings might exhibit. Which were Jesus' qualities?

**A GOOD KING IS:**

<input type="checkbox"/> Strong	<input type="checkbox"/> A great soldier	<input type="checkbox"/> Decisive
<input checked="" type="checkbox"/> Strongminded	<input checked="" type="checkbox"/> Wise	<input type="checkbox"/> Likely to be crucified
<input type="checkbox"/> Powerful	<input type="checkbox"/> A lawgiver	<input type="checkbox"/> Hard on his enemies
<input checked="" type="checkbox"/> Generous	<input checked="" type="checkbox"/> Unselfish	<input type="checkbox"/> Hard on himself
<input type="checkbox"/> Loving	<input type="checkbox"/> Fun	<input type="checkbox"/> Prayerful
<input type="checkbox"/> Always in charge	<input type="checkbox"/> Peaceful	<input checked="" type="checkbox"/> Forgiving
<input type="checkbox"/> Commanding	<input checked="" type="checkbox"/> A good team leader	
<input checked="" type="checkbox"/> Peaceful	<input type="checkbox"/> Authoritative	

Write some agreed lists of characteristics: 'A good king is...' and 'Jesus was...'.  
Compare them.

**A GOOD KING IS:**  
Someone who is a good leader  
and is caring. ✓

A good King gives advice and is  
caring but is also strongminded. ✓

They should be unselfish but  
generous enough. ✓

**JESUS WAS:**  
Jesus was a story teller  
and a wise man.

He would give forgiveness  
and would be peaceful. ✓

X

He would be loving and give  
his life for anyone and  
everyone. ✓

In our first lesson, we used the Lord's Prayer and carefully edited it into words and phrases that KS1 children would be able to use and understand.

After this, we then thought about what kind of characteristics a good King would have. From this we then linked those characteristics to the characteristics we believe Jesus held.



Next, we worked in groups to research a variety of christian charities. We made connections between the characteristics Jesus had and the values the charities now hold.

we want to irradiate poverty  
global movement of people  
86 pence in one pound is used for charitable purposes  
you have to give one good coin they work with partners  
they help homeless people  
they began in 1945  
they work with vulnerable communities  
Solidarity  
churches  
they care above education health  
Climate emergency  
07% of pledge

Christianaid

Want to help living and poor people  
Run by Christians  
Partner with local churches  
Tries to give money to people in need  
for motto = Love. Pray. Give. Go  
Try to give give out some of love instead of duty  
The Bessom  
Ran Home run for 12 years  
Give people household packs out  
Founder humiliated Bessom so charity called Bessom  
Help people in poverty  
Founded 1987  
Started in founder's bedroom  
25/3003020024 is their number

650 Churches and Community Centers  
called to be disciples of Jesus Christ  
International movement.  
wants everyone to experience life in the fullest  
Fight for social Justice.  
Its name was made into 'The salvation army' in 1878  
Accountable  
The Salvation Army  
Worship  
Universal Christian church  
Friendship  
Respectful

Aim to support all of the prisons  
Around 100 local groups with committed workers  
Inhabit prisoners to prayer and the christian religion  
prison fellowship  
They believe for all lives can change  
you they volunteer in almost 120 prisons in England and Wales  
Want to help prisoners that have lived a bad life, their life now and live a happy life when they get out  
3000 workers  
They have another charity called Angel tree where they give young children  
Founded in the United States in 1976  
they believe they can change people who were with them

on their website you can check the events calendar  
Values are freedom, compassion, justice, trust and commitment  
It is a national ecumenical christian social justice charity  
work with agencies multi-agency  
Want to tackle poverty  
9,000 campaigns  
Working for 38 years  
The gather £9.30 every hour  
100+ people helped per year day/week  
try to make everyone equal  
they are a christian charity  
they aim to build stronger relationships with the public  
will support the director  
worked with 350+ churches in 2019  
use social apps to spread awareness

Church action on poverty

christian, church and charity  
evangelical  
deepen relationship with God  
Service  
worked for over 150 years  
Stand up for those who are vulnerable.  
Passionate  
Began in East London  
Started in 1865  
Bold  
OUR faith in Jesus Christ

Tuesday 4<sup>th</sup> May

I can make clear connections about how Christians put their beliefs into action in different ways.

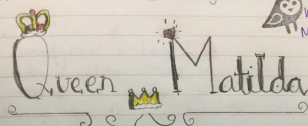


Peaceful	As Queen I will, and I hope my people will, be peaceful by: Making peace with neighbouring countries. Ban taxes End wars in my land and influence other countries to do too.
	As Queen I will, and I hope my people will, be generous by: Making sure no one in my land is homeless. Give part of my money per year to be distributed evenly. Break better and reasonable pay for all.
Trust worthy	As Queen I will, and I hope my people will, be trust worthy by: Being friendly Sticking to my promises Helping.
	As Queen I will, and I hope my people will, be forgiving by: Forgiving criminals of their crimes and giving them a second start in life.

Vedanti

Tuesday 4<sup>th</sup> May

I can make clear connections about how Christians put their beliefs into action in different ways.



Well done Queen Matilda - brilliant qualities!

Wise	Generous	Unselfish	Strong minded
I would listen to everybody & make sure I do the right thing.	I would make money for libraries to help more people.	I would make sure everyone has a place to shelter over winter.	I would make sure I was making the right decision.
I would help with providing soup for the homeless and poor.	I would give money to animal shelters.	I would let everyone have their voice heard.	I would stick to the rules I made.
Help Scientists discover cures.	I would help the government lower tax payments.	I will spend money evenly.	I wouldn't go back on a decision.
Listen to the public.	Help get people jobs.	I will let people into the houses of parliament and Buckingham Palace.	I would make extra opportunities for the poor.

Tuesday 4<sup>th</sup> May 2021

I can make clear connections about how Christians put their beliefs into action in different ways.

