

Year 5/6

Autumn Term 1
2021

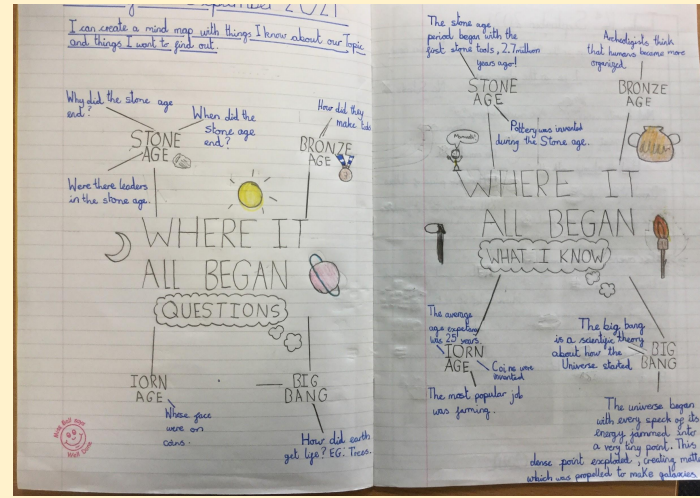
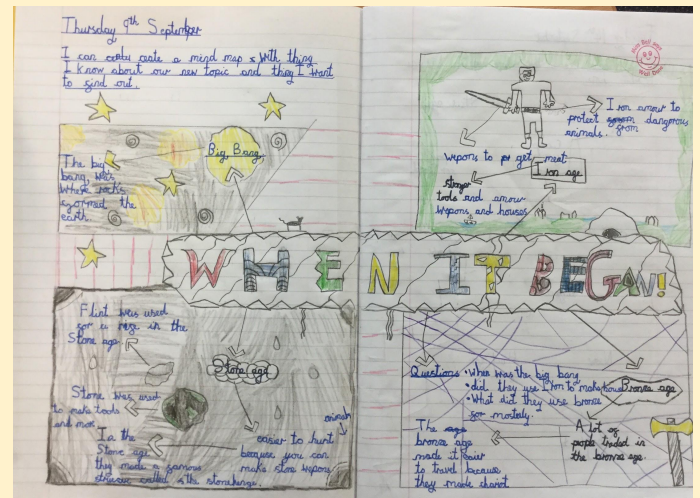
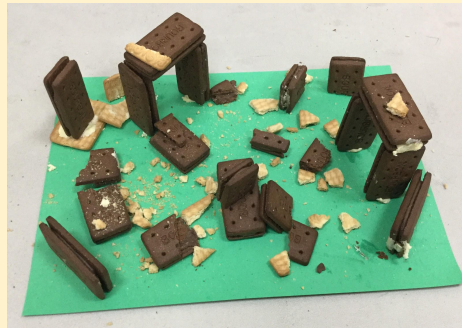
Where it all began...

The changes in Britain from the Stone Age to Iron Age.



History

Our stunning start day immersed us in our topic and we had lots of fun! Some of our tasks throughout the day included: 'name that dinosaur' where we had to guess the name of a number of dinosaurs based on their features; building Stonehenge out of biscuits (this was really fun, but also a little messy!); building Stone Age tools out of foraged resources and also researching information about our topic title.



In our next lesson we learnt more about Stone Age life, tools, houses and then began to compare them to life in Britain nowadays. It was interesting to think about how different our lives would be today if it wasn't for the changes that happened during the Stone Age.

Tuesday 14th September
I can compare life in the stone age to life in Britain now

Stone Age	NOW
• Lamp fire to cook	• Oven to cook
• Living in a cave	• Living in a house
• Stone tools	• Proper tools
• Hunt for food	• Buying food
• Clothes	• Clothes
• Beds	• Beds
• Transport	• Transport

I in the stone age people had to do a lot more themselves like now

Tuesday 14th of September 2021
I can compare life in the stone age to life in Britain now

Life in the stone age

- they had two types of cloths
- they had to hunt for food
- they lived in caves or small huts
- they had to cook food over fire
- they had to go to a river to get water
- they had to use nature to filter water

VS

Life in Britain 2021

- we bought food from the shop
- we live in houses or mansions
- we have lots of different types of cars
- we use an oven to cook
- we just use a tap
- we have water filters in jugs

Wednesday 22nd September
I can explain how technological advances in the bronze age have helped us in life today

Did you know that the Bronze age was between 3100 BC - 300 BC.

2,100 BC bronze age came to Britain

East Eastern Europe and the Med - Mediterranean

The middle east 3,500 - 3,000 BC

2,100 BC Bronze came for India and China

IF the Bronze age didn't make the wheel we would probably not have cars.

Wednesday 22nd September
I can explain how technological advances in the bronze age have helped us in life today

