

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.







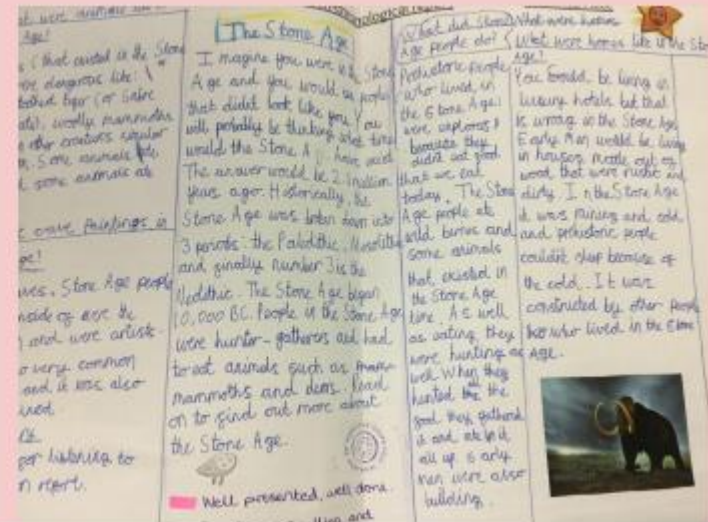
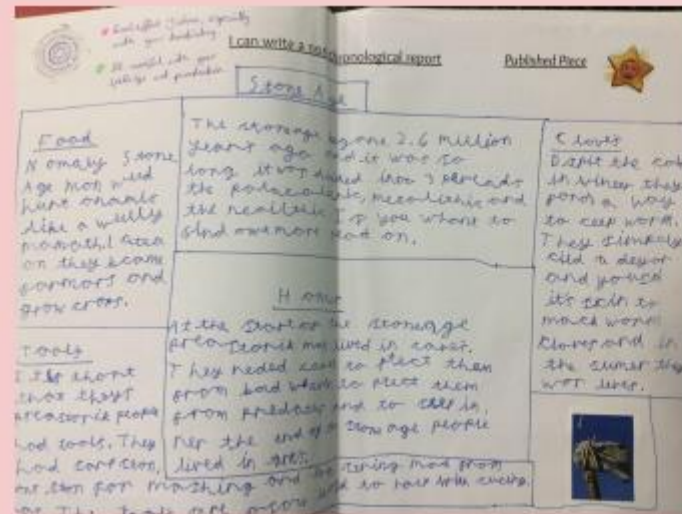




# Writing - Y5

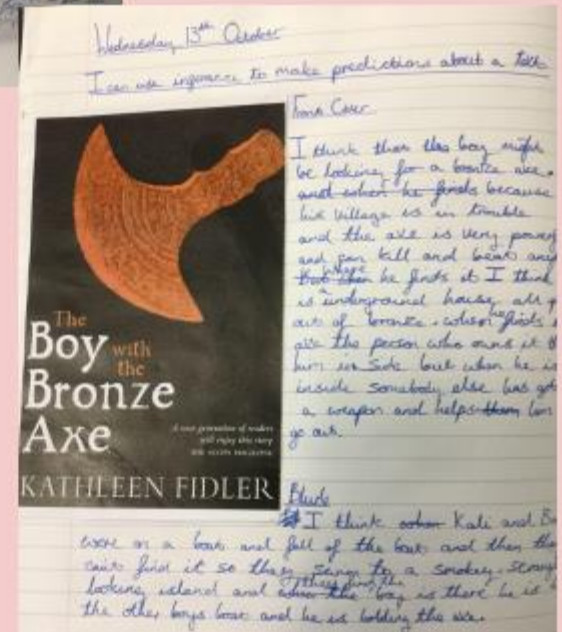
Y5 wrote non-chronological reports about the Stone Age. They spent time looking at the key features of a non-chron report before selecting 4 areas of the Stone Age to focus on. The children spent some time researching information about their chosen areas before they wrote a first draft of each of their 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.

