

Year 5/6  
Autumn Term 2  
**Where It All Began**



Earth and Space

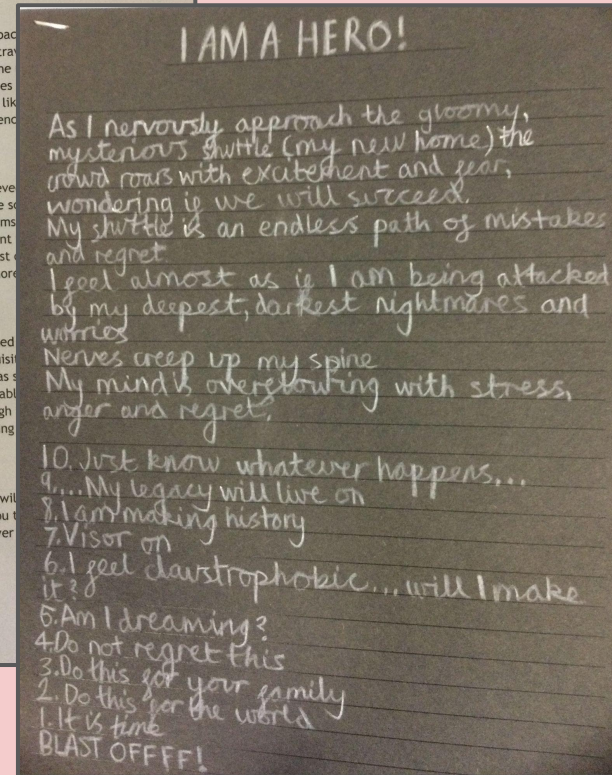
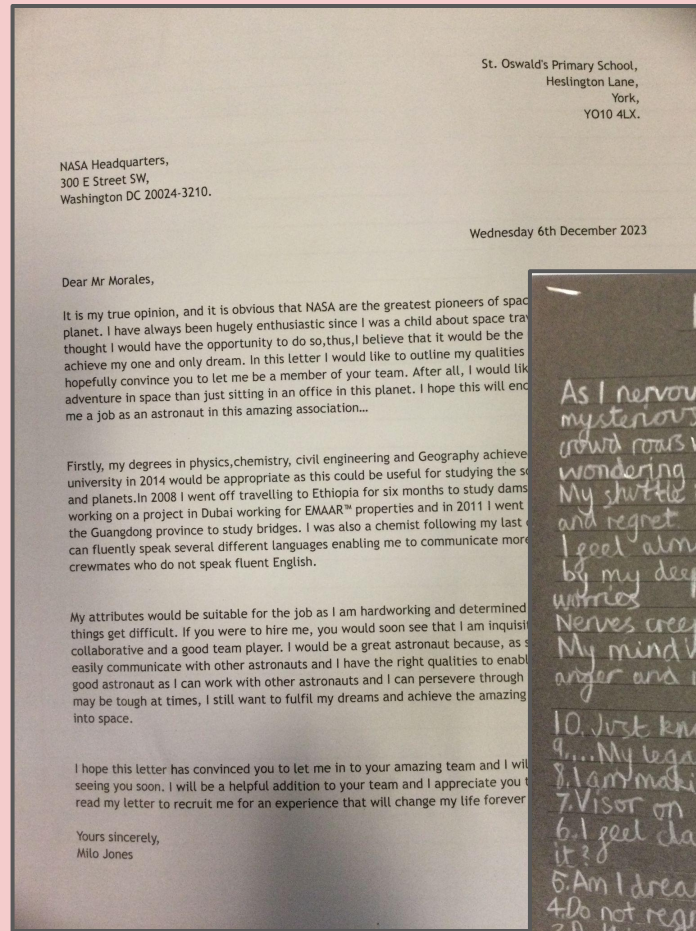


# Writing

This half term we have been challenged to apply for a job in space! We were applying to NASA to be an astronaut to go on a mission to Mars. We had to think about the skills needed and ensure we were using persuasive language and a formal tone throughout our letter.

