

Year 5/6
Autumn Term 1

Where It All Began

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!



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.

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.

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:

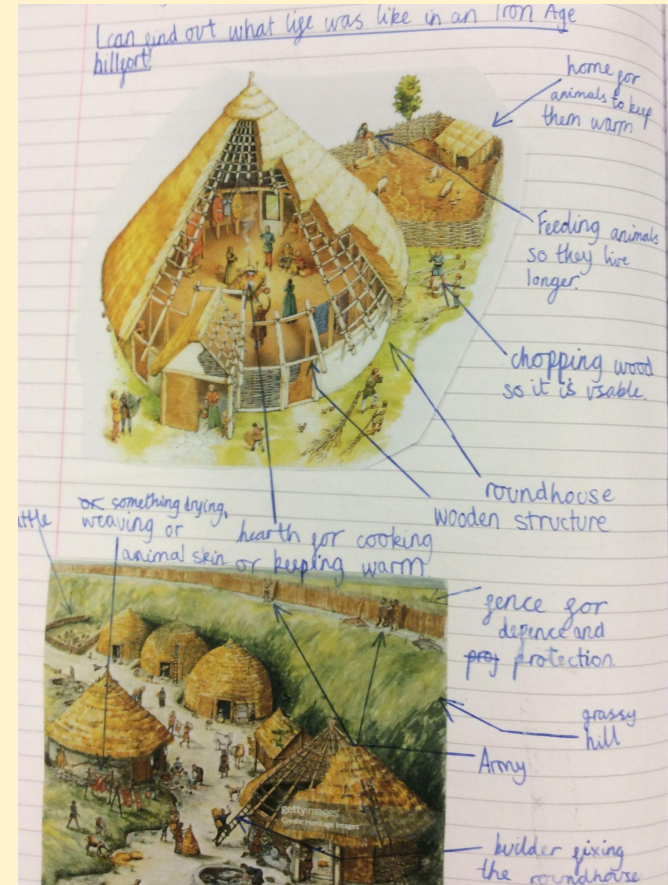
We hunted and gathered some of our resources, which we were then able to trade with nearby settlements.

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.

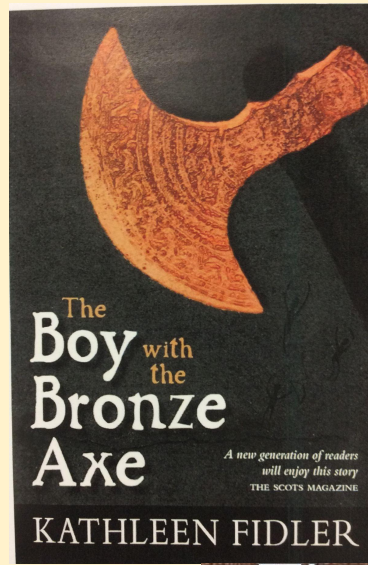
We have used this...

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



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 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.



We wrote non-chronological reports all about life in the Stone Age.

The savage stone age

Introduction

The Stone Age is a fascinating period of time, also known as the first part of human history. Incredibly, Stone Age man built many famous sites: Skara Brae, Stonehenge and Star Carr: they would hunt for animals such as reindeer, mammoths and woolly rhinos. Want to find out more? Read on to the next paragraph.

Paleolithic people

The Paleolithic era (also known as the Old Stone Age) was approximately 3.3 million years ago. Fire was a useful invention for humans back then: it gave them light when it was dark, helped cooked food and it may have scared off any predators. Stone Age people often lived in caves and they made stone tools. A few people from each tribe were hunter gatherers and hunted animals for food.



Mesolithic era

During the mesolithic era, people were hunter gatherers who used smaller, more advanced stone tools for survival after the last ice age. This period (or middle stone age) was a transition from the Paleolithic era and was a shift in lifestyle as climates warmed and environments changed. This fascinating period was a time of nomadic hunter gatherers who developed small more advanced stone tools: scrapers, blades, harpoons, bows and arrows.