2,100 BC Bronze came to Britain

3,500 - 3,000 BC Eastern Europe and the Mediterranean The middle east

2,500 - 2,300 BC India - China

East

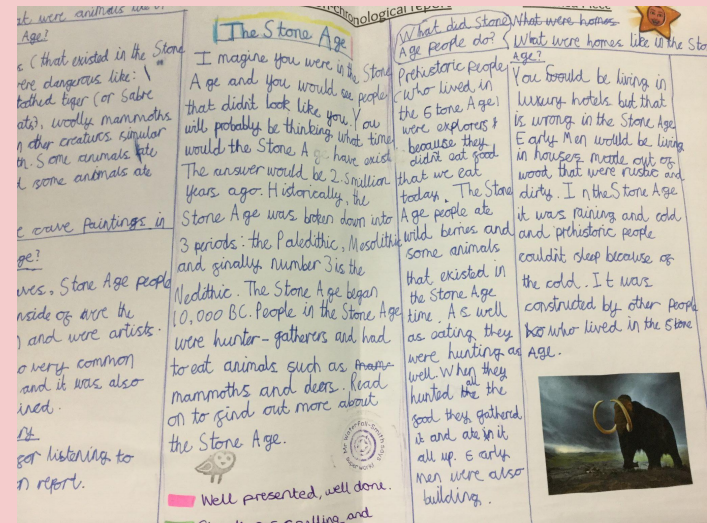
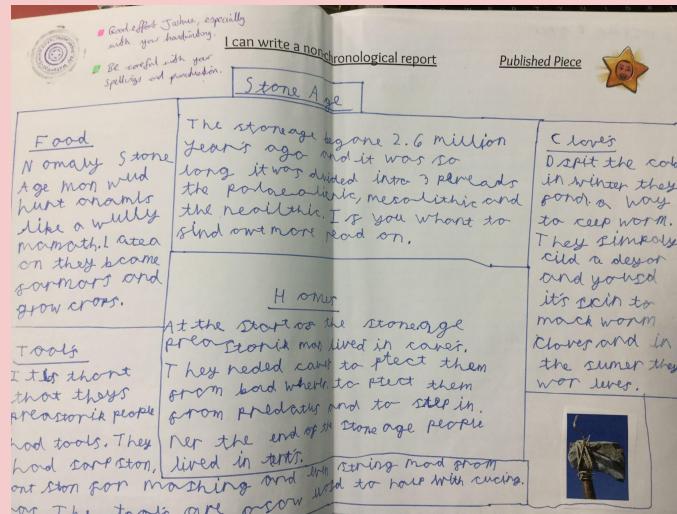
Around 2,500 BC settlers from mainland Europe brought a new skill to Britain. They were metalworkers who knew how to make objects from copper, gold and bronze. Bronze age people crossed the sea in long wooden boats. A boat found at Dover needs 18 people to paddle it! If we didn't find bronze we wouldn't have dogs! If we didn't make wheels we wouldn't have cars and bikes!

After this, we then began to explore life in the Bronze Age. We used our map work skills to help us identify where Bronze Age civilisations were and at what times they started and ended. We also used secondary sources to find out more facts about Bronze Age technologies and how they have changed our lives today.

Writing - Y5

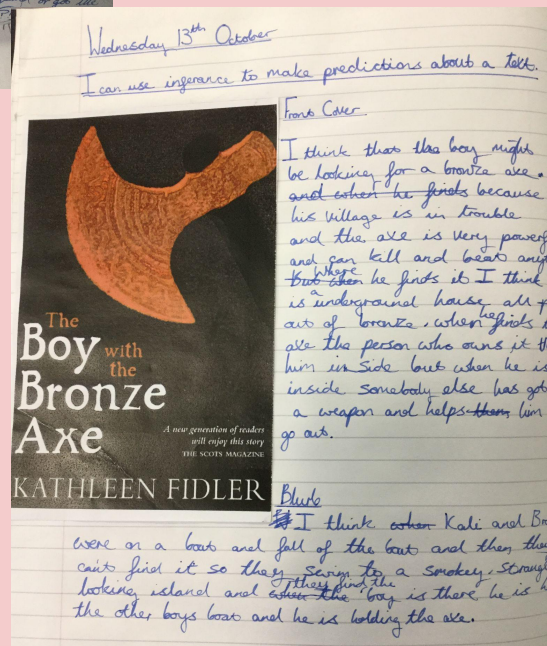
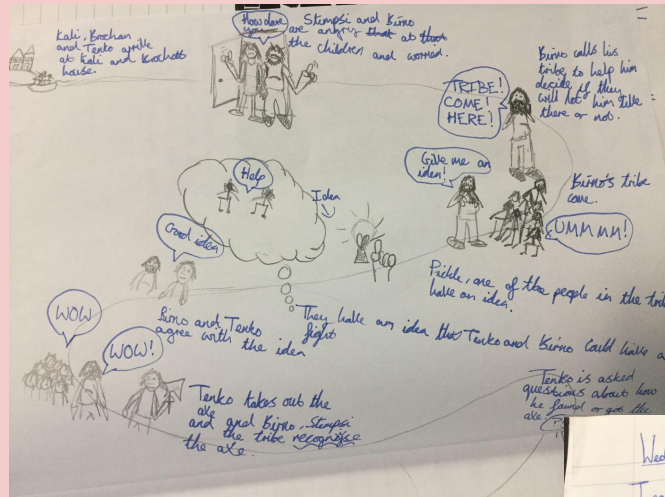
Y5 wrote non-chronological reports about the Stone Age. They spent time looking at the key features of a non-chron report before selecting 4 areas of the Stone Age to focus on. The children spent some time researching information about their chosen areas before they wrote a first draft of each of their paragraphs including an introduction. After a session or 2 spent editing and improving their writing, the children then published their work on A3 paper adding colour and a picture to show some of the things they were working on.

During the writing process, Year 5 were working on using a range of interesting sentence starters as well as a variety of alternative nouns for Stone Age people.