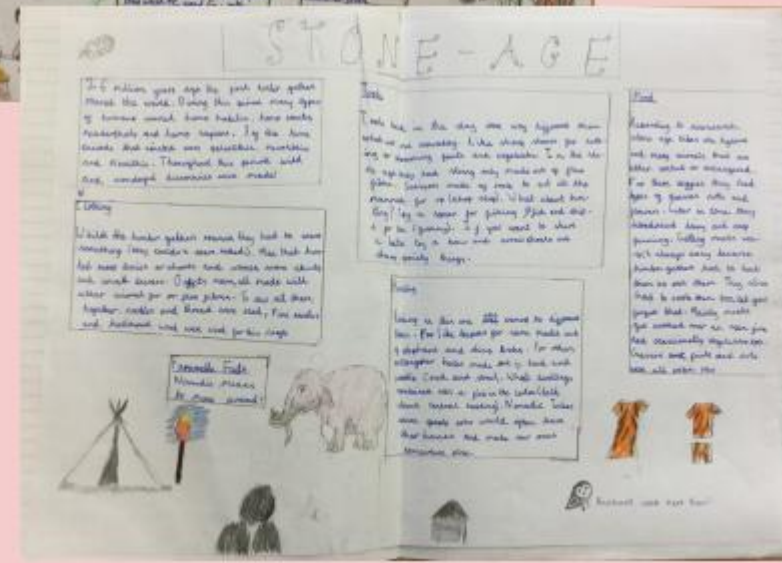




# Writing - Y6

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.





# Writing - Y6

In year 6 we have also read the opening of Wolf Brother. We found the detail and description really exciting and from this we have wrote our own descriptive narratives based between the Stone Age and Iron Ages.

Monday 4<sup>th</sup> October 2021

I can analyse the main character in Wolf Brother.

## Feelings and emotions

- 'He felt hollow and cold.'
- 'He felt upset because it says (in the book)'
- 'He felt like a baby/small child because the is practical.'

## Motivations

- He knows that he has to go to the mountains because he swore an oath.
- He doesn't want to leave his father because of the bear but he knows that he must do what his father said.

Torak



• A

• B

• A)

End

• There

• Lays

• He

• Int

• ball

Tuesday 5<sup>th</sup> October 2021

I can describe plots for my story.

Swifty  
black  
fluffy  
young  
small  
lonely  
distant home  
very lonely

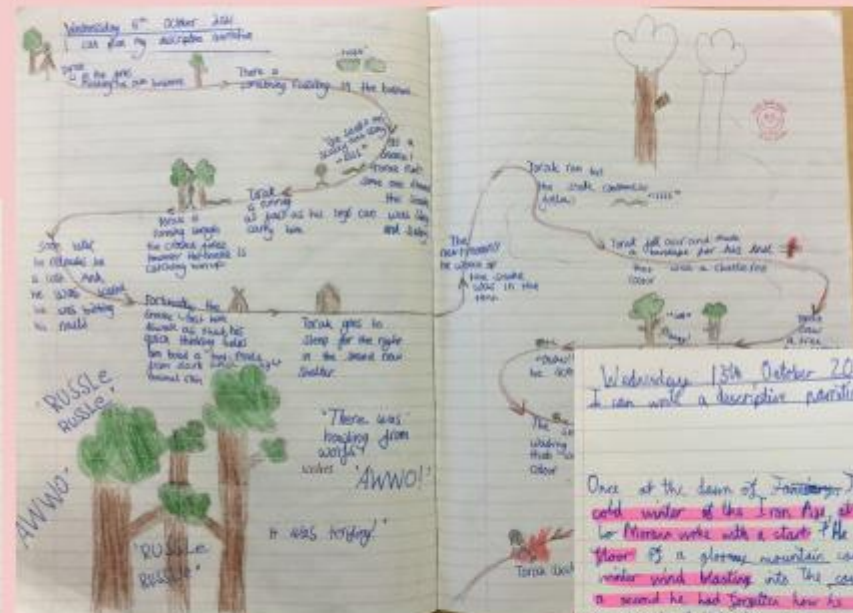
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Wednesday 13<sup>th</sup> October 2021