King Max VIII

Kind	Loving	Generous	Caring
Being kind is when you let them do stuff with you like when your playing a game and there is a boy lonely you can ask them if they want to play and you need to be open friendly to each other.	Being loving to your family or other people makes them happy and joyful. Being a good friend is loving. Any thing that you do that's loving makes them happy.	Being generous is open opening a door for someone and letting someone play with you and maybe you can become friends and play with each other and have a nice time.	Caring for someone is really nice of you because they may be having difficult time with their life and they need help from someone.



Well done King Max - great ideas!

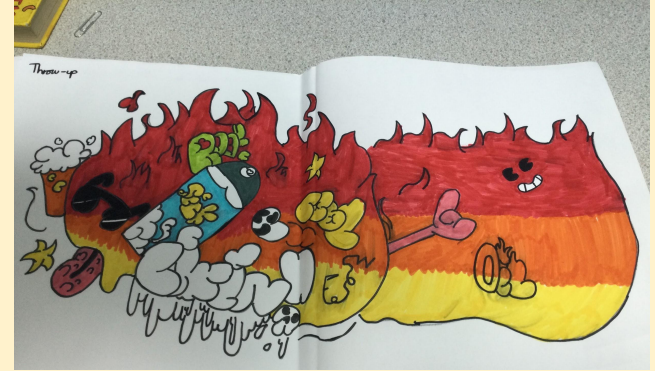
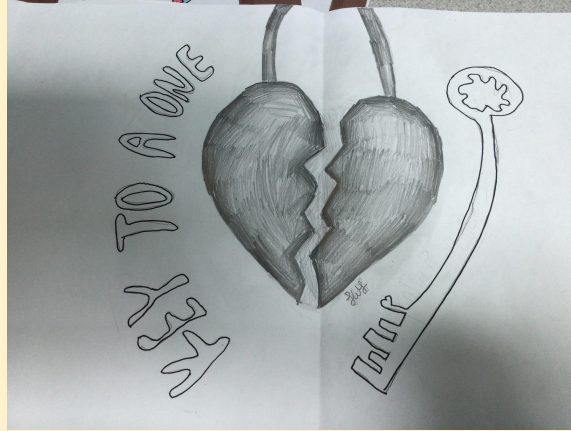
After learning about the qualities of a King that Jesus held, we then thought about what kind of leader we would like to be.

We used our ideas from previous lessons to think of four key characteristics and then wrote what we would do to ensure the people around us tried to have those characteristics too.



# Art and DT

As part of Art this term we have been studying how different artists use composition, colour and scale in their paintings, then we've had a go ourselves. We have also created our own graffiti tags. .

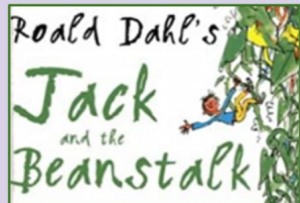
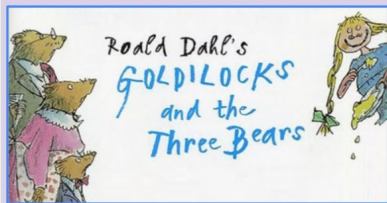


Literacy

In literacy, Year 5 have been using Roald Dahl's 'Revolting Rhymes' to help inspire them to write some performance poetry of their own. Each class chose a 'Revolting Rhyme' to perform to each other. After this, they wrote their own performance poem by selecting a nursery rhyme or traditional tale to 'edit' and style into a poem in the style of Roald Dahl. The children wrote personalised hand written versions of the poems to send to their 'pen pals' at Ouse View Care Home to enjoy.

### Year 5 inter-class competition

#### Goldilocks and the 3 Bears v Jack and the Beanstalk



Poor little bo peep who lost her ten sheep  
Is what I bet you all say  
But there's a secret about this creep  
About this young devil of a stray

Do you not see  
The weapon in her hand  
I can guarantee  
That what she did was not grand

She needed some sheep so decided why not  
She went to the farm and stole the lot

She brought them back  
To her rusty old shack  
Where she cooked them up  
Along with her pup

She boiled them hot  
In her murderous pot  
She was feeling hungry  
So she ate her tea  
That villainous little freak  
No wonder she couldn't find her sheep!



Year 5 have also written non-chronological reports about both William the Conqueror and Henry VIII. They looked at the features of an example text (Queen Victoria) before completing their own research about their chosen monarch and piecing their information together to create a fabulous report.


More recently, Year 5 have used the story 'Holes' as inspiration for our Literacy work. They have written setting descriptions of Camp Green Lake and have then just begun the process of creating a new character to include in the story.

#### Camp Green Lake Setting Description - Published Piece


There is no lake at Camp Green Lake or any green. The only plant-life are two ancient, lofty oak trees. They are guarding a crooked hammock that sways gently in the warm, light breeze. The trees are the only shade for MILES! ALL of that shade belongs to the Warden. The main rule at Camp Green Lake is to not make the Warden mad.

As you look across this desolate, flat wasteland you would see lots of boys in bright orange suits scattered around digging deadly holes that are five feet deep and five feet wide. Why are they digging? Well, the Councillors tell the boys they're digging to build character. But is that what they're really digging for? The heat. It's unbearable. It strikes you like a bullet piercing through your skin. Even in the shade it is 95 degrees.

In Y6 we have been using our topical knowledge to write biographies about any King or Queen since 1066. We thought carefully about making sure our work was written in chronological order and that it included many key and informative facts.



## Queen Elizabeth I






### Early Life

Queen Elizabeth I was born on September 7<sup>th</sup> 1533 and the daughter to King Henry VIII and Anne Boleyn. Since Elizabeth had half-siblings (which were, Mary I (older half-sister) and Edward VI (younger brother)), then that would mean that Elizabeth would be third in line to take the ~~thene~~ throne. Soon after her two years into the world, Elizabeth's mother, Anne Boleyn, was executed for treason against King Henry VIII. As a teenager she had nasty scars, so in order to hide ~~that~~ them she painted her face white. Even though Queen Elizabeth was King Henry's daughter, he never liked Elizabeth for being a girl.