We have also written a space inspired narrative poem this half term centred around the launch of a space shuttle and our thoughts and feelings throughout if we were an astronaut aboard the shuttle.

We worked hard to develop our figurative language skills as well as ways we could express our feelings for dramatic effect.



# Maths - Y5

In maths in Y5, we have been working hard on their multiplication and division skills. To start, we investigated multiples and factors along with square, cube and prime numbers. We were able to use resources around the room to help us show what we were learning in a practical way.

We continued to use this CPA approach to develop our understanding of multiplication and division methods, which resulted in us confidently being able to use column multiplication and short division.

231125

Nijah is calculating  $2,430 \times 3$ . She makes this place value chart to help her.

Th	H	T	O
2	4	3	0

She gets the answer 729. What mistake has Nijah made? What is the correct answer?

Nijah has put the counters in the wrong column, she hasn't put the 0.

She should have put 2 in the thousands, 4 in the hundreds, 3 in the tens and nothing in the ones column.

THHTO  
 $\begin{array}{r} 2430 \\ \times 3 \\ \hline 7290 \end{array}$

The answer is 7290.

$248 \times 10 = 2480$

Without using the formal method, how could you use this fact to calculate  $248 \times 9$ ? Check your answer using the formal method. Which method was easier?

$248 \times 10 = 2480$   
 $2480 - 248 = 2232$

I think the formal method is easier because there are less steps. The other method could be easier because you're doing a simple calculation.

Ravi is working out  $7,423 \div 9$ .

7	4	2	3
7	4	2	3

The answer is 7423.

Do you agree with Ravi? Did Ravi have to use a column method? Is there a quicker way?

His answer should be 824.

Use each digit and once to write a multiplication.

1	2	3	4	5

How many different products can you find? What is the closest product to 8,000?

I don't agree with him because he hasn't divided, he's multiplied 7423 by one, not zero.

He should have done:

7	4	2	3
0	0	0	0

Amazing mttten reasoning!

1 can divide THTO by 0.

7.1 2.2 3

Use  $<$  or  $=$  to compare the statements

$3,495 \div 5 < 3,495 \div 3$

$8,064 \div 7 > 9,198 \div 9$

$7,428 \div 4 < 5,685 \div 5$

There are 459 children in a school. They are sitting at tables in groups of 7. Do you agree with Mo? Explain your answer.

We will need 65 tables.

No because there are 4 children remaining so you need 66 tables.

Work out the value of a, b and c.

a	b	c
5	1	2
6	3	4
7	4	5

Write the calculations in the correct column of the table.

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4
a) $5,066 \div 4$	b) $5,517 \div 4$	c) $1,234 \div 4$	d) $6,562 \div 4$
e) $6,563 \div 4$	f) $6,563 \div 4$	g) $8,515 \div 4$	

Are any columns empty? Talk to a partner about why this has happened.

$\begin{array}{r} 1266 \\ \times 5 \\ \hline 6330 \end{array}$

$\begin{array}{r} 233 \\ \times 4 \\ \hline 932 \end{array}$

The value of a is 1345, the value of b is 666, the value of c is 80.



# Maths - Y6

This half term we have explored everything to do with fractions. We can find fractions of amounts and multiply, divide them too. We are experts now at comparing them and ordering them and using common denominators to add and subtract them.

15.11.23  
Ordering fractions

a) Colour the bar models to show the fractions.

$\frac{2}{10}$   $\frac{7}{10}$   $\frac{4}{5}$   $\frac{1}{2}$

b) Use the bar models to sort these fractions in order from greatest to smallest.

$\frac{14}{20}$   $\frac{7}{10}$   $\frac{4}{5}$   $\frac{3}{4}$

greatest

c) Order the fractions from smallest to greatest.