Writing - Y5

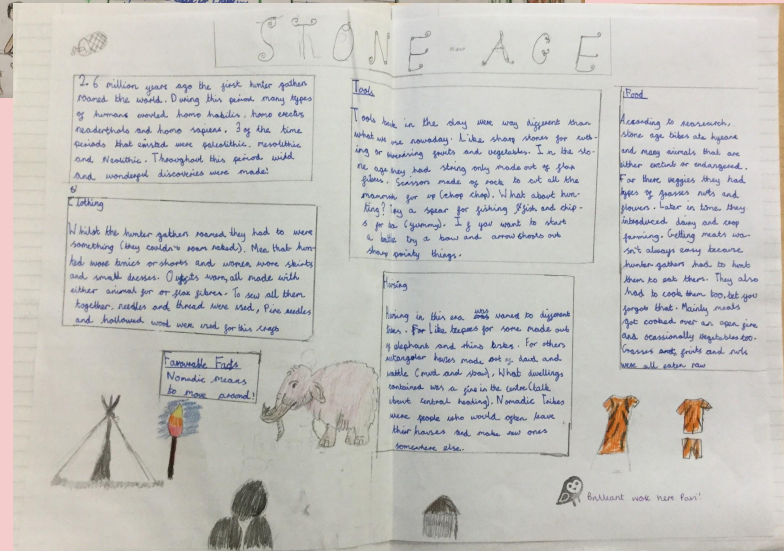
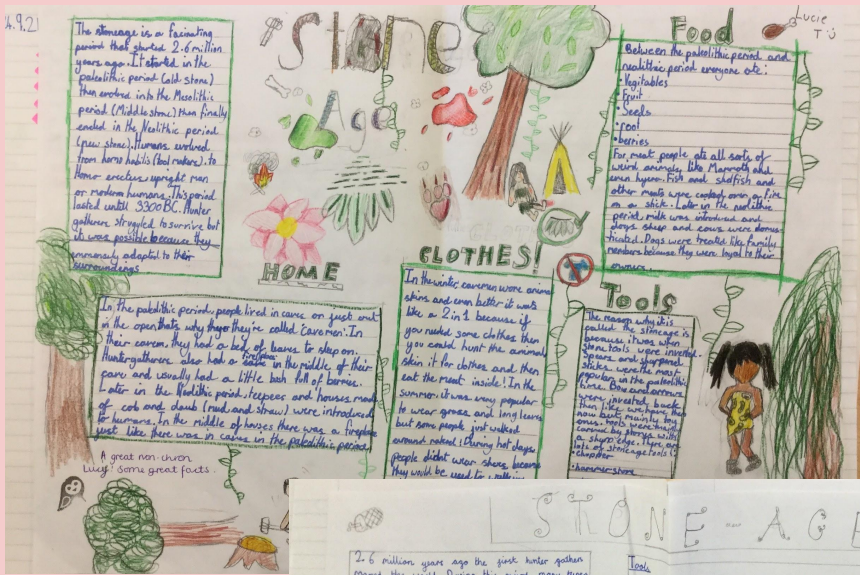
Our final writing focus for the term involved Year 5 continuing the story of 'The Boy with the Bronze Axe'. After finding out all about Skara Brae (the setting for the story), the children enjoyed making inferences about the front cover and blurb of the book. They then read chapter 1 as a class, answering questions as they read to help them really understand what was happening in the story. Following this, the children created a story map including their ideas about what they thought would happen in chapter 2. They used this map as their planning document and had a go at writing the next chapter. Again, after a period of editing and improving, a published piece was typed and shared with the rest of the class to enjoy.



Writing - Y6

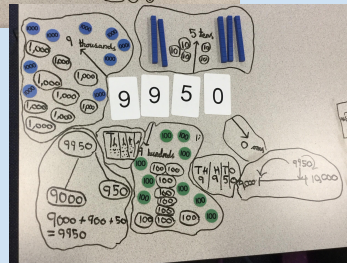
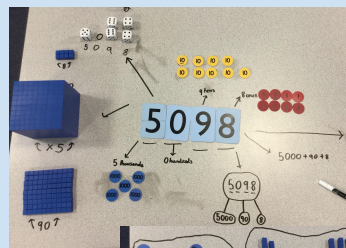
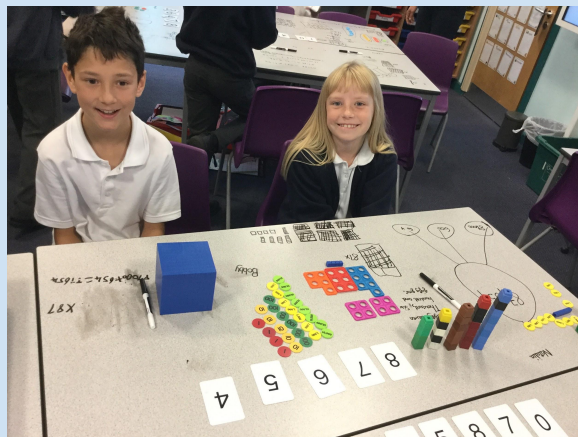
Y6 have been working hard to create non-chronological reports based on the Stone Age. We have researched information to include, planned key sections and then published our findings in a creative and eye catching way. Our main targets were to ensure our writing was suitable for the audience and purpose and also that our paragraphs were descriptive and informative.

We all worked really hard during the editing of our work too and are learning that is ok for our work not to be perfect the first time around.



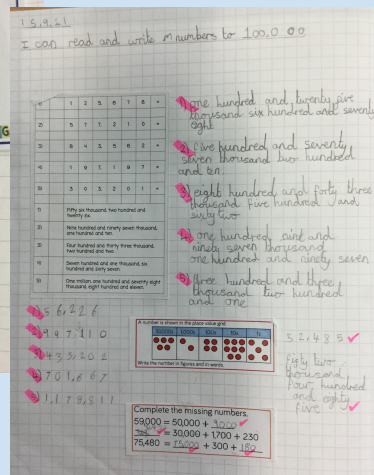
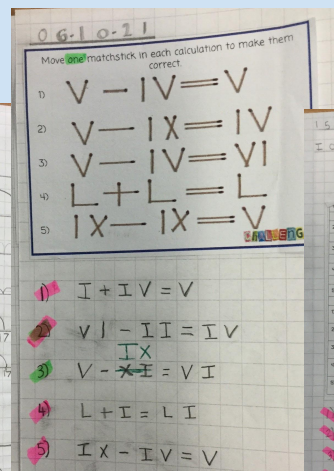
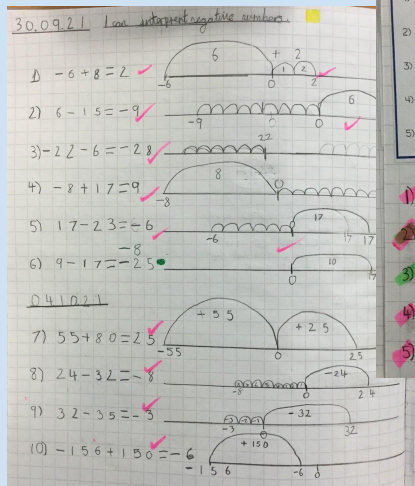
Maths - Y5

In our very first Y5 maths lesson, we were given lots of concrete objects and were told we could draw on the tables! Our task was to 'show what we know' about place value. Miss Bell and Mrs Elsegood we very impressed with the skills the children already had!



