Year 5/6 Autumn Term 1 <u>Where It All Began</u>

Stone Age, Bronze Age, Iron Age

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! Working in teams, we designed Stone Age tools using foraged, natural materials. We created a range of weapons, cooking utensils and even musical instruments! We made Stone Age necklaces using salt dough to represent the foraged materials people might have used such as bones, shells and teeth. After learning about the origins of Stonehenge, which was completed during the Bronze Age, we worked in teams to recreate the structure using biscuits! We discovered the natural materials people used during the Iron Age to due their clothes such as woad and madder plants. We used our own natural dyes (e.g. beetroot, berries and turmeric) to create peg dolls.





In our next lesson we learnt more about Stone Age life, focusing on the 3 time periods: Paleolithic, Mesolithic and Neolithic. We looked at artefacts and decided which time period we felt they belonged to.

prehistoric period. STONE AGE	idence about the
Paleolithic Mesolithic	Neolitric
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After this, we then began to explore life in the Bronze Age. We played a fantastic game in teams which involved us having to create our own Bronze Age settlement. We earned resources such as amber and tin and were able to trade with other tribes to gain other items such as fish and bronze.

Thursday 12th October 2023

I can explain the impact that travel and trade had on Britain in the Bronze Age.

Today, we immersed ourselves in Bronze Age life by playing a team scenario game where we had to create and look after our own settlement.

First, we selected our ideal location, thinking carefully about the resources that might be available at each site:

Flat land next to a river





We hunted and gathered some of our resources, which we were then able to trade with nearby settlements.









As time progressed, traders started to arrive from overseas, offering domesticated animals and crops. Some of us were able to build boats and travel overseas ourselves!







Eventually, we discovered that tin and copper produced an incredible new resource: bronze! With it, we were able to better defend our settlement with weaponry as well as making ornate gifts to trade with.







We have used this act:

Next, we looked at the Iron Age and what life was like in an Iron Age Hillfort

A visit from Dr Steph Piper (Archaeologist)

We really enjoyed our visit from Dr Piper, a Mesolithic archaeologist from the University of York. She brought an amazing display of artefacts, including the horn of an aurochs! We were amazed at how much bigger it was than to a cow's skull!





Dr Piper explained what life would have been like in Mesolithic Britain. We were able to use lots of the facts that we have learnt over the last few weeks and really impressed her with our knowledge! We also had some fantastic questions to help us deepen our understanding of this time period.

Our favourite part was learning about the site of Star Carr, a Mesolithic village in Yorkshire. We then had a chance to try some experimental archaeology by recreating the stone jewellery that was found there.

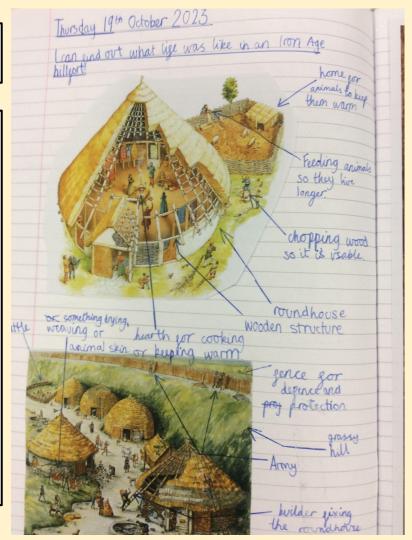
We used sharp stones to carve a hole in the shale, then twisted pieces of straw into string to form a necklace!







Finally, we were really lucky to have a visit from Dr Steph Piper, a real life archaeologist, who came into school to discuss life in prehistoric Britain. She also brought with her some incredible artefacts which we were able to hold. We also had the opportunity to make some jewelry using stones and a flint - just like the people did in the Stone Age!



English

Our first writing focus for the term involved us 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 guestions 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.



Chapter Two

Their hair blew in the wind behind them, the air was harsh and cold on their skin, Howling and whooshing, wind was the only thing you could hear for miles and miles. The grass and pathway were damp and dirty. Although it wasn't raining, a heavy foggy drip of despair towered over the island making all visible land, dark and eary, like the never-ending clouds from up above. The hyper-active ocean clashed and crashed against the rocky sea shore, making ear-drum breaking noises but not loud enough to over-power the strong roaring screams of the wind. Kali felt a water droplet land on her cheek, on impact, she glared up and felt the dark pit in her stomach rise as she observed the depressing environment. The trees looked as if they would snap, rustling and swaying to the beat of the wind.