$\frac{7}{10}$   $\frac{1}{2}$   $\frac{4}{5}$   $\frac{3}{10}$

smallest

Arrange in ascending order.

a)  $\frac{74}{100}$   $\frac{4}{5}$   $\frac{5}{4}$   $\frac{7}{10}$   $\frac{140}{200}$

b)  $\frac{11}{12}$   $\frac{5}{6}$   $\frac{2}{3}$   $\frac{14}{5}$

Sallie insists she had more pizza than her sister because she had  $\frac{6}{8}$  of hers and her sister had  $\frac{5}{6}$ . Is she correct? Explain how you know.

6/8 is more than 5/6

Dad = 1  
Mum = 1  
Sis = 1/2  
bro = 1/4  
bro = 1/8

\* 2/4, 5/11, 3/5, 6/12

Dad = 1  
Mum = 1  
Sis = 1/2  
bro = 1/4  
bro = 1/8

Dad = 1  
Mum = 1  
Sis = 1/2  
bro = 1/4  
bro = 1/8

**Mary-Kate solved this calculation:**

**Can you spot and explain her mistake?**

**he has added the Top and bottom numbers ✓**

$$\frac{3}{4} + \frac{3}{16} = \frac{15}{16}$$

$$\frac{3}{4} + \frac{3}{16} = \frac{15}{16}$$

**How many different ways can you balance the equation?**

$$\frac{5}{9} + \frac{4}{9} = \frac{8}{9} + \frac{1}{9} \quad \checkmark$$

**There are infinite ways to do this**

**Challenge** The large rectangle is divided into a series of smaller quadrilaterals and triangles. Each of the shapes is a fractional part of the large rectangle. Can you find what fractional part is represented by each numbered shape?

**Answers:**

$$1 = \frac{1}{4} \quad \checkmark$$

$$2 = \frac{1}{16} \quad \checkmark$$

$$3 = \frac{3}{8} \quad \checkmark$$

$$4 = \frac{1}{16} \quad \checkmark$$

$$5 = \frac{1}{8} \quad \checkmark$$

$$6 = \frac{1}{16} \quad \checkmark$$

**1.1.2.1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75.76.77.78.79.80.81.82.83.84.85.86.87.88.89.90.91.92.93.94.95.96.97.98.99.100.**

**Miles and Kilometres**

Complete the conversions.

a) 100 miles = 160 km      d) 95 miles = 152 km

b) 72 miles = 115 km      e) 7.5 miles = 12 km

d) 400 miles = 640 km      f) 2 miles = 3.2 km

Complete the conversions.