### Reln

An interesting fact about Queen Elizabeth's life was, it was generally considered one of the most glorious reigns in English history. It wasn't guaranteed that Elizabeth would take the throne, the reason for that was she was third in line to take the crown of England. Mary and Edward were to take the throne but died eventually. Edward had sadly died from an illness and only reined for 6 years but as for Mary she was executed by her other than Queen Elizabeth I. At the age of 25 Queen Elizabeth had become Queen.






## Elizabeth II

The current queen of England, Elizabeth the Second, was born on 21<sup>st</sup> April 1926. Elizabeth died King George VII and was King not long after Elizabeth and her sister Ann and mother being the dukes of York and after her father was going to be next in line.

born in her grandmothers house also was born out as a ~~little~~ child as it broke out she managed to finish her school education, which was taught from home by her (and her sister) private tutor. They would learn all the normal subjects, French, math, science, English. Since, she would need to know by the age of 18 when given a crown and every occasion.

at a young age of 19 she found herself during that, army wars, and found herself helping people with energy, sickness and great care. She was ~~feeling~~ all of this in world war II but that would not make her only job. Thus at some point she would ~~let~~ become Queen after her father died (King George VII) that took place in 1952. She had the name of Queen but was not coronated until about longer in 1953 September and her husband had the job of Duke of Edinburgh.





## King Henry VIII

King Henry VIII became King in 1502 after the death of his older brother Prince Arthur. It was since his death he is known as one of the most famous kings of all time. Strongly, he was never going to be King because his older brother was next to be King for a long time but Arthur died so because Henry was next in line he became the King of England. Over his time as King he managed to defend around 70,000.

Henry VIII was born 18 June 1491 at the Palace of Placentia. At a young age, he was one of the popular kids who liked to be loved and go to sleep up parties with all his friends.

Unlike his older brother Arthur, Henry was a healthy boy who loved a bit of mischief. Henry was raised at the palace church. He got a lot of good education and learnt how to speak Latin, French, Spanish and Greek. When Henry was 10 years old, his life changed suddenly because his older brother died, which was on the 2 April 1502 and Henry would now be around King of England.

Since Henry's older brother was married to Catherine of Aragon, Henry needed special permission to marry Catherine again. He, Pope it was because the bible said that a man should not marry his brother's wife. Although Catherine became pregnant lots of times, she only had one living healthy baby, Princess Mary. However, Henry became worried that she would never have a son so he got her to marry him. Henry asked the Pope to change because they were already husband and wife but the Pope refused.



Another piece of writing we have completed in Year 6 linked to our topic has been an essay. We were challenged with writing all about Tudor crime and punishment. We really enjoyed this topic and made sure that our writing covered lots of key information and that we used topical vocabulary to make our writing really interesting.

### What was Tudor crime and punishment?

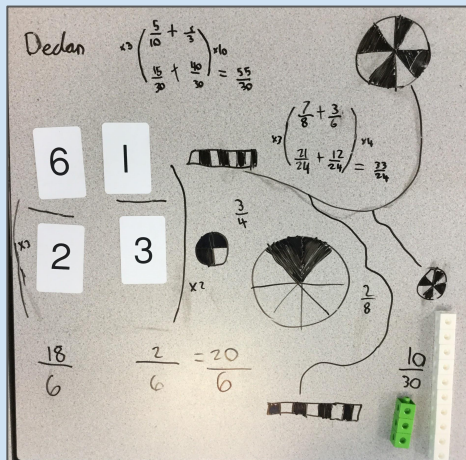
During the Tudor times, Henry VII became the first Tudor monarch after he brawled with Richard III and defeated him ( at the Battle of Bosworth.) The Tudor times started in 1485 and ended in 1603, the Tudor Rose is a national symbol in England and forever will be. Within the Tudor times, the Tudors life expectancy was 35-40 years, the Tudor Rose came into existence because of the House of York and the House of Lancaster merging together after the Battle of Bosworth.

There were many crimes and punishments in the Tudor times, in those times there were no police so there were volunteers called Parish Constables who would help catch local criminals. Surprisingly, harsh punishments were able to stop others committing crimes. It was known that treason was the worst crime to commit, in Tudor times small crimes such as stealing five pence or stealing bread were able to get people hanged or killed brutally. At the time, new punishments were made throughout the Tudor times and they became more brutal and disgusting. Within the Tudor times, the crimes were in big cities such as London and Manchester, there were different crimes for men and women.

In the Tudor times, crimes were very common especially in big cities, stealing and robbery were committed more than other crimes. Within the Tudor era, Heresy (not attending church) and vagrancy (being homeless) were also classed as crimes, London and Manchester (in Tudor times) were very popular for crimes as they were giant cities and they had loads of people. Treason (trying to kill the king, queen or government) was the worst crime to commit, to beg or murder someone was a high punishment but being a gossip or a witch (both crimes were committed by women) was also a punishable crime.

Maths

In Y5 we have been learning all fractions, decimals and percentages. At the end of our topic we were able to use lots of resources to 'show what we know' about the topics we had covered. We had lots of fun using the equipment in lots of different ways.






We have also been learning about statistics and as part of this learning we recapped our knowledge of time. We were recognising the time on analogue and digital clocks and converting between 12 and 24 hour time. We also tried to order time within our groups too.



Isabelle can swim 2 lengths of the pool every 5 minutes. She starts swimming at 10 minutes past 9 and finishes at 5 minutes to 10.

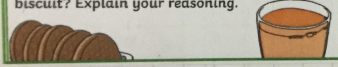
How many lengths of the pool does she swim?  
How do you know?



She swims 18 lengths because it is equal to 5 minutes = 2 lengths and she goes for 45 minutes = 18 lengths

Ben, Tara and Liam are playing hide and seek. They start playing at quarter past 11. They play for 45 minutes, before stopping for a drink and a biscuit. They continue to play for another 45 minutes and head inside at 10 minutes past 1.