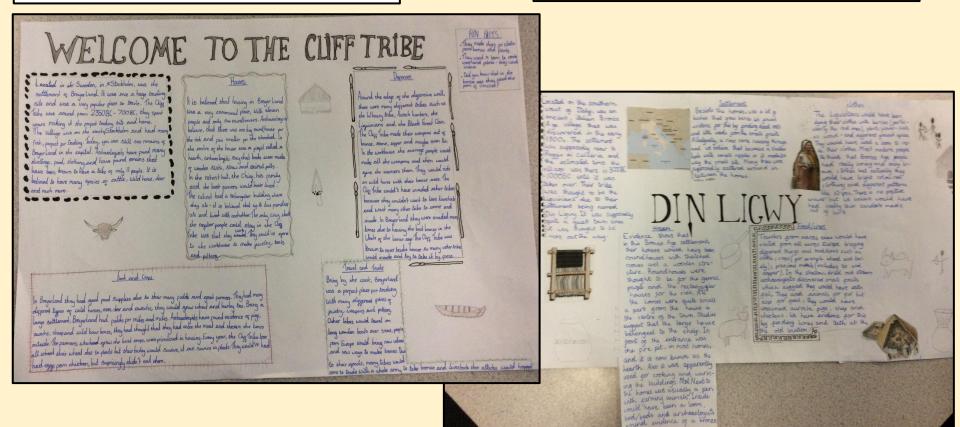
Kali's mother was quiet the entire trip, her eyes staring off into the endless black distance, she looked almost emotionless but you could tell anger was surging through her, not once staring at Kali. The chieftens house was getting near, just a few more steps and she would face the loudest and most painfull telling off ever, she gulped and her stomach turned more each step they took. Suddenly, they stopped. Her mother finally took a glance at her, but it was a death glare. Which made the tension between them rise so much, Kali almost couldn't breath properly. "M-mother-"

"DON'T! Kali, I can't believe you could be so irresponsible, did I fail as a mother "DON'T! Kali, I can't believe you could be so irresponsible, did I fail as a mother to teach you wisely?" Her Mother roared cutting her off, putting her hands on her head, frustrated, "I hope the chieftain teaches you well." Kali's eyes widened and her lips quivered. At the start, she did think this whole thing wasn't her fault and it was her little brothers, but now that feeling completely washed away and she felt the guiltieness take over her. She couldn't move and just hung her head down to the floor.

Savannah

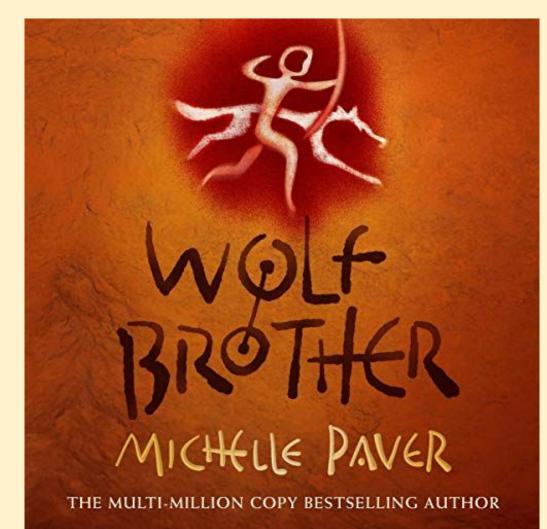
English

We wrote non-chronological reports all about life in a Bronze Age settlement we created during our topic lessons.



Whole Class Read

We have started reading the opening few chapters of Wolf Brother by Michelle Paver. We have also enjoyed listening to the audiobook version of the story read by Sir Ian McKellen. We have found the detail and description really exciting and are looking forward to finding out what happens to Torak in our sessions next half term.