a) 5 miles = 8 kilometres      b) 10 miles = 16 kilometres

10 miles = 16 kilometres      1 mile = 1.6 kilometres

15 miles = 24 kilometres      0.8 miles = 0.8 kilometres

Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km. = 20 miles

On day 4 she cycles twice as far as she does on day 3

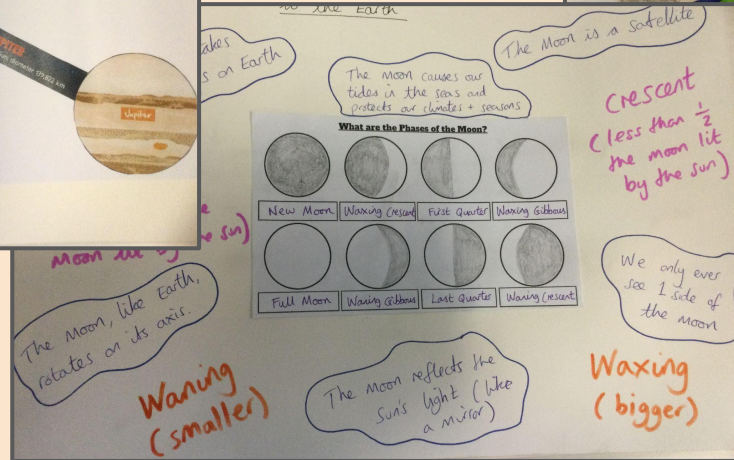
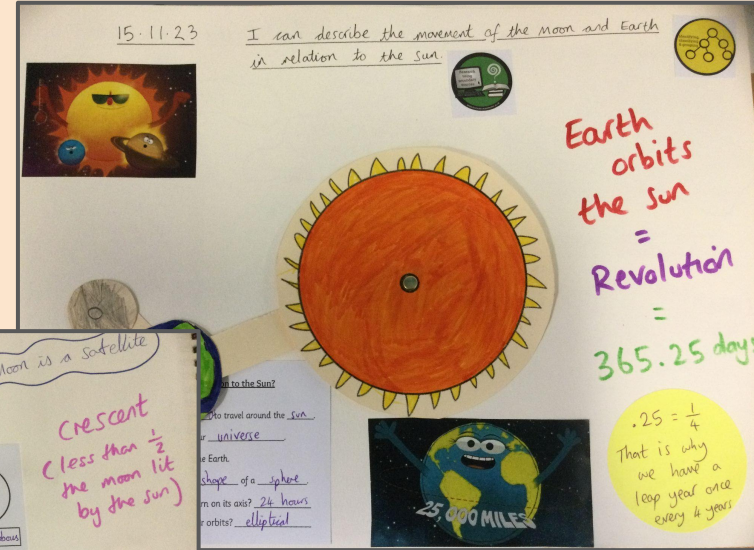
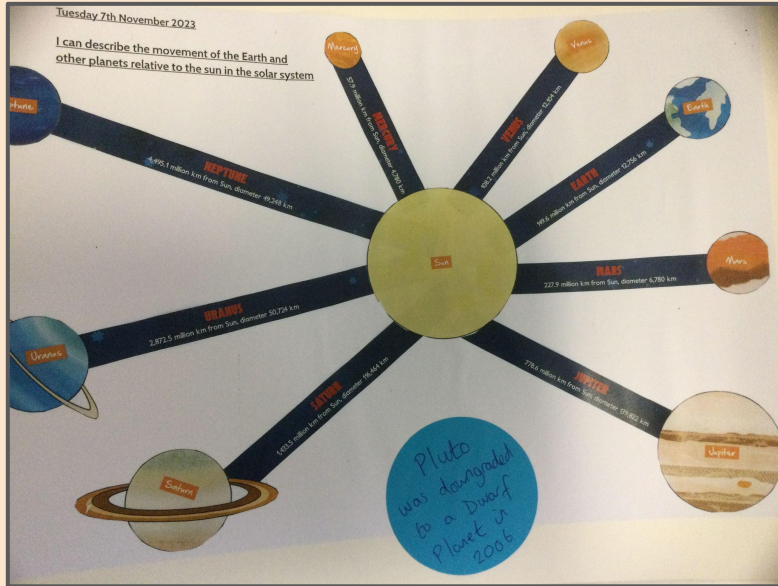
How far does she cycle on day 4?

Give units with your answer.



# Science

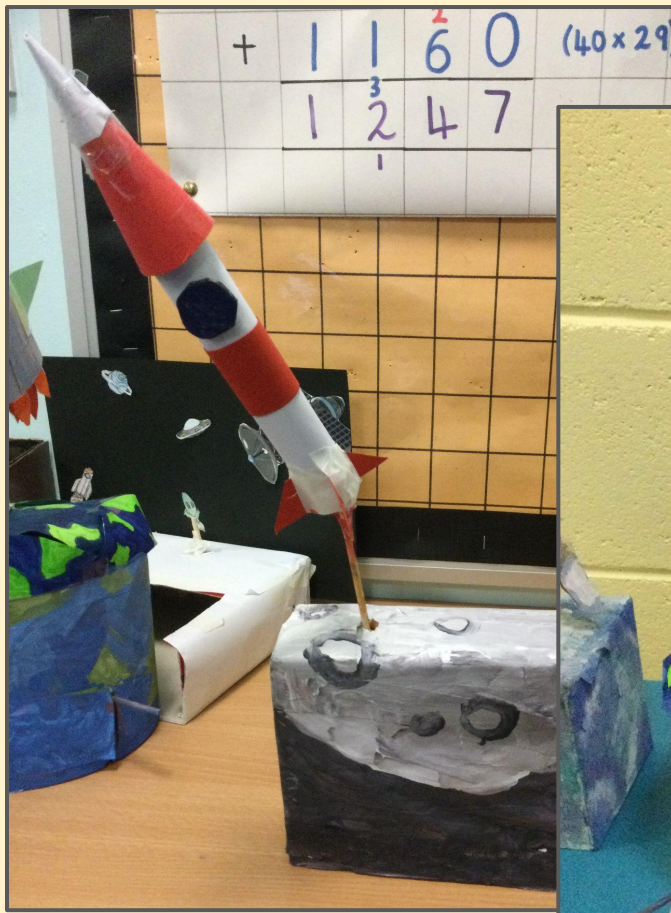
In science this half term we have LOVED learning about The Solar System, the planets, the Moon and how all of those things help us to have day and night. We have made lots of models to help support our understanding of these tricky concepts.