Since then we have been presenting our work neatly in our books to show our understanding of ordering, comparing, rounding and counting numbers up to 100,000.

Some of us have enjoyed using seesaw to complete extra challenges too!



Maths - Y6

We have studied everything to do with number this half-term in year 6, from complex calculations involving long division and multiplication to place value of different integers up to 10,000,000!

1. Long Division (no remainders)

- a) $7882 \div 14$ b) $7242 \div 17$ c) $5652 \div 18$
 d) $2525 \div 25$ e) $3570 \div 21$ f) $3828 \div 29$
 g) $6532 \div 46$ h) $4690 \div 35$

Handwritten long division calculations for the problems above, showing the step-by-step process of dividing large numbers by smaller numbers, with remainders carried over.

Three children have rounded 471,958 to the nearest 100,000.



Eva

500,000



Jack

400,000



Rosie

472,000

CHALLENGE

Who is correct?

Eva is correct.

Explain the mistake the other children have made.

Jack and Rosie should look at the question carefully and look at the ten-thousands place, which says 70,000. That means round up to 500,000.

Rosie rounded to the nearest 10 thousands. Jack rounded down the nearest 100,000.

A and B are integers.

A = 300,000 to the nearest 100,000

B = 300,000 to the nearest 10,000

CHALLENGE

a) What is the greatest possible value of A + B?

654,999

b) What is the smallest possible value of A + B?

545,000

c) What is the greatest possible value of A - B?

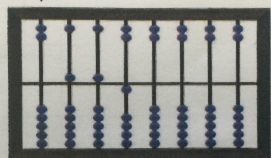
549,999

A can be numbers from 250,000 to 349,999.

B can be numbers from 290,000 to 304,999.

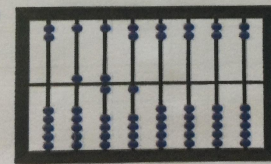
Handwritten calculations for the challenge problems, showing the addition and subtraction of large numbers.

This represents 5 510 000

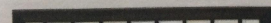


What do the following represent? How do you know?

(a)



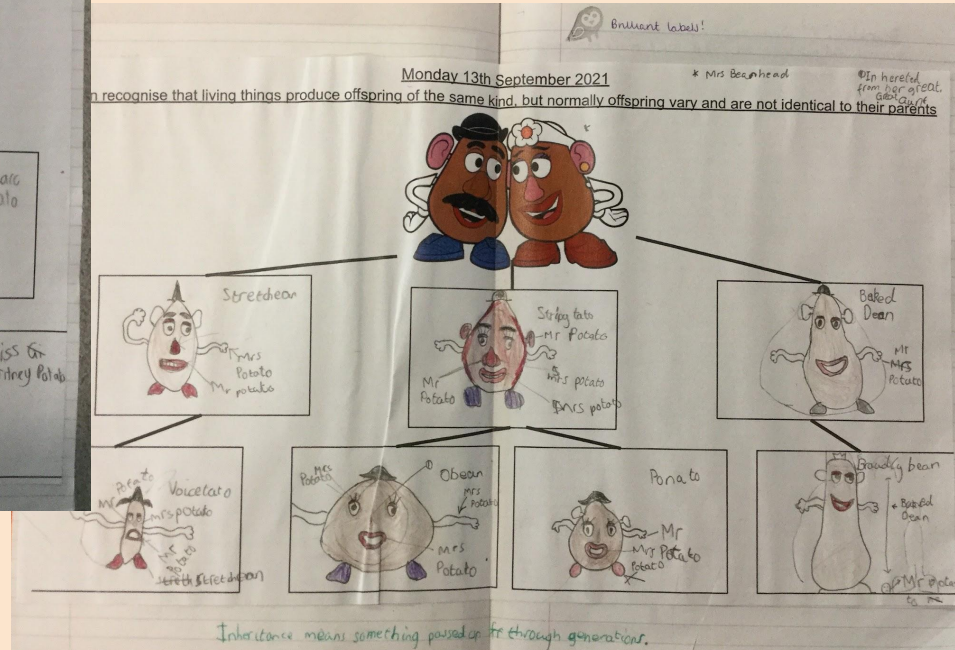
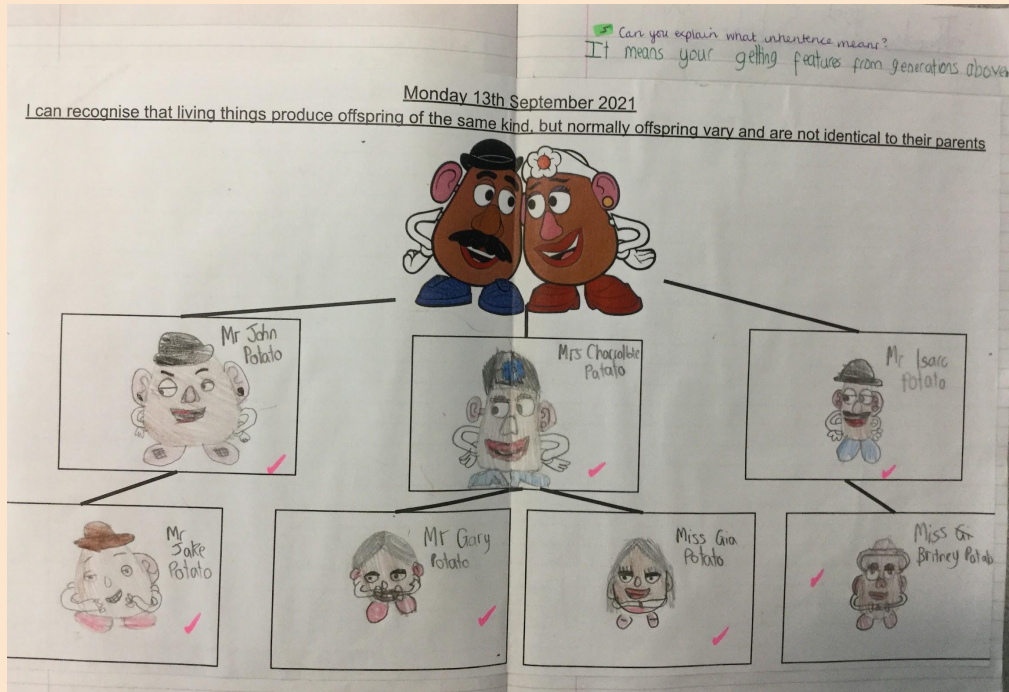
(b)



CHALLENGE

Science

In our first science lesson this half term we explored inheritance and thought carefully about characteristics that are inherited and ones which are acquired. We then created a 'Mr Potato Head family tree' showing how features are inherited through generations.