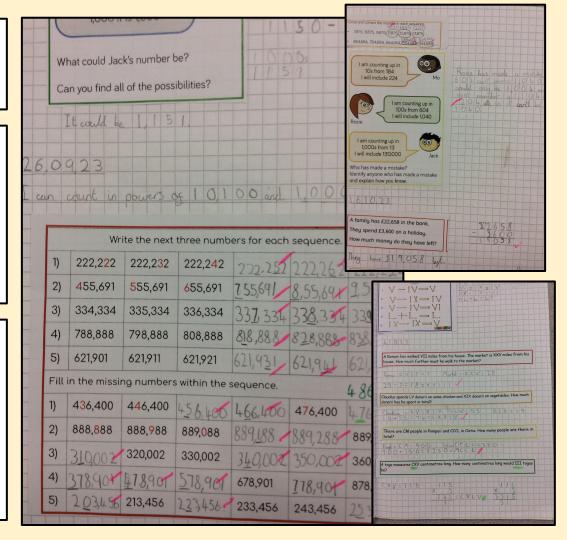


Maths - Y5

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. Mrs Walton and Mrs Elsegood were 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.

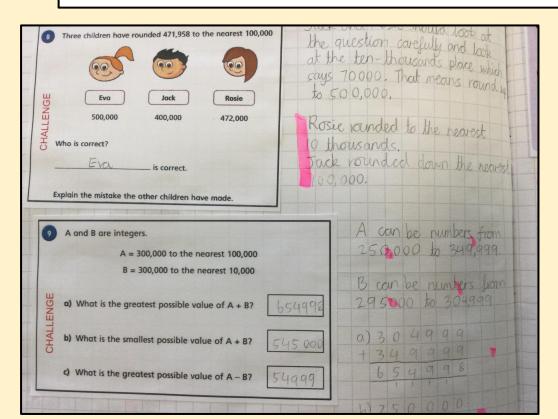
Some of us have enjoyed using seesaw to complete extra challenges too!





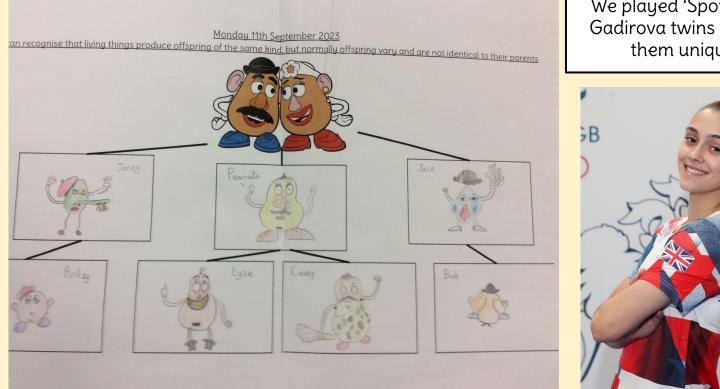
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1	g) 6532 ÷ 46							h) 4690 ÷ 35													
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We have studied everything to do with number this half-term in year 6, from complex calculations involving long division and multiplication to place value of different integers up to 10,000,000!





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.



We played 'Spot the Difference' with the Gadirova twins - discussing what makes them unique as well as similar.

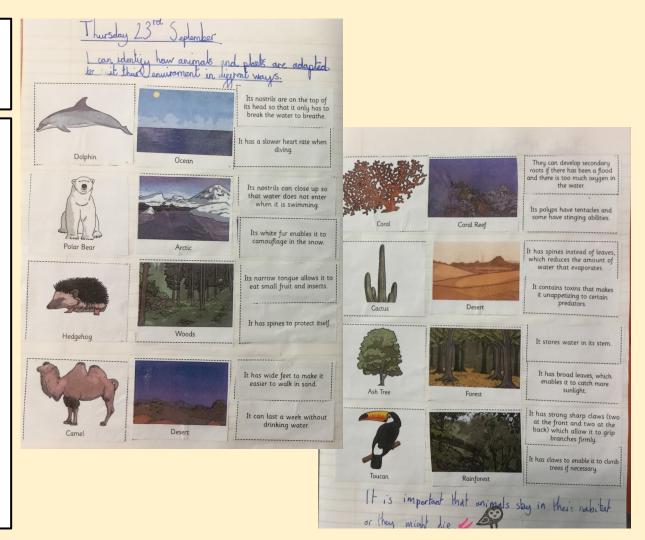




After this we then looked at how animals are adapted to their environment. We considered the differences between environments and habitats and thought about why animals suits these places more than others.

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.