# DT

In topic this half term we have been designers and creators. We spent some time looking at automatons from various contexts and then used these as inspiration to design our own space themed automatons! Once we had considered the resources we needed to use, we then gathered the resources and made sure they were fit for purpose by creating a prototype CAM. After this we then began to make our automata.

This step certainly tested our concentration and patience, as making a working CAM was a new skill to many of us! We are all really proud of our work and spent time reflecting on the process by completing an evaluation.





# R.E

We have explored the big question 'Creation and Science: conflicting and complementary?'. Different Christians believe different things in relation to the creation story and many believe science links in many different ways. To conclude, we have expressed our own opinions.

23rd November 2023

I can consider ways the scientific account of creation to Genesis 1.


It is day 4 because there are a sun look like it is just being made.

Rock crash and created a sun.

I think this the Day 5 because there are fish but there are no ground animal. Let the water with fish.

evolved from matter called and it is from nothing

here are some wide ark on the sea so it might be day 6 because it look like God is coloring the trees.



Scientific believe fish from other water and

the water are still mixing up so I don't think it is finished, it might be Day 3.

I can consider ways in which Christians might read the Genesis 1 account of creation

I think that they disagree whether everything the Bible says is literal or not, such as whether creation happened in exactly 6 days or not.

I interpret Genesis literally. 'Morning and evening' really does mean a 24-hour day. Where it says God spoke and made the sun, moon and stars, that is what happened.

I believe Genesis is written to tell us that God is the all-powerful Creator. We should trust his Word, the Bible, to tell us the truth.

I interpret Genesis poetically. It is not a literal scientific text. I believe it tells us what the Creator God is like - amazing, powerful and loving.

I am happy with the scientific description of the universe and life. The Genesis text expresses ideas about why the universe, not how God

I think I think they all agree that God created everything in the world.

I am an atheist so I disagree with all of these statements. I think that everything is created by science.

Thursday 7th December 2023

I can consider

I believe the purpose of Genesis 1 is to introduce the 'big story' of God to say a little about what God is like and why human beings exist to make people want to worship an amazing God

I would say that if Genesis 1 is true, then science must be wrong. The earth cannot be 13 billion years old as the scientists say

Before there was the world, there were two gods, Tepeu and Uuc'ab, and their mother...

They have started to make a world and add animals.

The two gods work the animals in the workshop, but it does not work.

So they made people out of white corn but they were not smart.

So they made the people out of white corn but they were not smart.

At least the two gods made it women so now there is more people

the story is both created by a God

the story is different to the Christian story of creation because this story have two God but Christian believe have one God

Tuesday 28th November 2023

I can find out about Christians who are also scientists.

Using your chromebook, explore the 'Faraday Kids' website and answer the following questions about Christians who are also scientists neatly in your book.

Johannes Kepler (astronomer and mathematician)

- 1) What was Johannes Kepler best known for?
- 2) What was his interest in science inspired by?

