# 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.**

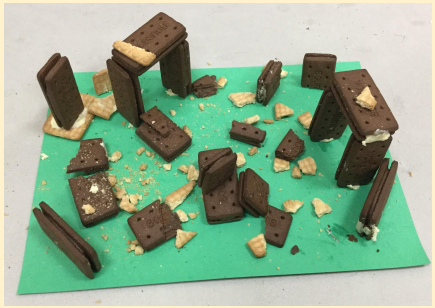
# History

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:

Coast | Forest | Flat land next to a river | On a hill

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

Fish | Amber | Wood | Berries | Stone | Boar | Aurochs | Shellfish | Clay | Tin | Deer

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!

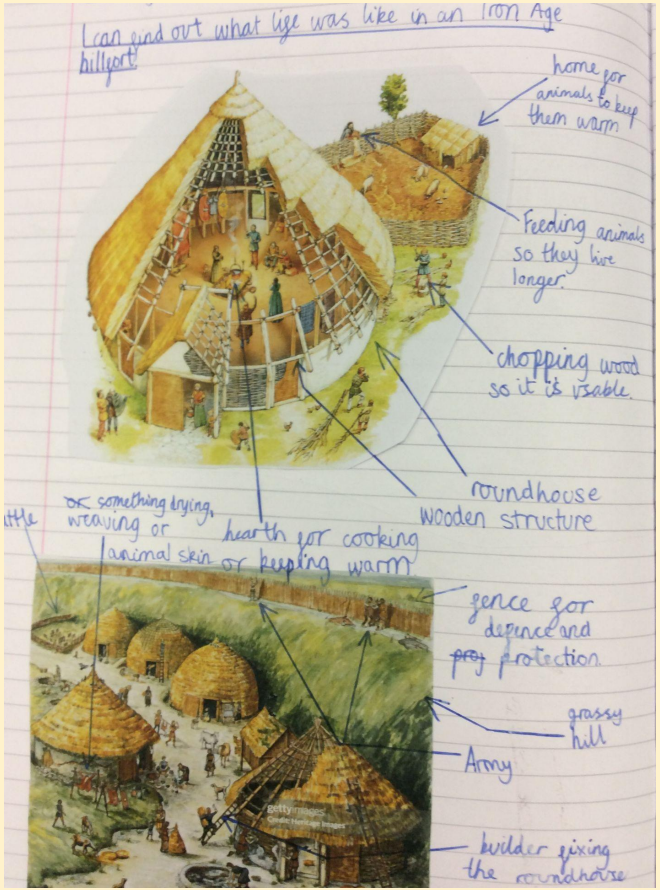
Wild horses | Oxen | Wheat | Barley

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.

Copper | Tin | Bronze

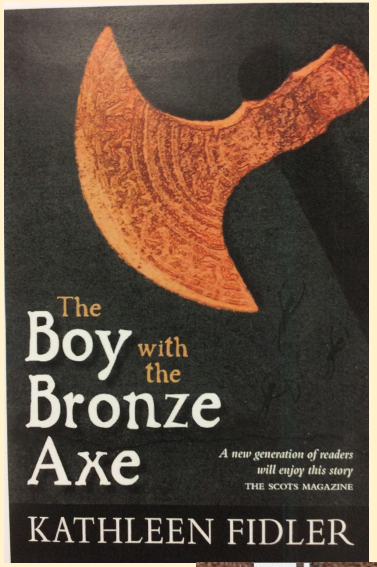
We have used this activity

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

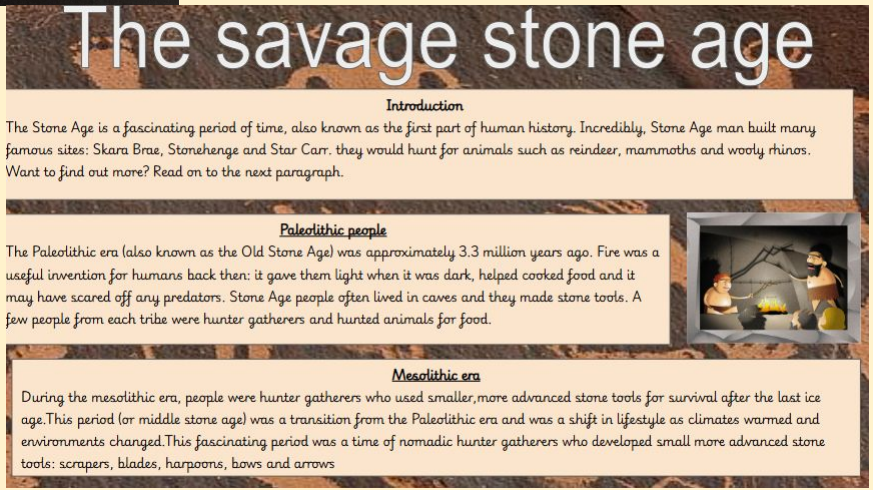


# English

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.