How long did they stop for a drink and a biscuit? Explain your reasoning.



**\*fab reasoning!**

2.5 mins because they start playing at 11:15 add 45 mins = 12:00 then they have a snack. They finish playing at 1:10 so you take away 5 mins which takes you to 12:25 and 12:00 to 12:25 is 25 mins. ✓✓



19-k	6.5
k ÷ 2	3.5

in	out	Algebraic expression: $2y$
8	16	
9	18	
10	20	
4	8	
15	7.5	
7	3.5	
48	24	
72	36	

in	out	Algebraic expression: $3y$
4	11	
8	23	
2	5	
6	17	
3	8	
7	20	
1	2	
5	14	

in	out	Algebraic expression: $2y + 20$
4	28	
7	34	
3	26	
5	30	
2	24	
9	38	
6	32	
8	36	

$K = 2x - 6y$

1  $x=3, y=1$   
2  $x=4, y=2$   
3  $x=6, y=1$

$D = 7a + 3b$

4  $a=2, b=1$   
5  $a=3, b=6$   
6  $a=0.5, b=1.5$

$P = \frac{100}{ab}$

7  $a=4, b=5$   
8  $a=5, b=10$   
9  $a=3, b=20$

$Z = \frac{a+b}{3}$

10  $a=11, b=7$   
11  $a=4, b=9$   
12  $a=12, b=0.6$

$T = n(n+1)$

13  $n=7$   
14  $n=10$   
15  $n=1$

$G = \frac{3}{2} + 7t$

16  $x=4, t=3$   
17  $x=18, t=2$   
18  $x=13, t=0.5$

Write numbers that the small letters could be so that each capital letter equals 1.

1)  $K = 2x - 6y$   
 $6 - 6 = 0$   
 $K = 0$

2)  $K = 2x - 6y$   
 $8 - 12 = -4$   
 $K = 4$

3)  $K = 2x - 6y$   
 $5 \times 10 = 50$

4)  $7a + 3b = 20$   
 $3.5 + 4.5 = 8$   
 $D = 8$

5)  $7a + 3b = 20$   
 $100 \div 20 = 5$   
 $P = 5$

6)  $Z = \frac{a+b}{3}$   
 $4 + 9 = 13$   
 $13 \div 3 = 6.5$   
 $Z = 6.5$

7)  $Z = \frac{a+b}{3}$   
 $1.2 + 0.6 = 1.8$

**C** Copy these sequences and write the next three numbers. What is the rule for each sequence?  
Can you write the rule for the nth term?

1 84 72 60 48  
2 64 71 78 85  
3 1.1 1.07 1.04 1.01  
4 1 3 3 2 2 1  
5 165 146 127 108  
6 9 -7 -5 -3

7 75 67 59 51  
8 0.02 0.04 0.06 0.08  
9 15 11 7 3  
10 43 55 67 79  
11 20 -14 -8 -2  
12 5 4.5 4 3.5

13 135 156 177 198  
14 36 28 20 12  
15 50 175 300 425  
16 1.25 1.5 1.75 2  
17 10 8 7 6  
18 -11 -8 -5 -2

Challenge 1:  
Look at this sequence of totals.  
Show that the nth term (total) will be  $\frac{n(n+1)}{2}$

Find the total of the first ten consecutive numbers. Does the rule apply?  
Find the total of the numbers on the 1 to 100 grid.

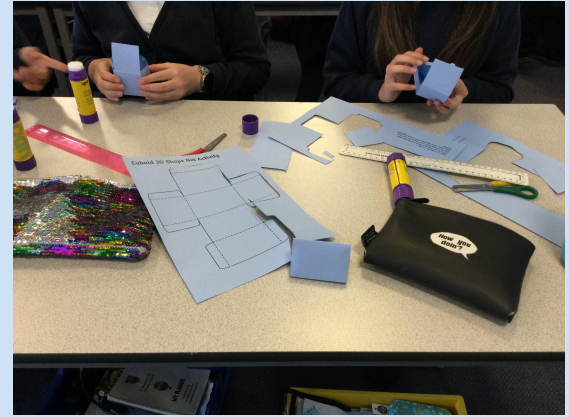
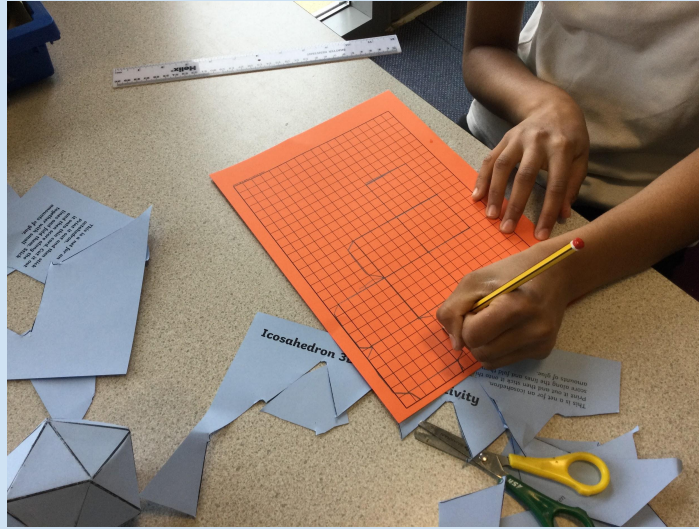
100  
 $100 \div 2 = 50$   
 $100 + 1 = 101$   
 $101 \times 50 = 5050$