I can write a descriptive narrative based on Wolf Brother

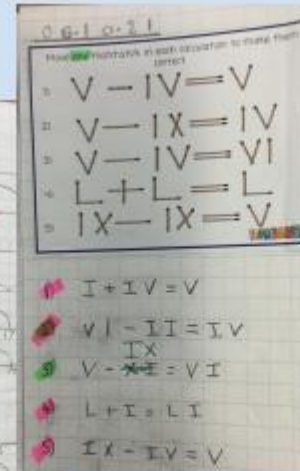
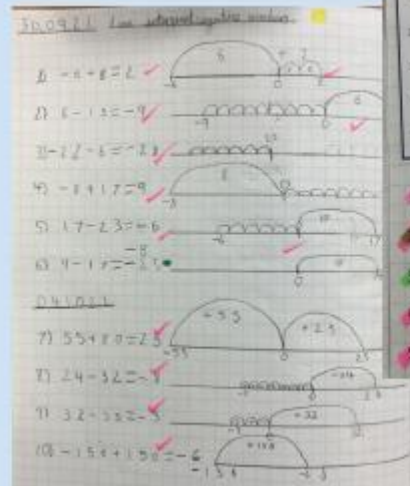
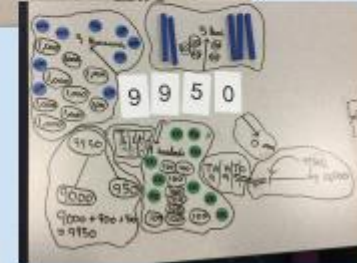
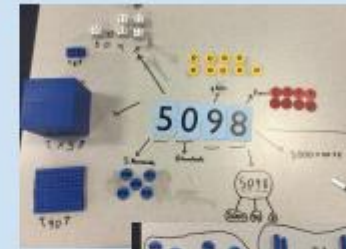
Once at the dawn of January, in the frosty, cold winter of the Iron Age, a 14-year-old boy, known as Torak, woke with a start. He was lying on the cold floor of a gloomy mountain cave, he could feel the frosty winter wind blowing into the cave and peering on his face. A second he had forgotten how he had got there, but a second he remembered. His clan had been raided and he had been swept from the village so he was forced to run to safety. The boy tried to stand up, but he was too weak to walk around, but all he could manage was a clumsy limp. He had narrowly avoided being caught by a GI Co. ANTIC Mountain bear. The day was so hot, even very hot in the top conditions. His clothes were with hunger and he was aching to rest and have the brutal world to find. Torak's mother stopped him. What if the bear was still there? His The tired aching child had the only feeling that he would encounter it again and it he didn't want

# 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!

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)  $4690 \div 35$

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

Eva: 500,000      Jack: 400,000      Rosie: 472,000

Who is correct?  
 Eva is correct.

Explain the mistake the other children have made.

CHALLENGE

A and B are integers.  
 A = 300,000 to the nearest 100,000  
 B = 300,000 to the nearest 10,000

a) What is the greatest possible value of  $A + B$ ? 659,999  
 b) What is the smallest possible value of  $A + B$ ? 545,000  
 c) What is the greatest possible value of  $A - B$ ? 549,999

Handwritten notes: "I should look at the question carefully and look at the ten-thousands place, which says 70,000. That means round up to 500,000." and "Rosie rounded to the nearest 10 thousands. Jack rounded down the nearest 100,000."

This represents 5 510 000

What do the following represent? How do you know?