Science









After this we then looked at how animals are adapted to their environment. We considered the differences between environments and habitats and thought about why animals suits these places more than others.

We also discussed the physical features different animals have which mean they can survive in their own environment but not in others.

Finally we talked about the importance of adaptation and what would happen if animals didn't adapt to their environments.

Thursday 23rd September
I can identify how animals and plants are adapted to suit their environment in different ways.

		Its nostrils are on the top of its head so that it only has to break the water to breathe.
Dolphin	Ocean	It has a slower heart rate when diving.
		Its nostrils can close up so that water does not enter when it is swimming.
Polar Bear	Arctic	Its white fur enables it to camouflage in the snow.
		Its narrow tongue allows it to eat small fruit and insects.
Hedgehog	Woods	It has spines to protect itself.
		It has wide feet to make it easier to walk in sand.
Camel	Desert	It can last a week without drinking water.

		They can develop secondary roots if there has been a flood and there is too much oxygen in the water.
Coral	Coral Reef	Its polyps have tentacles and some have stinging abilities.
		It has spines instead of leaves, which reduces the amount of water that evaporates.
Cactus	Desert	It contains toxins that makes it unappetizing to certain predators.
		It stores water in its stem.
Ash Tree	Forest	It has broad leaves, which enables it to catch more sunlight.
		It has strong sharp claws (two at the front and two at the back) which allow it to grip branches firmly.
Toucan	Rainforest	It has claws to enable it to climb trees if necessary.

It is important that animals stay in their habitat or they might die.

Science

Tuesday 28th September
I can identify how adaptation may lead to extinction

Charles Darwin was a naturalist and went on a long voyage on the HMS Beagle to study plants and animals around the world. In the Galapagos Islands Darwin found that finches have different sizes of beaks depending on the seeds available on their island.

Your Investigation
 Birds have different shaped beaks. The shape is an adaptation to enable them to eat different types of food. You are going to find out which type of beaks are best for picking up different types of foods (rice, nuts, seeds and worms).

FINCH'S BEAKS

Bird	Beak Shape
Bird 1: Large Ground Finch	[Large, thick, downward-curved beak]
Bird 2: Tree Finch	[Long, thin, slightly curved beak]
Bird 3: Vegetarian Finch	[Medium, slightly curved beak]
Bird 4: Cactus Finch	[Long, thin, slightly curved beak]

Prediction
 What do you think will happen? Which finch will be able to pick up which food type best?
My opinion would be that the cactus finch could collect the best since it has a long, small beak. The large ground finch looks like it would collect rice the best, and if it has the biggest beak.

Results

	Seeds (rice)	Nuts (cubes)	Worms (coring)	Total
Bird 1 - Large Ground Finch	43	10	12	65
Bird 2 - Tree Finch	32	13	11	56
Bird 3 - Vegetarian Finch	22	10	17	49
Bird 4 - Cactus Finch	63	18	16	87

What did you find out? Was your prediction correct?
My prediction was incorrect since the vegetation finch collected the most worms, and the cactus finch collected the most nuts.

What Darwin found:
 Evolution is the process of adaptation over a long period of time. The process whereby certain inherited and adaptive traits allow them to live and reproduce while others become extinct is called natural selection.



Tuesday 30th September
I can identify how adaptation may lead to evolution

Charles Darwin was a naturalist and went on a long voyage on the HMS Beagle to study plants and animals around the world. In the Galapagos Islands Darwin found that finches have different sizes of beaks depending on the seeds available on their island.

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Prediction
 What do you think will happen? Which finch will be able to pick up which food type best?
I think the large ground finch will pick up the food best because it has the largest beak to fit things in.

Results

	Seeds (rice)	Nuts (cubes)	Worms (coring)	Total
Bird 1 - Large Ground Finch	56	12	38	100
Bird 2 - Tree Finch	53	17	40	110
Bird 3 - Vegetarian Finch	73	10	25	108
Bird 4 - Cactus Finch	22	15	40	77

What did you find out? Was your prediction correct?
My prediction was not correct as the tree finch got most. I found out that it doesn't matter what size beak it has whether it's big or smaller. A beak it doesn't match it won't work.

What Darwin found:
 Evolution is the process of adaptation over a long period of time. The process whereby certain inherited and adaptive traits allow them to live and reproduce while others become extinct is called natural selection.

Diagram: A hand-drawn diagram showing a bird with a long, thin beak (labeled 'tree finch') picking up a small object (labeled 'worms (coring)'). Another bird with a large, thick beak (labeled 'large finch') is shown picking up a large object (labeled 'nuts (cubes)'). A third bird with a medium beak is shown picking up a small object (labeled 'seeds (rice)').

Our next exciting lesson was experiment and investigation based. We were exploring Darwin's Theory of Evolution and recreating (with pliers - not finches) his findings from the Galapagos Islands. We had four different pliers which represented four different finches, we then had one minute to gather as many resources as possible from a tray. We used our results to make conclusions about the adaptive traits each finch may have had and how evolution has played a part in this.

Science

Next, we looked at fossils and the fossilisation process. During this lesson we created a cartoon strip which shows the different stages of the process.

Thursday 14th October

I can recognise that living things have changed over time.