Maths - Y5/6

We have studied everything to do with number this half-term in year 5/6, 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) $4690 \div 35$

a) $7882 \div 14 = 563$

b) $7242 \div 17 = 426$

c) $5652 \div 18 = 314$

d) $2525 \div 25 = 101$

e) $3570 \div 21 = 170$

f) $3828 \div 29 = 132$

g) $6532 \div 46 = 142$

h) $4690 \div 35 = 134$

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

CHALLENGE

Who is correct?

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

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.

9 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?
- b) What is the smallest possible value of A + B?
- c) What is the greatest possible value of A - B?

654,998

545,000

54,999

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

B can be numbers from 295,000 to 304,999.

a) $304,999 + 349,999 = 654,998$

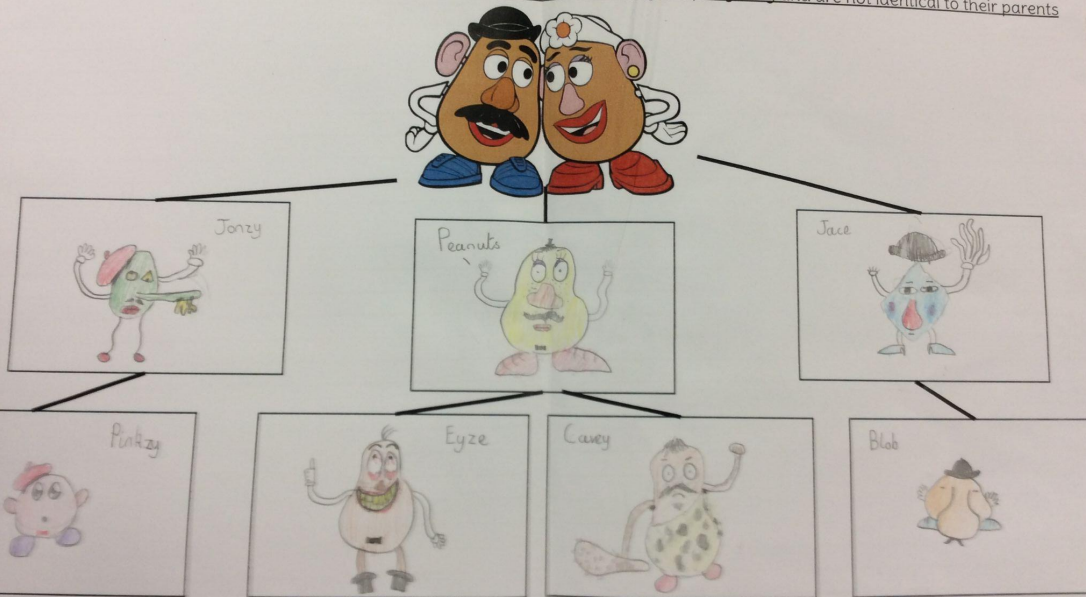
b) $250,000$

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.

Monday 11th September 2023

can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



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



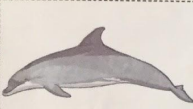







Science









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.

 Dolphin	 Ocean	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.
 Polar Bear	 Arctic	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.
 Hedgehog	 Woods	Its narrow tongue allows it to eat small fruit and insects. It has spines to protect itself.
 Camel	 Desert	It has wide feet to make it easier to walk in sand. It can last a week without drinking water.

 Coral	 Coral Reef	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.
 Cactus	 Desert	It has spines instead of leaves, which reduces the amount of water that evaporates. It contains toxins that makes it unappetizing to certain predators.
 Ash Tree	 Forest	It stores water in its stem. It has broad leaves, which enables it to catch more sunlight.
 Toucan	 Rainforest	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 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

Finches 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 beak]
Bird 2 - Tree Finch	[Long, thin beak]
Bird 3 - Vegetarian Finch	[Medium, curved beak]
Bird 4 - Cactus Finch	[Small, pointed beak]

Prediction

What do you think will happen? Which finch will be able to pick up which food type best?