Dr Bob Sluka (marine biologist)

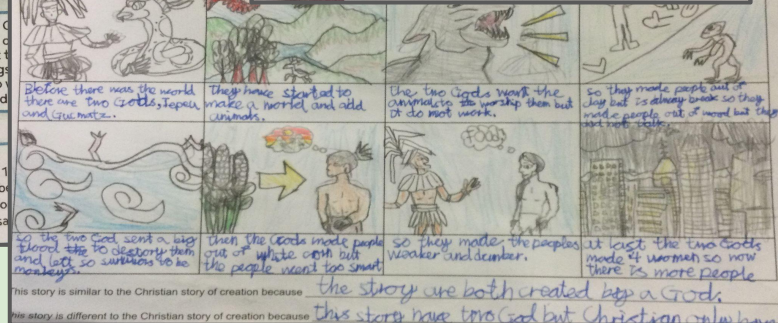
- 3) What do you think it means by 'the responsibilities He has given us'? Why does Dr Sluka think we should protect the world?

Professor Elaine Ecklund (sociologist)

- 4) Why do you think Professor Ecklund wanted to travel around the world ask people about their views on religion (rather than only asking those who live the same country as her)?

Galileo Galilei (astronomer, physicist and engineer)

- 5) Which scientific idea did Galilei support? Why do you think some religious people didn't like this idea?



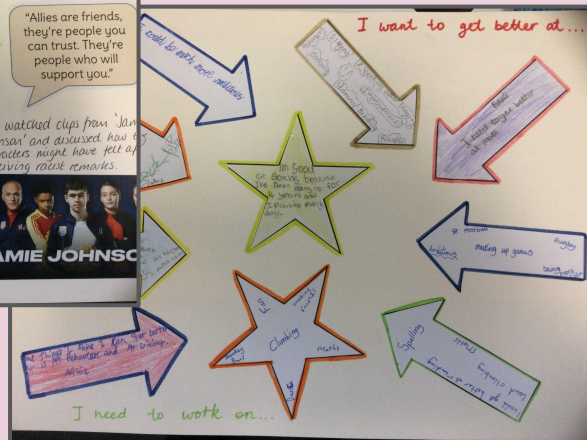
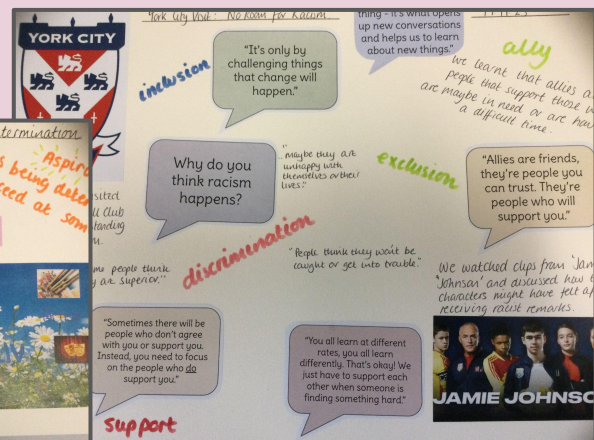
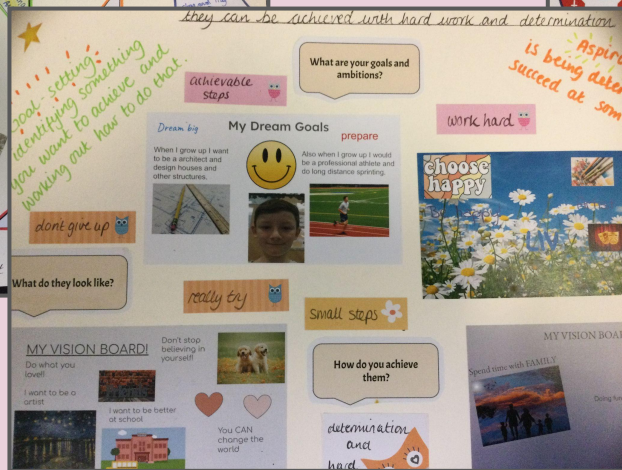
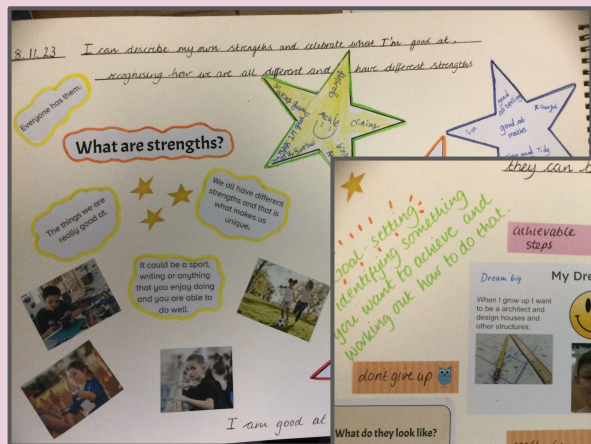
the story is both created by a God