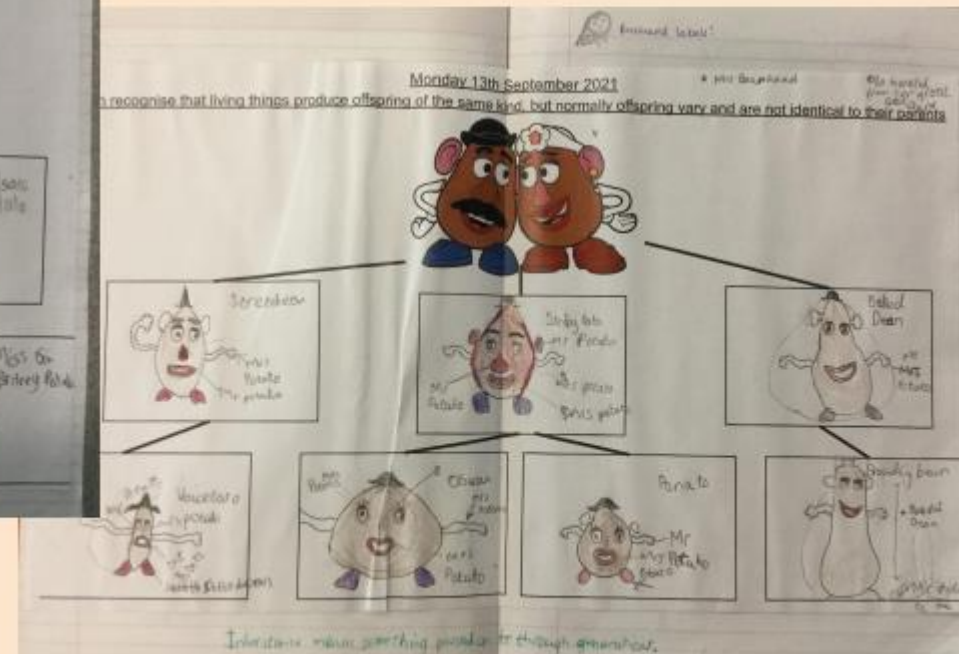
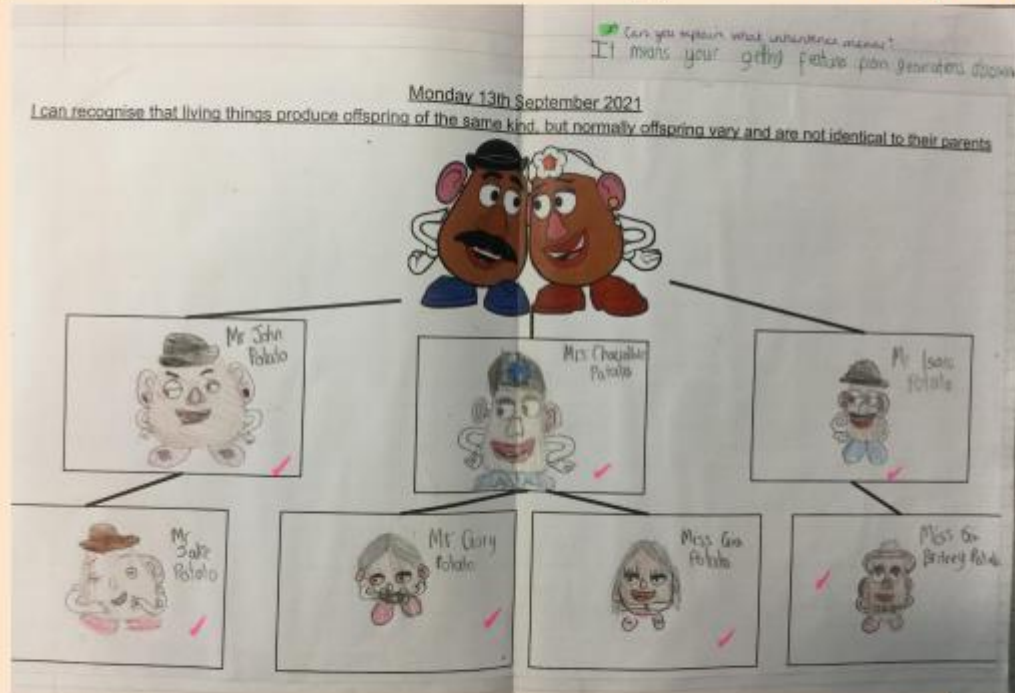
(a)