BIGGER BRAINS, MORE INTELLIGENT, BETTER TOOLS

Homo sapiens

- They made art (cave paintings)
- They got taller, slimmer and more intelligent
- They made better tools with more materials

Homo neanderthalensis

- They were the first to bury their dead
- They made better and warmer clothes
- They lived in groups

Homo erectus

- They discovered fire and how to use it
- They were excellent hunters
- They lived in groups

Homo habilis

- They were the first humans
- They had bigger brains
- They tried to understand their environment

Australopithecus

- They walked on two feet
- They had five hands
- They started to eat meat

Thursday 7th October 2021

I can recognise fossils provide info about living things that inhabited the earth millions of years ago.

1) First the animal dies and its body sits on the ground.

2) Second Earth starts to cover up the animal's body and the bones start rusting away but not gone.

3) There is a gap from where the body was but now gone.

4) Minerals / water fill up the gaps with new mould.

5) Mud and sand form over skeletons.

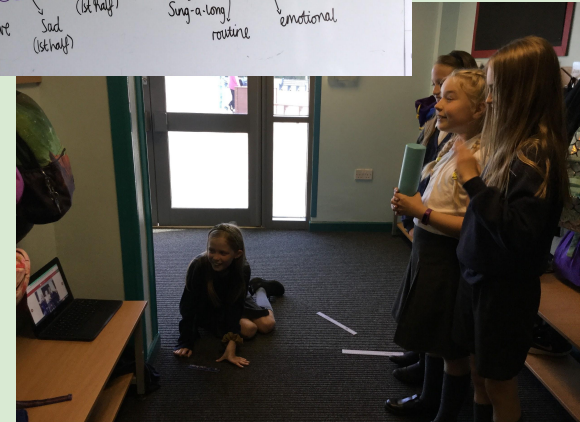
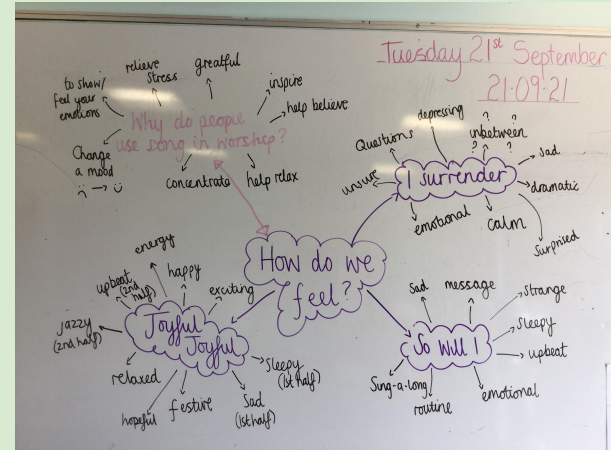
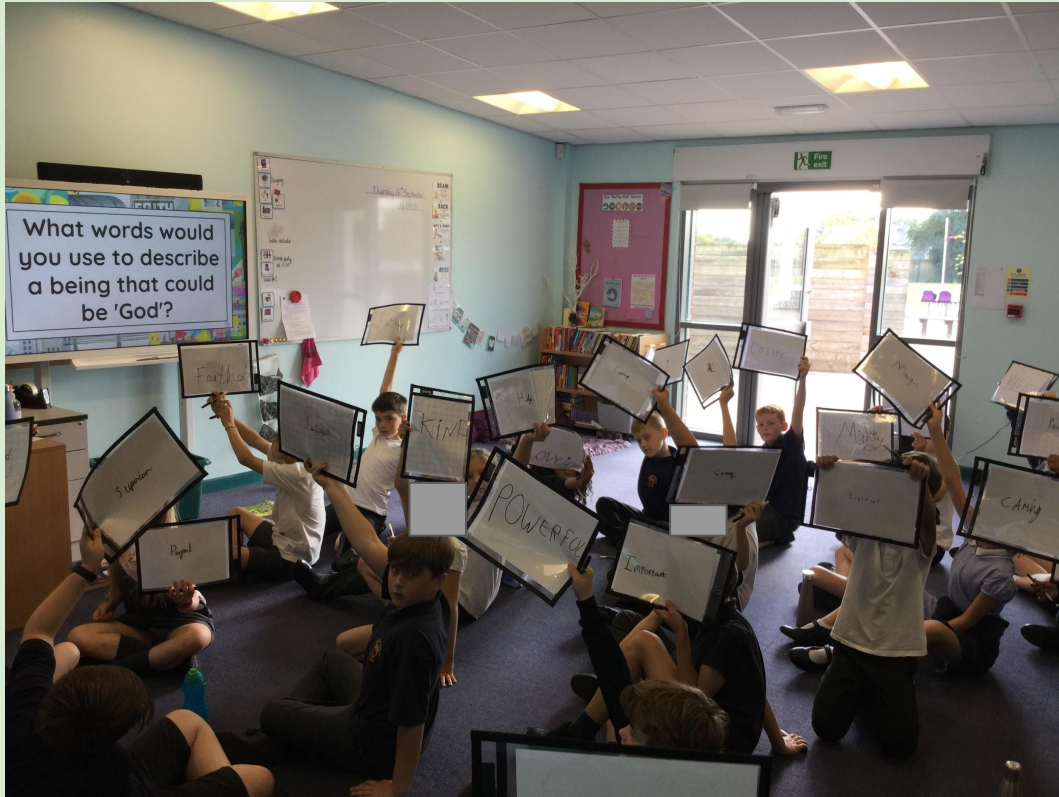
6) Weather washes earths and mud away from

7) fossils get dug up

And finally, we learnt about the evolution of humankind. We discussed how humans have changed over time. In this lesson we were able to make links to our other lessons and use lots of scientific vocabulary during our discussions.