the story is different to the Christian story of creation because this story have two God but Christian believe have one God



# RHE

In RHE this half term we have been thinking about our similarities and differences.. To start, we discussed our strengths and weaknesses and compared them with the rest of the class to see if we shared similar skills. We have also thought about our long term and short term goals by making mood boards on our chromebooks - we used our ideas from previous lessons to inspire us. After this we thought about internet safety and online bullying - these are topics that we had discussed in computing last term, so we were really good at sharing our thoughts and ideas.



# PE

This half term, as a school we were lucky enough to have a visit from Dave from 'Skip2BFit'. He lead a great Box2BFit circuit training session with us and also challenged us to set ourselves goals and challenge ourselves.



In our PE lessons this half term we have been developing our boxing skills in our class lessons, and our Kurling skills in our PPA lessons. For both of these we have shown resilience and perseverance in each lesson, showing that we can respond well to challenges. As well as developing and demonstrating our skills physically, we have also learnt new vocabulary linked to these sports and we are becoming more confident in using these words too!



# Art

Our art work this half term has been inspired by the work of Van Gogh and space. We have demonstrated a secure knowledge of warm and cool colours as well as those that are complementary and contrasting. We have also chosen the appropriate paint and implements to create our desired effect. Here are some of our final pieces:





# Music

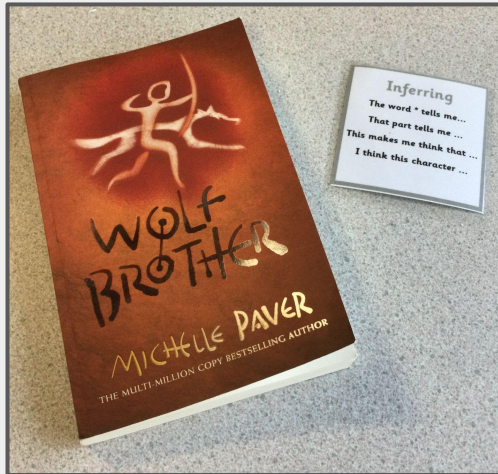
We have been developing our listening and appraisal skills this half term by immersing ourselves in one of St Oswald's '10 Pieces of Classical Music': Holst's *Planets* suite. We have been using musical vocabulary to describe the dynamics, texture, timbre and tempo of each of the pieces, as well as commenting on the aspects that we most enjoyed listening to.



We also developed our own space soundscape inspired by the 'Interstellar' film score. We started by recording sounds using body percussion and voices, before moving onto percussion instruments.

# Whole Class Read

We have continued to enjoy reading 'Wolf Brother' as a class this half term. We have come across many tricky words, but discussed them and thought carefully about the meaning that the author was trying to get across to the audience. A main focus to our discussions has centred around Torak's character.





# Computing



In computing this term, we have been learning about how the Internet and World Wide Web work and how this reaches us in school to enable us to use devices through our school network. We have also been focusing on searching the internet, again looking how this works as well as trying various techniques to help make searches more reliable and specific.

In the last lesson of the term, children were given the chance to practise their coding skills using Google's 'Santa Tracker', a very popular site full of exciting games and challenges to complete.