$n(n+1)$   
 $2 \times 3 = 6$   
 $3 \times 4 = 12$   
 $4 \times 5 = 20$   
 $5 \times 6 = 30$   
 $6 \times 7 = 42$   
 $7 \times 8 = 56$   
 $8 \times 9 = 72$   
 $9 \times 10 = 90$   
 $10 \times 11 = 110$   
 $11 \times 12 = 132$   
 $12 \times 13 = 156$   
 $13 \times 14 = 182$   
 $14 \times 15 = 210$   
 $15 \times 16 = 240$   
 $16 \times 17 = 272$   
 $17 \times 18 = 306$   
 $18 \times 19 = 342$   
 $19 \times 20 = 380$   
 $20 \times 21 = 420$   
 $21 \times 22 = 462$   
 $22 \times 23 = 506$   
 $23 \times 24 = 552$   
 $24 \times 25 = 600$   
 $25 \times 26 = 650$   
 $26 \times 27 = 702$   
 $27 \times 28 = 756$   
 $28 \times 29 = 812$   
 $29 \times 30 = 870$   
 $30 \times 31 = 930$   
 $31 \times 32 = 992$   
 $32 \times 33 = 1056$   
 $33 \times 34 = 1122$   
 $34 \times 35 = 1190$   
 $35 \times 36 = 1260$   
 $36 \times 37 = 1332$   
 $37 \times 38 = 1406$   
 $38 \times 39 = 1482$   
 $39 \times 40 = 1560$   
 $40 \times 41 = 1640$   
 $41 \times 42 = 1722$   
 $42 \times 43 = 1806$   
 $43 \times 44 = 1892$   
 $44 \times 45 = 1980$   
 $45 \times 46 = 2070$   
 $46 \times 47 = 2162$   
 $47 \times 48 = 2256$   
 $48 \times 49 = 2352$   
 $49 \times 50 = 2450$   
 $50 \times 51 = 2550$   
 $51 \times 52 = 2652$   
 $52 \times 53 = 2756$   
 $53 \times 54 = 2862$   
 $54 \times 55 = 2970$   
 $55 \times 56 = 3080$   
 $56 \times 57 = 3192$   
 $57 \times 58 = 3306$   
 $58 \times 59 = 3422$   
 $59 \times 60 = 3540$   
 $60 \times 61 = 3660$   
 $61 \times 62 = 3782$   
 $62 \times 63 = 3906$   
 $63 \times 64 = 4032$   
 $64 \times 65 = 4160$   
 $65 \times 66 = 4290$   
 $66 \times 67 = 4422$   
 $67 \times 68 = 4556$   
 $68 \times 69 = 4692$   
 $69 \times 70 = 4830$   
 $70 \times 71 = 4970$   
 $71 \times 72 = 5112$   
 $72 \times 73 = 5256$   
 $73 \times 74 = 5402$   
 $74 \times 75 = 5550$   
 $75 \times 76 = 5700$   
 $76 \times 77 = 5852$   
 $77 \times 78 = 6006$   
 $78 \times 79 = 6162$   
 $79 \times 80 = 6320$   
 $80 \times 81 = 6480$   
 $81 \times 82 = 6642$   
 $82 \times 83 = 6806$   
 $83 \times 84 = 6972$   
 $84 \times 85 = 7140$   
 $85 \times 86 = 7310$   
 $86 \times 87 = 7482$   
 $87 \times 88 = 7656$   
 $88 \times 89 = 7832$   
 $89 \times 90 = 8010$   
 $90 \times 91 = 8190$   
 $91 \times 92 = 8372$   
 $92 \times 93 = 8556$   
 $93 \times 94 = 8742$   
 $94 \times 95 = 8930$   
 $95 \times 96 = 9120$   
 $96 \times 97 = 9312$   
 $97 \times 98 = 9506$   
 $98 \times 99 = 9702$   
 $99 \times 100 = 9900$

In Year 6 we have been extending our mathematical knowledge by exploring some more complex areas of maths like ratio and algebra. (We discovered that algebra isn't as scary as we first thought!)

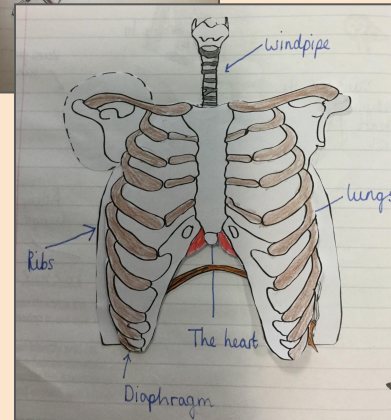
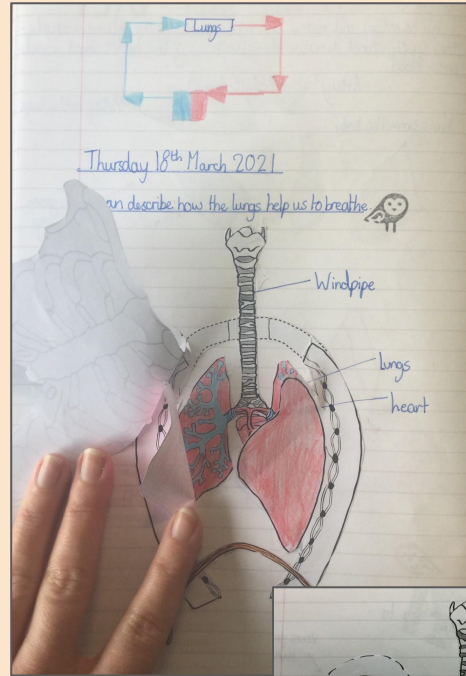
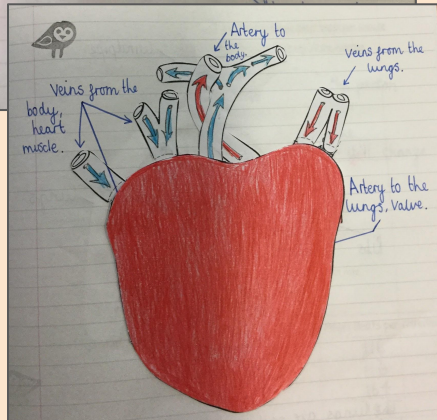
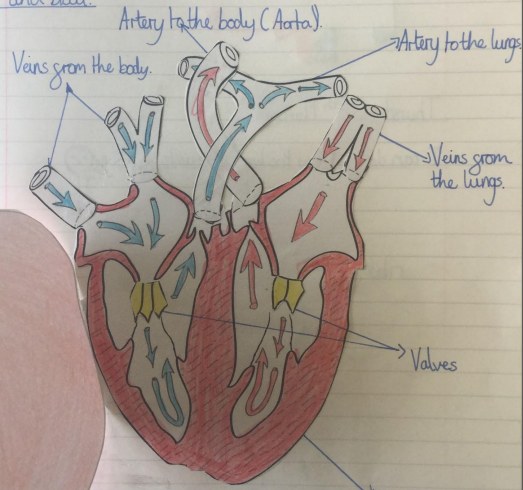