My prediction was 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.

Diagram Draw your investigation here.

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.



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.

Your Investigation

Finches 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).

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Bird 4 - Cactus Finch	[Small, pointed beak]

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 larger beak to get things in.

Diagram Draw your investigation here.

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 which size beak it has either big or small. *beak it doesn't matter it won't work.

What Darwin found

Evolution is the process of adaptation over a long period of time. This process whereby certain inherited and adaptive traits allowed them to live and reproduce while others became extinct is called natural selection.



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, thinner 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 now 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 earth 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 '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 Mrs Jabeen and Reverend Sue who explained their personal journeys with Islam and Christianity and their beliefs.

Thursday 28th September
I can define the terms theist, atheist and agnostic.

<u>theist</u>	<u>atheist</u>	<u>agnostic</u>
<p>My family and I don't just believe that there is one god, we believe that there are hundreds! (Harry)</p> <p>Our universe is so amazing - it couldn't have happened by accident, there must be a God who designed and created it! (Fred)</p>	<p>I think we only have this life, there is no afterlife, so we should use it wisely. No one will judge our actions but I think we should still try to be good people. (Polly)</p> <p>I believe that we should use science and evidence to understand the world around us. (George)</p> <p>There is too much suffering in the world. There cannot be a god. (Melanie)</p> <p>I don't believe in God. I think religion is really interesting and I respect everyone's views, but it's just not for me! (Emma)</p>	<p>I'd like to think there is a God. I think that there is more to life than just living and dying - surely we must have a bigger reason for being here? (Violet)</p> <p>I think it is impossible to know how the universe was created. It might have been caused by a higher power but it might just be science. (Max)</p> <p>I think it is impossible to know how the universe was created. It might have been caused by a higher power but it might just be science. (Max)</p> <p>Our belief is that there is no god, but we believe in the Messenger of God. (Sophia)</p> <p>There doesn't seem to be certain proof, but I have friends who are convinced! I think I'm still deciding. (Rowan)</p>

Theist ✓
Atheist ✓
Agnostic ✓

I agree with Emma because she respects everyone's views.

I disagree with Fred because he says that there must be a god and there is an exclamation mark.

Friday 9th October 2023
Dear Miss Rowe,

Thank you for saving your story. I would like to ask you some questions about your religion.

Where do you think God is? The sky, the water or both? Does your god have a mind?


How many people go to the church that you work at?

Thank you.

From Noah

Autumn 1

Why do some people believe that God exists?



Learning Objectives

- I can explore the range of beliefs in our world.
- I can define the terms theist, atheist and agnostic.
- I can describe reasons why some people might believe in God.
- I can compare different interpretations of God.
- I can explain why having faith in God might add value to someone's life.
- I can explain why having faith in God might be challenging.
- I can explore my own thoughts and feelings about believing in God.

Key Vocabulary

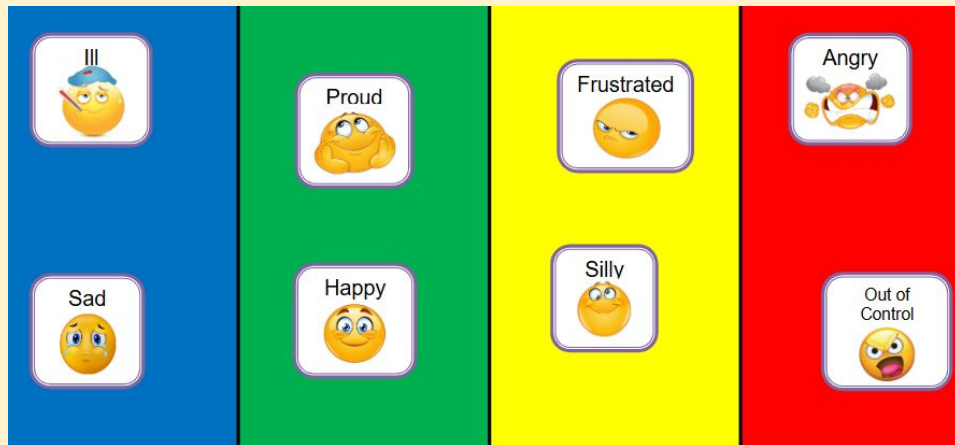
religious	non-religious	belief	opinion	fact
theist	atheist	agnostic	creator	creation
Christianity	Hinduism	Sikhism		
Judaism	Buddhism	Humanism		

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.