(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 23<sup>rd</sup> September

I can identify how animals and plants are adapted to 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.               |
|   |   | It has a slower heart rate when diving.  |
|   |   | Its nostrils can close up so that water does not enter when it is swimming.                              |
|  |  | Its white fur enables it to camouflage in the snow.  |
|   |   | Its narrow tongue allows it to eat small fruit and insects.  |
|   |   | It has spines to protect itself.   |
|   |   | It has wide feet to make it easier to walk in sand.  |
|  |  | 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.    |
|  |  | Its polyps have tentacles and some have stinging abilities.  |
|  |  | It has spines instead of leaves, which reduces the amount of water that evaporates.                      |
|  |  | It contains toxins that makes it unappetising to certain predators.                                      |
|  |  | It stores water in its stem.   |
|  |  | 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. |
|  |  | 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 25th September  
Learning how adaptations may lead to extinction

Charles Darwin was a naturalist and spent a long time on the HMS Beagle to study plants and animals around the world. He discovered that there were different types of birds depending on the island that they lived on.

**Your Investigation**

Build four different shaped birds. The shape is an adaptation to enable them to eat different types of food. This is going to find out which type of beak can best be getting up different types of food. (This is why, birds and insects)

**BIRD'S BEAKS**

| Beak Type                  | Food Type | Time | Total |    |
|----------------------------|-----------|------|-------|----|
| Beak 1 - Large Ground Bird | 43        | 10   | 42    | 65 |
| Beak 2 - Thin Bird         | 21        | 13   | 11    | 45 |
| Beak 3 - Longpoint Bird    | 24        | 10   | 17    | 41 |
| Beak 4 - Curved Bird       | 63        | 19   | 36    | 47 |

**What do you think will happen if you use the wrong beak?**

My prediction was correct, since the ground bird had the most food, and the thin bird had the least food. The long point bird had the most food, and the curved bird had the most food.

**Diagram** Draw your investigation here.



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**BIRD'S BEAKS**

| Beak Type                  | Food Type | Time | Total |     |
|----------------------------|-----------|------|-------|-----|
| Beak 1 - Large Ground Bird | 56        | 12   | 38    | 100 |
| Beak 2 - Thin Bird         | 53        | 17   | 40    | 110 |
| Beak 3 - Longpoint Bird    | 75        | 10   | 25    | 108 |
| Beak 4 - Curved Bird       | 22        | 15   | 40    | 77  |

**What do you think will happen if you use the wrong beak?**

My prediction was not correct, as the long point bird had the most food, and the thin bird had the least food. The large ground bird had the most food, and the curved bird had the most food.

**Diagram** Draw your investigation here.

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 14<sup>th</sup> 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, which was material

**Homo neanderthalensis**

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

**Homo erectus**

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

**Homo habilis**

- They were the first human
- They had bigger brains
- They tried to understand their animals

**Homo antecessor**

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

Thursday 15<sup>th</sup> October 2021

I can recognise what fossils are and how they are formed

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

2) Second Earth starts to cover it. The animal's body and the bones start sinking away.

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

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

5) Mud and sand from over settles.

6) Weather washes earth and mud away from the fossil.