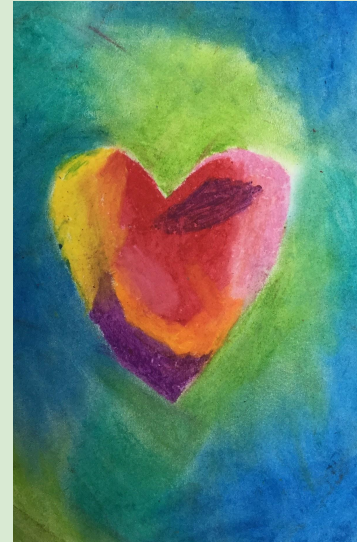
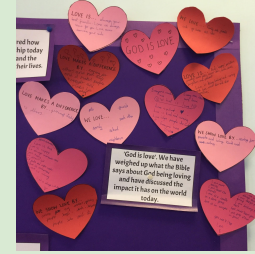
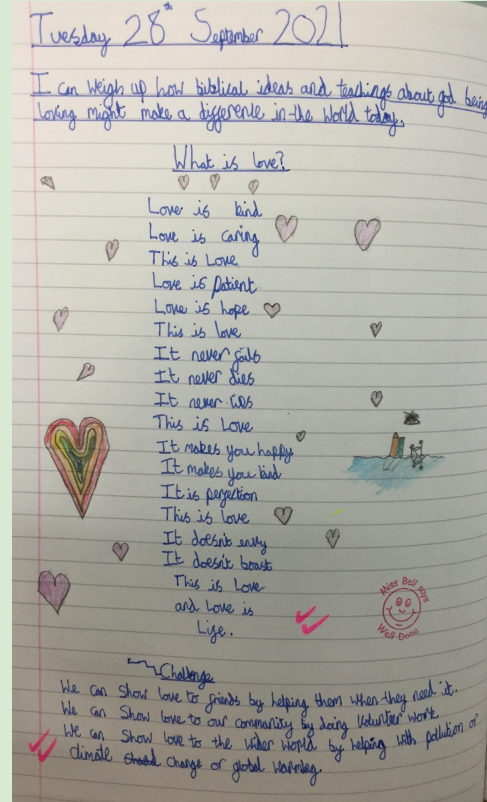
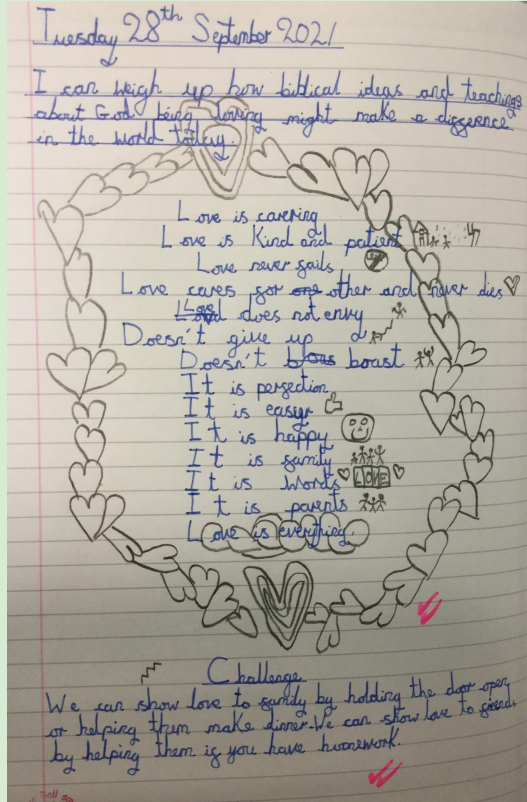
R.E

In RE we have explored the question 'What does it mean if God is loving and Holy?' We discussed how Christians put their beliefs into practise through sung worship.



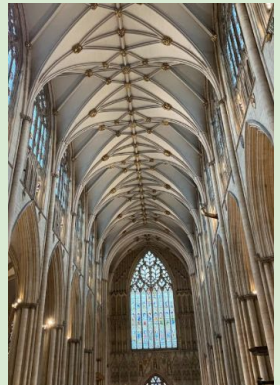
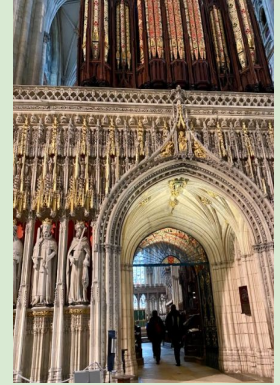
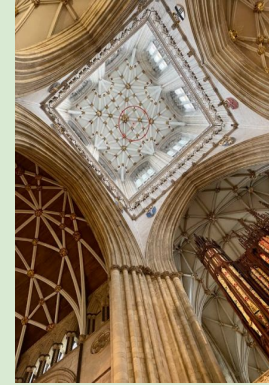
R.E

We also weighed up how biblical ideas and teachings about God as holy and loving might make a difference in the world today and develop insights of my own. We talked about how this can be expressed through art and creativity as well as actions in the world today.



R.E

Finally, we went on a school trip to the Minster to look at how the different characters of God are displayed and shown in a place of worship. We had great time talking about and drawing the different architecture.



RHE

This term our RHE topic across school is 'Happy and Healthy Friendships'. In Y5/6 we have been thinking about what a healthy friendship is and what we can do if our friendships aren't happy and healthy. We have discussed peer pressure, identity and emotional health and wellbeing.

Tuesday 21st September 2021

I can explain ~~us~~ what we mean by identity and understand that everyone has their own ~~se~~ identity

I had two girls I have a hamster
I like I like swimming I enjoy football
I'm fascinated in war I used to have two grey pigs
I'm a boy I like to read I like cricket
I have a dog I like cats
I want to be a footballer I like video games
I like sweets I've had 6 pets
I like TV I like mountain bikes
I have brown eyes I like doge ball
I like maths I like hot tubs
I like hot dogs I like not tubes

Monday 27th September 2021

L.I: I can say what makes a healthy friendship and how to resist peer pressure



What kind of pressure do you think this person is under?

This person would only be under peer pressure if he/she was ~~mean~~ not willing to say sorry and needed to fit in.

My big sister's friend was smoking and offered a cigarette to me. All their friends were laughing and watching to see what I would do.



What could you say to help this person?