Science

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Tweeday 28th September

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Your Investigation	
Binds have different shaped beaks. The shape is an adaptation to enable them to east different types of food, You are going to find out which type of beaks are best for picking up different types of foods (trice, nuits, seeds and worms).	Brd 1 - Large Ground Rich 43
FINCH'S BEAKS	32
Bind & Large Ground Prich	Bird 2 - Tree Pinch
Brd 2 Tree Finch	Bird 3 - Vegetarian Firsh 22
Bird 3. Vegetorian Pinch	Bird 4 - Cactus Finch 63
Bird 4 Cactus Finch	
Prediction	What did you find out? Was your
What do you think will topper What into will be due to not write tood inge toor? Multiplication would be first it is a notice if you for and a start in the local science it has a fund, small bank. The large groups first local, the it would called will be block, surged it has the local bank.	My prediction was i <u>firsh collected</u> th cartus firch collec
Diagram. Draw your investigation here.	The Conserved Proceedings and the
12.	What Darwin found: Evolution is the process of add whereby certain intermets and adapt

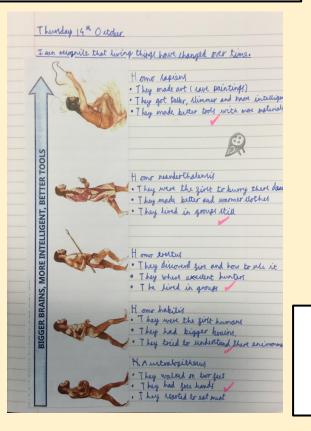




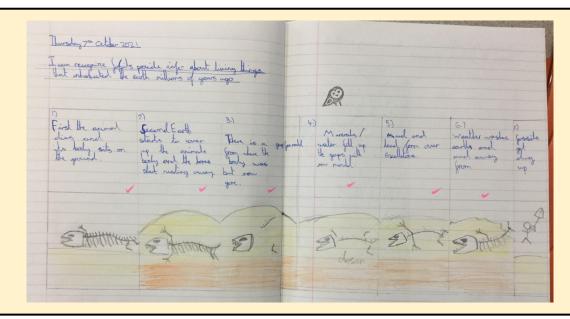
Thursday 30th September I can identify how adaption may lead to adultion charles Darwin was a naturalist, and went on a long voyage on the HMS Beagle to study lants and animals around the workd. In the Galapago Islands Darwin Round that finches are different sizes of beaks depending on the seeds available on them even when the set. Total rds have different shaped beaks. The shape is an adaptation to enable them to rent types of food. You are going to find out which type of beaks are best for ack 38 17 40 Bird 1 Large Ground 25 Bird 3 Wegetarian 15 40 What did you find out? Was your prediction correct? What do you think will happen? Which finch will be able to pick up which foo think the large ground Finch will pick up My prediction was not correct as the tree rinch od best becaus it has the larger beak to git got most. I cound out that it doesn't matter wh at size book it has either Is one had smaller K beak it doesn't mean it won't win

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.



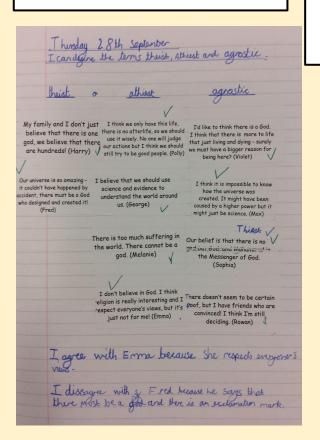


Next, we looked at fossils and the fossilisation process. During this lesson we created a cartoon strip which shows the different stages of the process.



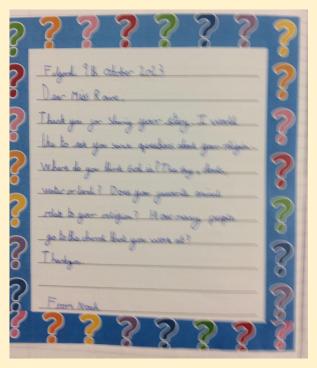
And finally, we learnt about the evolution of humankind. We discussed how humans have changed over time. In this lesson we were able to make links to our other lessons and use lots of scientific vocabulary during our discussions.