7) Fossils get along 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

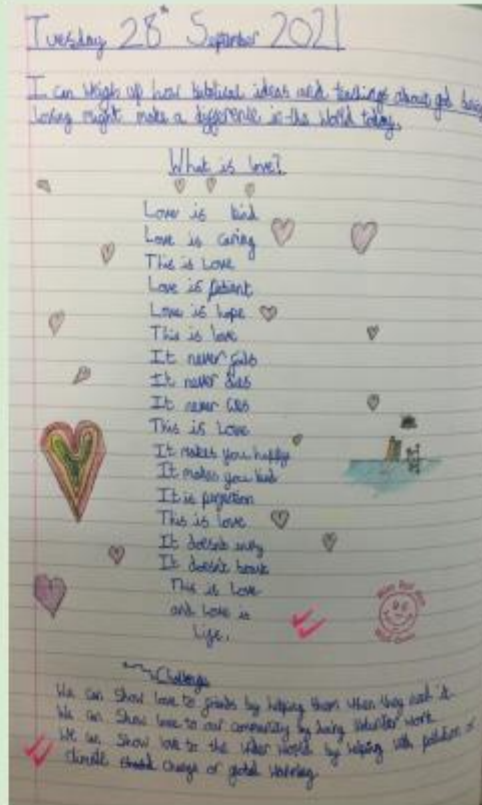
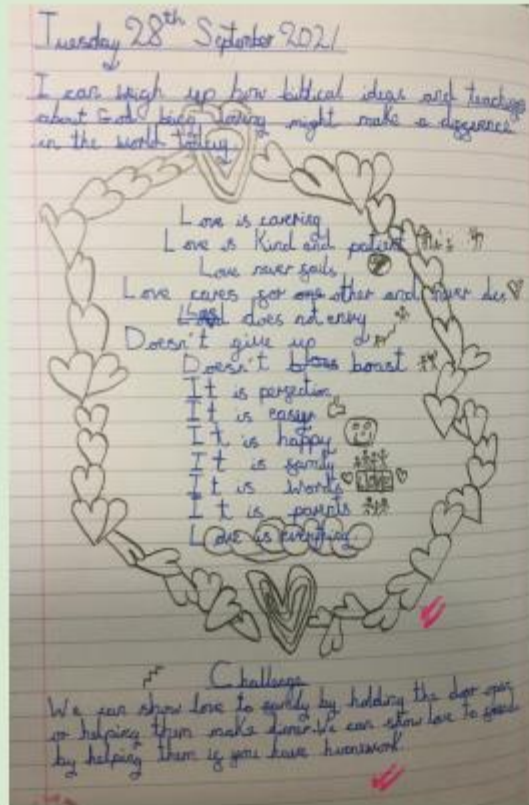
In RE we have explored the question 'What does it mean if God is loving and Holy?' We discussed how Christians put their beliefs into practise through sung worship.





# 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 24<sup>th</sup> September 2021

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

|  |  |
|--|--|
| I had two pigs   | I have a hamster                               |
| <del>I like</del> I like swimming<br>in <del>garnated</del> in water | I enjoy football                               |
| in a boy   | I used to have two grey pigs<br>I like to read |
|  | I like cricket                                 |
| I have a dog   | I like cats                                    |
| I want to be a<br>footballer   | I like videos games                            |
| I like sweets  | I've had 6 pets                                |
| I like tv  | I like monster<br>bikes                        |
| I have brown eyes  |  |
| I like maths   | I like dogs ball                               |
| I like hot dogs  | I like hot tubes                               |

[illegible]

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

Excited - when I get my dog  
Anxious - when my mum is not at home  
Happy - when I get new clothes  
Worried - when I have lots of homework  
Proud - when I have lots of homework

Positive is  
Negative is

Emotions

Sad - when something I really like gets cancelled  
Nervous - when you don't know if you should do something you really want to do - like I want to start horse riding but I might not be able to  
Guilty - if I did something and didn't tell my mum - if someone catches you  
I could just take a minute and breathe  
I could deepening and calm myself

Monday 11<sup>th</sup> October  
I can explain why these choices have risks and what  
I can do to keep myself safe

|    | Is this a risk?  | YES | NO | NOT SURE |
|----|--|-----|----|----------|
| 1  | Accompany the bus driver when you are home alone             | ✓   | ✓  |          |
| 2  | Trying to connect to you don't know online                   | ✓   |    |          |
| 3  | Picking up a package in the street                           | ✓   |    |          |
| 4  | Spending your pocket money                                   | ✓   |    |          |
| 5  | Meeting people from the internet face to face                | ✓   |    |          |
| 6  | Walking across the road using your iPad or your mobile phone | ✓   |    |          |
| 7  | Text using a stranger  |     | ✓  |          |
| 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).