We have also ventured out of schools to do some data handling to learn all about pie charts. Our problem solving skills also shone through when designing and creating different nets for 3D shapes.



Science

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



To start our topic on the human body, we began by 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.



## I can investigate how heart rate is affected by exercise

I would like you to investigate what happens to our heart rate when we exercise at different intensities. You need to be able to locate your pulse where it is strong enough to be able to count it for 15 seconds. You can then multiply this number by 4 to work out your heart rate in beats per minute (BPM).

The variable I will measure (dependent variable) is the number of heart beats per minute.

The variable I will change (independent variable) will be the intensity of the exercise.

The variables that will stay the same (control variables) are:

the length of time we measure for.

Prediction (explain what you think will happen, use words such as more/less and increase/decrease).

I think my heart rate will increase as I do more exercise, because my body will need more blood.

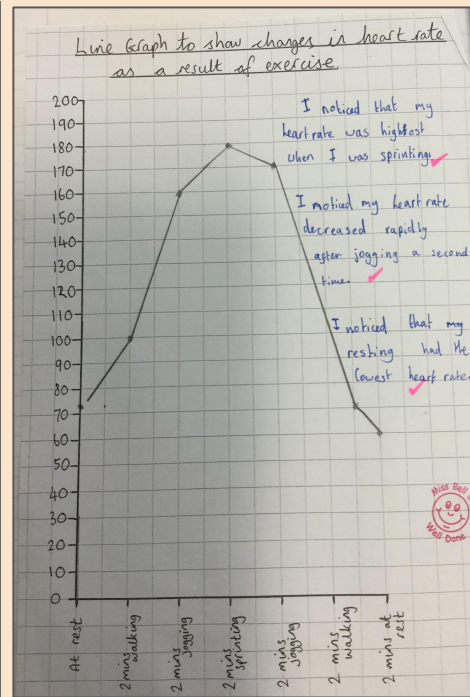
### Method

1. Measure heart rate at rest.
2. Walk around the classroom for 2 minutes and then measure heart rate.
3. Jog around outside for 2 minutes and then measure heart rate.
4. Sprint around outside for 2 minutes and then measure heart rate.
5. Jog around outside for 2 minutes and then measure heart rate.
6. Walk around the classroom for 2 minutes and then measure heart rate.
7. Rest for 2 minutes then measure heart rate.

### Results

Period of Exercise	Beats after 15 seconds	Heart Beats per minutes
1. After 2 minutes at rest	18	73
2. After 2 minutes walking	25	100
3. After 2 minutes jogging	40	160
4. After 2 minutes sprinting	47	180
5. After 2 minutes jogging	44	176
6. After 2 minutes walking	19	76
7. After 2 minutes at rest	17	68

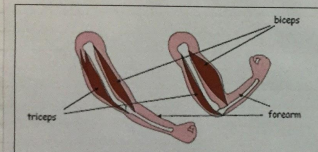
Was your prediction correct? Yes, it shows a faster heart rate than I was expecting.



After that, we then looked more closely at the bones and muscles that make up our bodies. We thought carefully about the jobs each do.

## I can name and locate bones in the human body and explain how muscles work.

The human body contains more than 650 muscles. These muscles are attached to the bones by ligaments. All muscles work by contracting (pulling). Muscles cannot push. Muscles always work in pairs. While one muscle is contracting, the other is relaxing. When muscles contract they become fatter and shorter. When muscles relax they become thinner and longer.

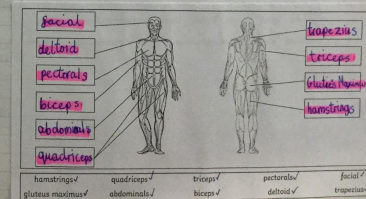
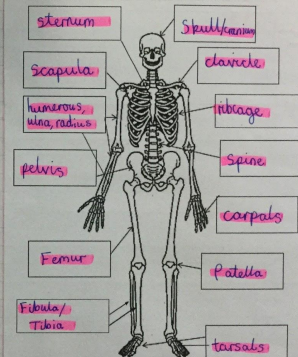


The diagram above shows a picture of the biceps and triceps. These muscles work together to raise the forearm. When the forearm is raised, the biceps contract and the triceps relax. However, when the forearm is lowered, the biceps relax and the triceps contract.

### Muscles Word Bank

650 relaxing fatter longer relax  
bones contract thinner relax  
contracting pairs contract shorter

## The Human Skeleton



In another lesson we investigated how exercise can impact our heart rate. We gathered the information and presented our data in a table and as a line graph.

I can explain how nutrients and water are transported in the body.