## Year 5/6: Searching the Internet Task

3. How old is King Charles III?

Answer:

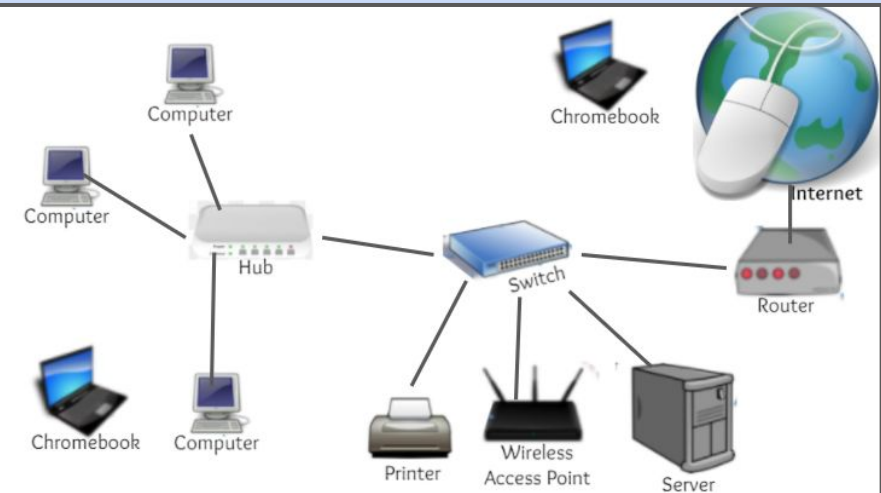
75 years old

Image:



Web Address:

<https://www.britannica.com/biography/Charles-III-king-of-the-United-Kingdom>



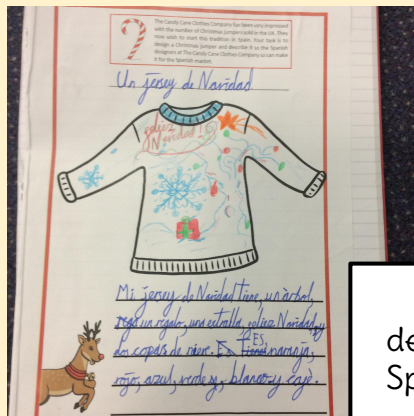


# Spanish

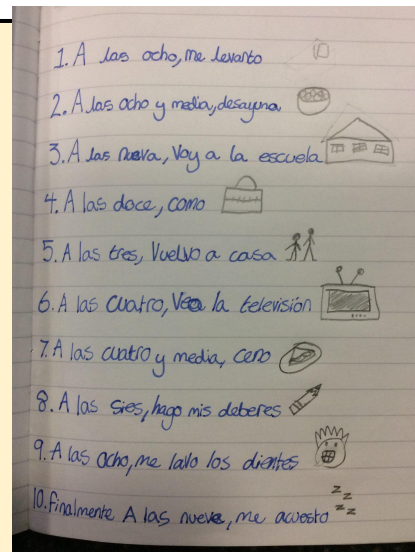
We continued with our topic from last term of My Daily Routine. We used all the grammatical skills that we had learnt last half term (telling the time and using verbs in the first person) to write a short piece about what we do each day.

Some of us even used time adverbials and conjunctions to extend our sentences and make our writing even more interesting!

We were lucky enough to have contact with the Colegio Britannico de Cartagena - an international school in Colombia! They sent us letters all about Colombia and Colombian culture. It was so interesting to read all about how different their lives are to ours. We wrote some thank you letters back to them and plan to get in touch again later in the school year.



We finished the year by designing and writing about Spanish Christmas jumpers!



# Christmas

We love Christmas in Y5/6! Here are some pictures of our different Christmas crafts and the decorations we have made for our classrooms! We also loved performing our Christmas Carol Concert in St Oswald's Church, which included solo and ensemble singing, Recorder Club and poems that children in Year 5 had written themselves.