World Mental Health Day

10 October 2025



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 begun to respond to the tactics of the opposing team in order to gain possession of the ball.



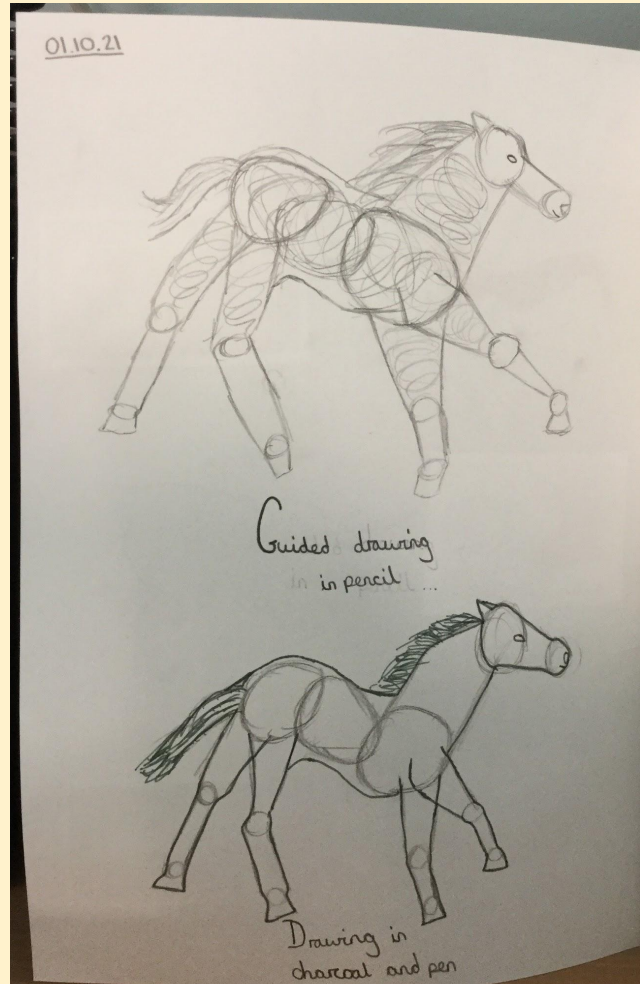
We have also enjoyed and worked extremely hard in our weekly fitness/HIIT sessions as part of our commitment to being the fittest and healthiest versions of ourselves.