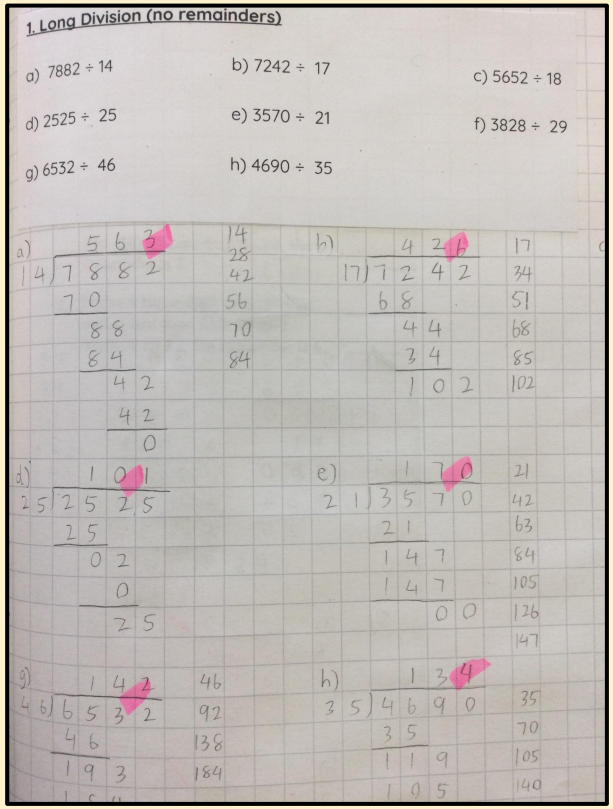



We wrote non-chronological reports all about life in the Stone Age.



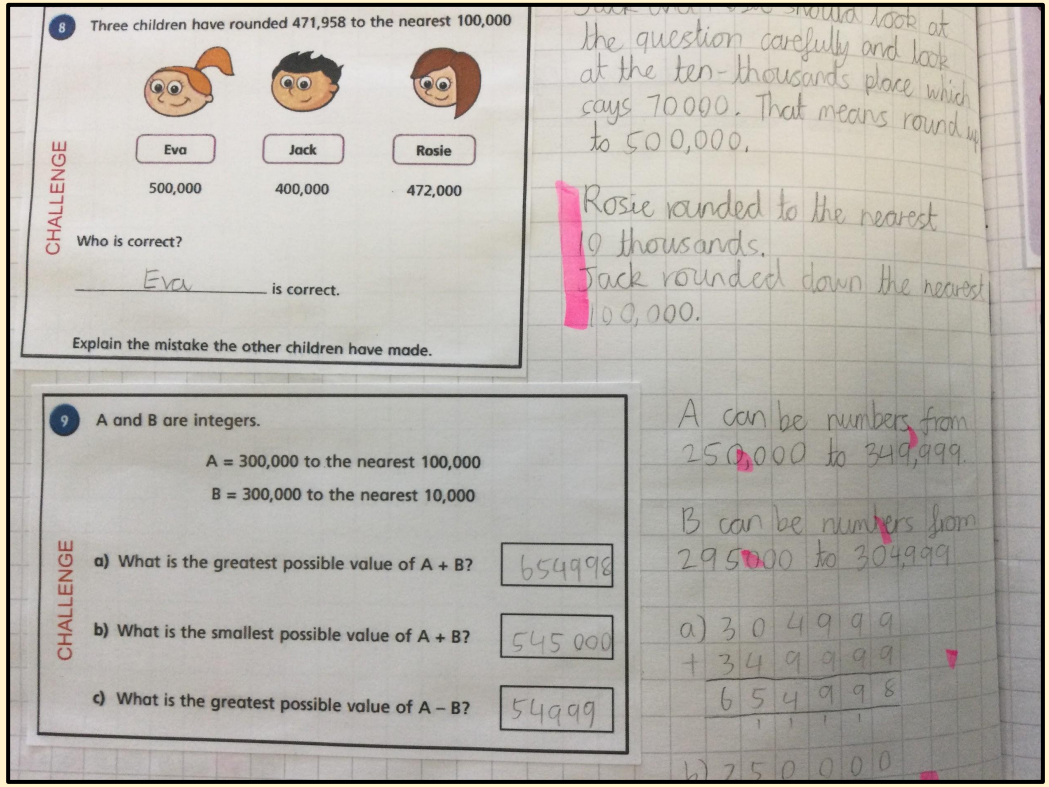
# Maths - Y5/6

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 ÷ 14
b) 7242 ÷ 17
c) 5652 ÷ 18
d) 2525 ÷ 25
e) 3570 ÷ 21
f) 3828 ÷ 29
g) 6532 ÷ 46
h) 4690 ÷ 35



8 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.