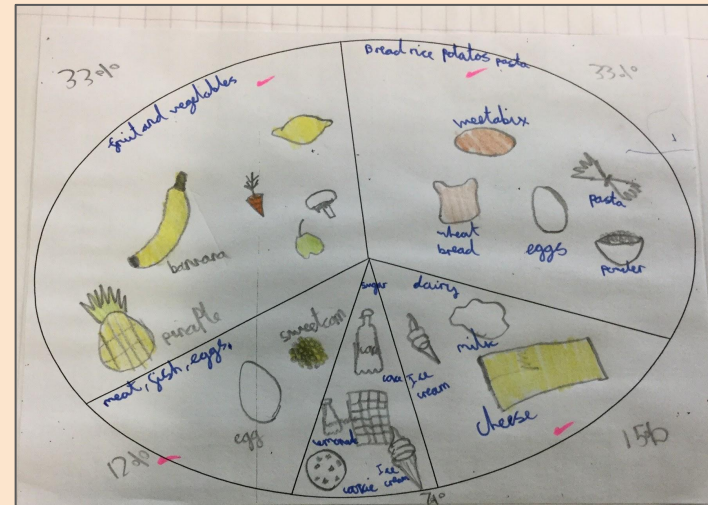
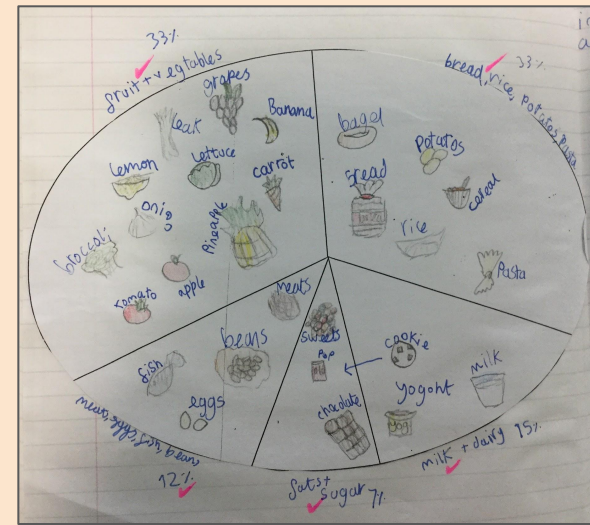
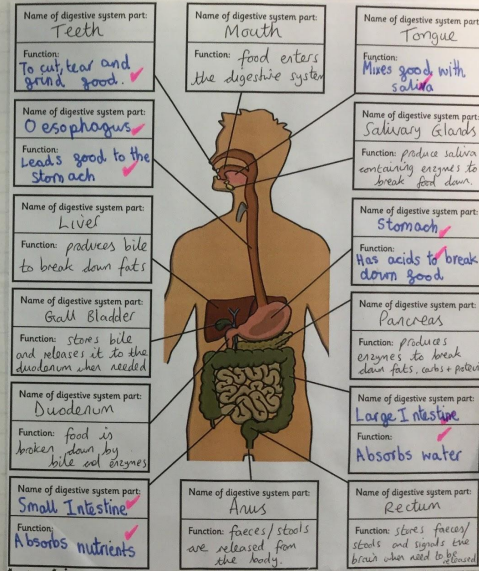
Nutrients	Example foods	How they help our body
Proteins	Meat, dairy, eggs, beans and fish	Helps you grow and repair your body
Carbohydrates	Cereals, bread, pasta and potatoes	Helps you be active
Fats	Butter, oils and nuts	Gives you energy
Vitamins	Dairy, fruit and vegetables	Helps you to stay healthy
Minerals	Salt, milk, liver and vegetables	Helps you to stay healthy
Fibre	Cereals, bread, beans and bran	Helps keep food moving through the gut
Water	Fruit juice and milk	Helps cells and body fluids

1) Most nutrients and water are absorbed in the small and large intestines.

2) The main purpose of enzymes is to break up larger molecules into even smaller parts.

3) The small intestine has filters that enables nutrients to pass through into the blood.

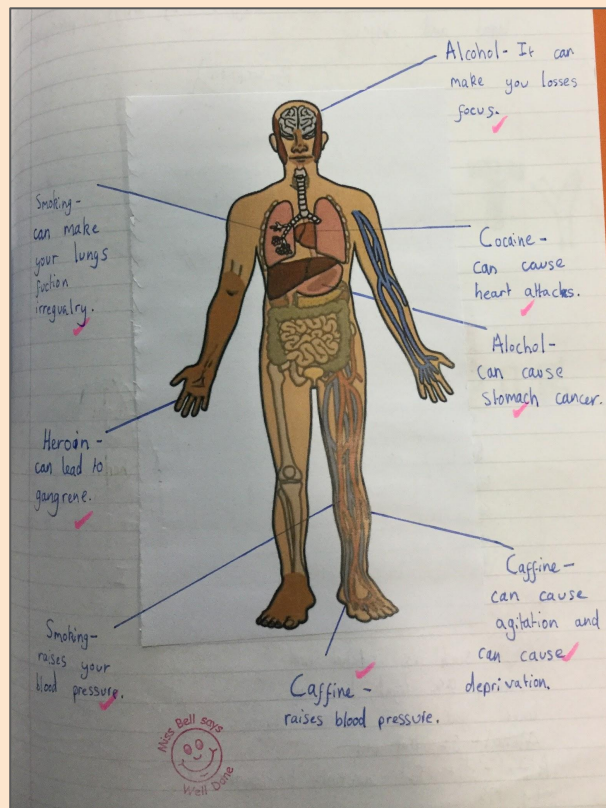
4) The large intestine is also known as the colon. Here water is absorbed into the blood.



Another science lesson this half term involved us thinking carefully about the foods we eat. We studied the eatwell plate and found out about the impact different nutrients have on our bodies.



Our next lesson focused on the impact drugs can have on different parts of our bodies. We looked at prescription drugs, legal drugs and illegal drugs.



## DRUGS

The 3 types of drugs are prescription, legal and illegal.

### PREScription DRUGS

Prescription drugs are given to people by doctors to help them get better. These drugs aren't bad for you unless you take too much. To stop this, there are recommended age limits and dosage limits. These include: paracetamol, penicillin, or antibiotics or calpol.