I would say to just pretend to smoke or tell them to stop smoking which might be a benefit.



How do you think this person is feeling?

I think that this person is worried and really pressured by his cousin because taking a pit that would be stealing and probably doesn't want to go to jail.

I have an iPhone but it's an old one from my dad. People keep saying I can't afford a new phone and it gets me down.



How is this person putting themselves under pressure?

He is putting himself under pressure by wanting a new phone to fit in and not be left out with other people.

Monday 11th October 2021
I can understand what anxiety and stress are and explain how to manage them

Exited - when I got my dog!
Provided - when I won my first match of the year 5nil!
Happy - when I got new clothes
Love - when I have lots of hugs with my best friend!

Positive!!
Emotion S
negative!!

Sad - when something I really like gets cancelled

nervous - when you don't know if you played to do something you really want to do - like I want to start horse riding but I might not be able

guilt - if I did something and didn't tell
anger - if someone annoys you

I could just take a minute and breath
I could step away and calm myself

Joy - when I go out for tea/shopping/lunch

Monday 11th October
I can explain why some choices have risks and what I can do to keep myself safe

	Is this a risk?	YES	NO	NOT SURE
1	Answering the front door when you are home alone	✓	✓	
2	Talking to someone you don't know online	✓		
3	Picking up a syringe in the street	✓		
4	Lying to your parents/carers	✓		
5	Meeting people from the internet face to face	✓		
6	Walking across the road using your iPad or your mobile phone	✓		
7	Not using deodorant			✓
8	Being asked to keep something secret	✓		
9	Giving in to peer pressure to do something you know is wrong	✓		
10	Posting pictures of yourself and your friends online	✓		

I don't think I'm a risk taker because I like to keep safe.

PE

In PE we have loved learning some new hockey skills. Each week we have grown in confidence and have worked really well on developing our teamwork and resilience.

We have applied our skills in attacking and defending in a number of games and have also begun to respond to the tactics of the opposing team in order to gain possession of the ball.

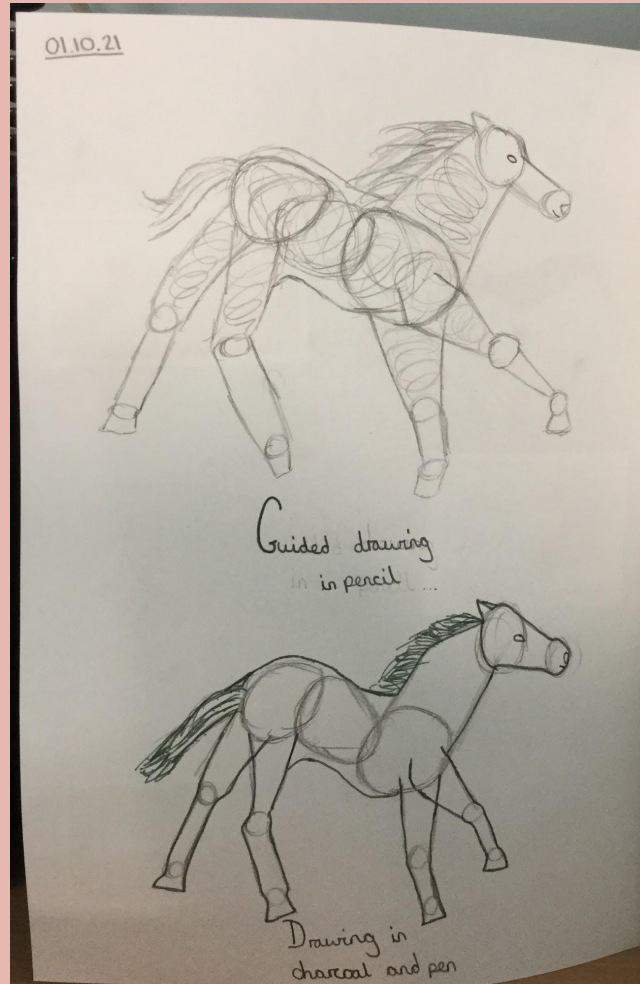


Art

In art this half term we have been developing our skills in drawing and sketching.

We have linked our skills to our topic and are working towards creating Stone Age cave art.

We have used charcoal and drawing pencils, pen and pastel.



Art

Here are some of our final pieces of Stone Age inspired artwork.



Music

90's Hip-Hop Music

In music this half-term, we have been explore old school 'hip-hop' music comparing different features like rhythm, tempo and timbre.

We have then re-written, recorded and evaluated our own raps based on the Fresh Prince of Bel Air rap.



So it started when her birthday went really wrong
She went upstairs and said she wouldn't be long
There she found the spinning wheel
But pricking her finger was part of the deal

Now she's lying face down on the cold hard floor
Geez this girl is is really a bore
Now she lays a sleep for 100 somethin years
And then the prince walks in and breaks down in tears

Computing

In computing we have explored different areas of E-Safety. We have also worked on developing our Computing skills when creating presentations to show our ideas.

E SAFETY

E SAFETY IS STAYING SAFE ONLINE. TO DO THAT YOU MUST BE AWARE OF THESE THINGS.

- BE AWARE OF CYBERBULLYING
- PLAY GAMES AT YOUR AGE RATE
- MAKE SURE YOU ARE ON A SAFE WEBSITE/GAME
- IF SOMETHINGS POPS UP ON YOUR SCREEN YOU NEED TO MAKE SURE THAT IT IS REAL
- DON'T TELL ANYONE ANY OF YOUR PERSONAL INFORMATION

Social media



Bad things

If people say not nice information, spread fake news keeping secrets and scams, these bad things can be tracked and people can find out about it but just remember to stay safe.



Good things



Social media is good to contact friends and family ,business adverts, learning, share images, Entertainment and sometimes make friends, these are all good things

Coming up next half term...

We will continue exploring 'Where it all began' through the Big Bang in our space science lessons and creation in RE.

We are going to be creative in DT during our 'Space Day' and will be starting to read a new book as a class during WCR (whole class read).