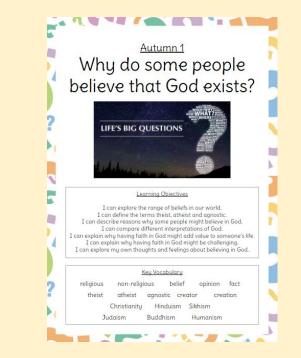
R.E



In RE we have explored the question 'Why do some people believe that God exists?'

In our lessons, we have discussed what theist, atheist and agnostic believers might think and how they would respond to various situations. We had visitors from Miss Rowe and Reverend Sue who explained their personal journeys with Christianity and why they believe in God.





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 as well as how to use the Zones of regulation to help us with our emotions.



PE

In PE we have loved learning some new football 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 began 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.







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





Music

Now, this is a story all about how

My mom flipped out just because of a cow

And I'd like you to listen

Just stay right there

I'll tell you how I got grounded for a week somehow

In 42 Anson drive born and raised

On the on my headset was where I spent most of my days

Chillin' out, playing some dumb video games

And all shootin' some water guns with my best friend James

When suddenly a cow jumped up and attacked

We started to make friends so I put him in a sack

But when I got home it destroyed half the house

So my mom grounded me I said sorry and my vows

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

90's Hip-Hop Music

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

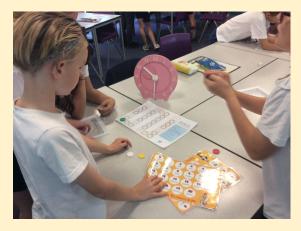
Now, this is a story all about how



My life got flipped - turned upside down And I'd like to take a minute You just sit down there I'll tell you how I became a vegetarian, oh yeah In North Yorkshire born and raised In my garden was where I spent most of my days Messin' round thinkin' eating' meat is cruel Then when I was right in the middle of school a couple of boys who were up to no good Started eating meat in my neighborhood I got in one little fight and my mum wasn't fun

She said, "You're movin' with your grandparents in Pocklington"

Spanish



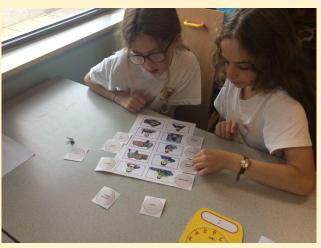


Our topic this half term is Mi Rutina Diaria - My Daily Routine.

We learnt a song ¿Qué hora es? which has helped us to learn to tell the time and played a board game to practise.

We have also learnt lots of new verbs to talk about what we normally do at different times of the day. We are now in the process of writing a mini book to showcase our new Spanish knowledge!







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.

<u>E-Safety 📲</u>

The internet really is a fascinating place, with knowledge and learning opportunities everywhere, talking and contacting someone maybe even from the other side of the world etc! The internet has loads of pros and cons because nothing can be perfect, so i will be making sure you use the internet to your advantage and be careful + safe of



is it too good to be true?

If you get a pop up saying 'WIN A FREE IPHONE AND A IPAD PRO! Just put in your details (Like your address passwords)' NO NO NO. Ask yourself 'is it too good to be true?' if the answer is yes. Most likely a scam. Scammers can use your personal information against you.

Screen time est

Screen time is a big issue with the generation, yes i know! Youtube, R really fun to play for hours at a time think if there's anything a little more you behind a screen being practica Like for example you could work or learning! Or do your weekly homew even do some of your hobbies.



POP UP! WIN A BRAND NEW IPHONE FOR FREE JUST TYPE YOUR BANK DETAILS AND YOUR NAME TO WINL

SOMEBODY CONTACTS YOU AND IT IS A UNKNOWN NUMBER!

A GROUP OF OLD FRIENDS HAVE BEEN SENDING PHOTOS OF YOU ON A GROUP CHAT BEHIND YOUR BACK! DO NOT DO ITUIT IS AN OBVIOUS SCAM AND THE SCAMMER IS TRYING TO GET YOUR DETAILS AND PERSONAL INFORMATION!

WHAT TO DO!

TELLA TRUSTED ADULT, THEY WILL BLOCK THEM AND WILL HELP YOU! YOU SHOULD ALWAYS TELL AN ADULT IF ANYTHING BAD HAPPENS ON THE INTERNET!

TALK TO THEM AND TELL THEM WHY YOU DO NOT LIKE IT AND ALSO TELL A TRUSTED ADULT! HOPEFULLY THEY SHOULD STOP!