### LEGAL DRUGS

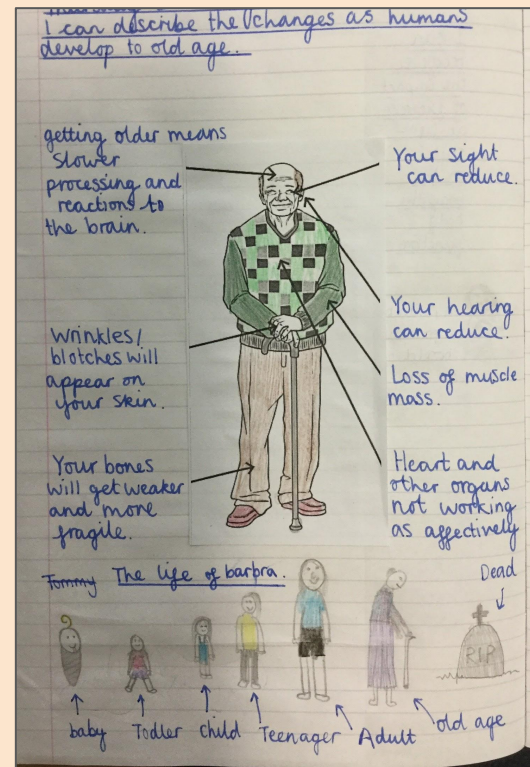
Legal drugs are OK for you if you only have a little bit. However, drugs like nicotine (from smoking), alcohol, and caffeine are addictive and then you can get illnesses like: heart attacks, cancer, liver failure, failure, stroke, sleep deprivation and headache.

### ILLEGAL DRUGS

Illegal drugs are very dangerous and they can cause serious damage to your body as well as long-term diseases. These illegal drugs include: Marijuana, cocaine and heroin. These drugs are very addictive and they can lead people to crime so they can buy more.

Very clear and informative Anna!

Do you know the age restriction for buying alcohol?  
18 years old.



In our final lesson we found out about the human life cycle and investigated the impact of old age.



# Whole Class Read - Holes

Tuesday 13th April  
I can make sensible predictions based on a cover and blurb of the book.

See, think, wonder

Why is there a lizard on the front cover?  
The front cover has been split in half, one is one of the sky and one is one of the brick wall.

What did Stanley do to go to juvenile detention?

How come the camp does not have much green plants.

Why do the camp have odd names?

How come Stanley's family has bad luck.

The camp is called Camp Green.

What did Stanley's ancestors do to make the rest of his family have bad luck.

Do lizards have red eyes? What is the lizard doing on the front cover?

It says they dig holes and is it to find something?

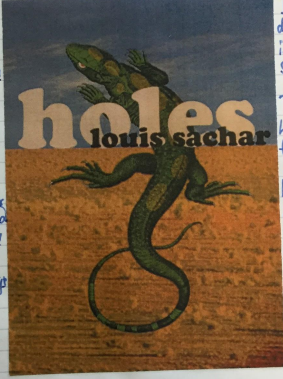
The people dig holes in the lake that has been played up so has something been lost in there.

This book is called holes and written by Louis Sachar.

Why does the hole have to be 5 feet deep and 5 feet across.

Why do they dig a hole every day?

make names



Tuesday 20th April  
I can use the text to make judgements about characters

<p>thirsty</p> <p>kind</p> <p>young</p> <p>innocent</p> <p>weak</p> <p>big</p> <p>shy</p> <p>caring</p> <p>Name: Stanley</p>	<p>badly sunburnt</p> <p>thoughtful</p> <p>brave</p> <p>kind</p> <p>young</p> <p>almost bald</p> <p>giving</p> <p>Name: Mr. Pendanski</p>
<p>colley hat</p> <p>Grumpy</p> <p>Wears sunglasses</p> <p>Kindish</p> <p>bossy</p> <p>lazy</p> <p>stubborn</p> <p>Name: Mr. Sir</p>	<p>orange cap</p> <p>quiet</p> <p>wore glasses</p> <p>kind</p> <p>rule</p> <p>rice</p> <p>white shoes</p> <p>Name: X-Ray</p>

Tuesday 18th May  
I can not use evidence from the text to prove or disprove statements.

Task: Using pages 92 - 106, find evidence to support or disprove each of these statements.

- Stanley had a short walk to his hole.
- The wasteland was full of trees and flowers.
- The rattlesnakes would be a lot more dangerous without a rattle.
- Zig-Zag dug Stanley's hole, because he took the blame for the seeds.
- Stanley was the last to finish digging his hole and he didn't get a shower.
- Zero was happy that Stanley was going to teach him how to read.
- Zero was going to teach Stanley maths and Stanley was going to fill up Zero's hole.
- The gold tube was half of a lipstick container.
- 111 years ago Camp Green Lake was the largest lake in New York.
- The apple trees had pink and orange blossoms.
- Trout Walker's real name was Clyde Walker.
- Stanley's carter was empty because the water ran onto the ground.

False. It says "It was a long walk back to his hole."

False. It says "desolate wasteland."

True. It says "It had rattled its tail to warn warn him."

False. It was zero that dug Stanley's hole.

False. It says that Stanley was the first one finished.

True. it says "A big smile spread across Zero's face."

False. Zero does not know how to do maths and in the book, Stanley never asked to be taught maths by Zero.

True. it says it was half a lipstick container.

False. it was 110 years ago in Texas, not New York.

False. It says it was a peach tree that bloomed with pink and orange blossoms.

False. it says, "No one ever says no to other Charles Caliban."

True. it says "Stanley watched the water splatter into the dirt."

We have loved our WCR book this term and have completed lots of exciting activities alongside our reading. We have made predictions, summarised characters and also thought about the plot and the characters emotions.

# PE

At the start of this term we were lucky enough to spend some time with a specialist cricket coach who taught us some new skills and played some exciting games with us.

After these sessions lots of us also joined the Dynamo's Cricket Club outside of school so we could play more often!





We have also developed our athletics skills this half term and learnt how we can improve our techniques in running, jumping and throwing activities.

We put these into practice on sports day too!