Art

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

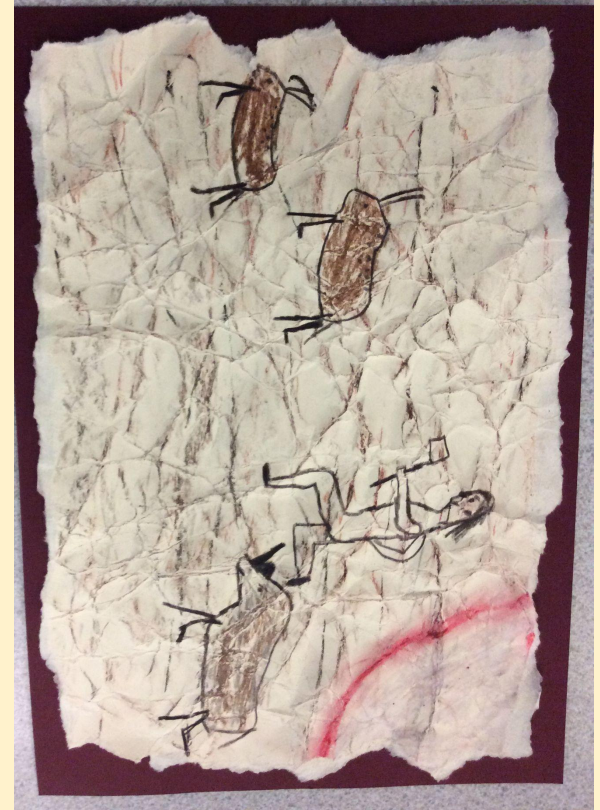
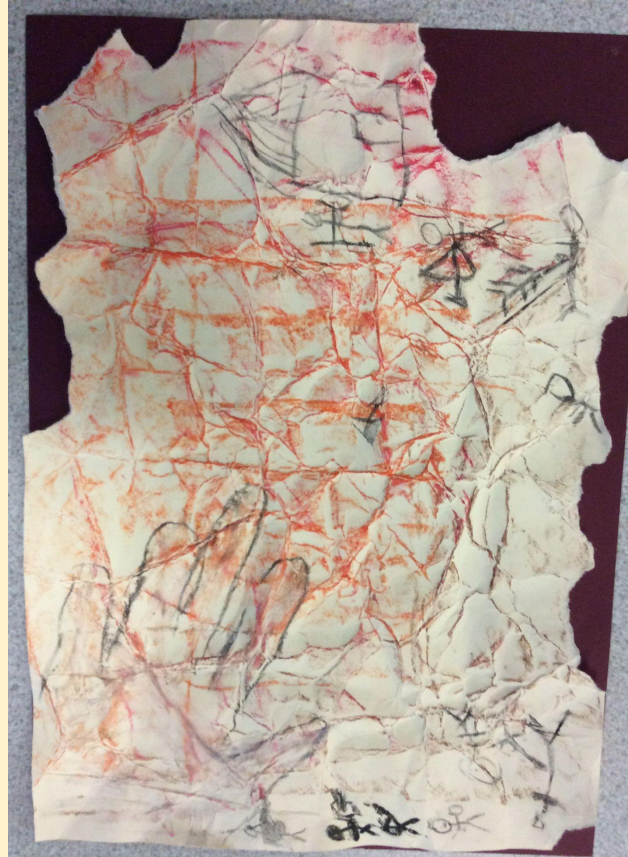
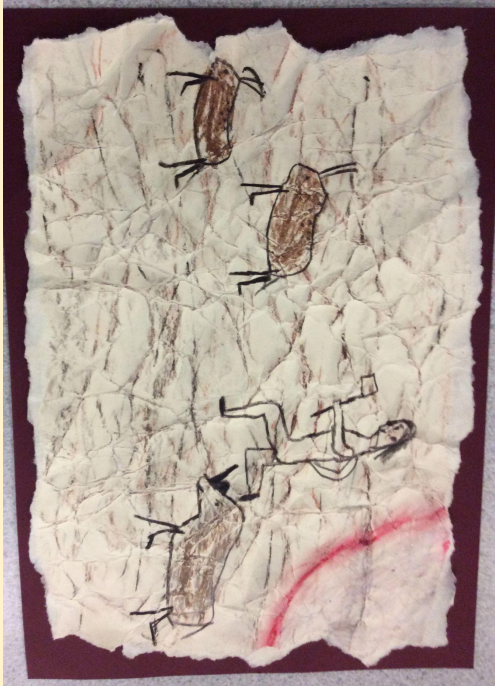
We have linked our skills to our topic and are working towards creating Stone Age cave art.

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 exploring 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.



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

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"

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.



We'll look at these 'Five Fundamentals'

THE FUNDAMENTALS
**The Internet Code of
Awesome**



BE INTERNET SMART
Share with Care



BE INTERNET ALERT
Don't Fall for Fake

x2



BE INTERNET STRONG
Secure Your Secrets



BE INTERNET KIND
It's Cool to Be Kind



BE INTERNET BRAVE
When in Doubt, Talk It Out

Smart
Alert
Strong
Kind
Brave