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? 654998
b) What is the smallest possible value of A + B? 545 000
c) What is the greatest possible value of A – B? 54999

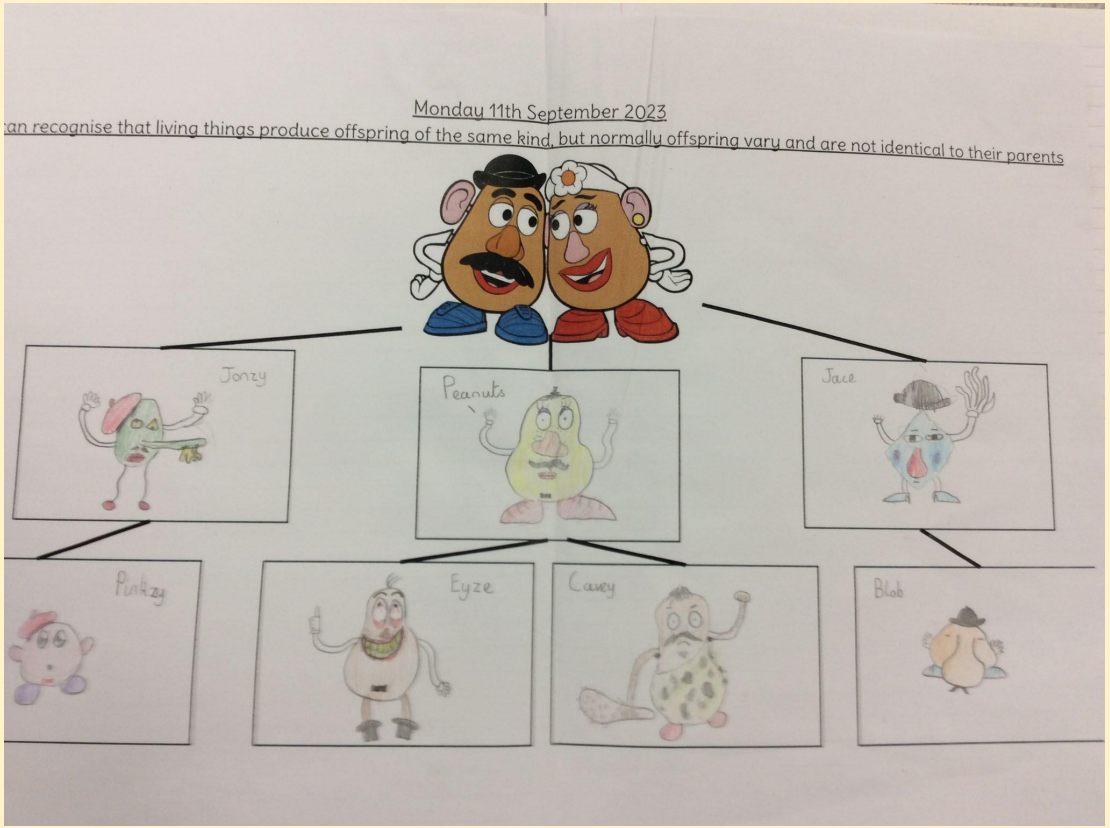
A can be numbers from 250,000 to 349,999.

B can be numbers from 295000 to 304999

a) 304999 + 349999 = 654998

# 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.



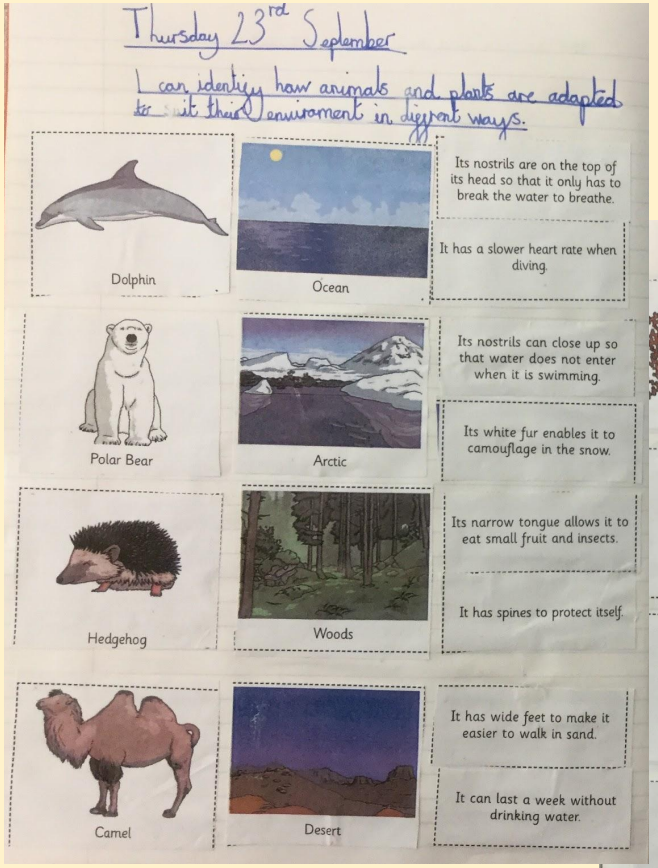

We played 'Spot the Difference' with the Gadirova twins - discussing what makes them unique as well as similar.

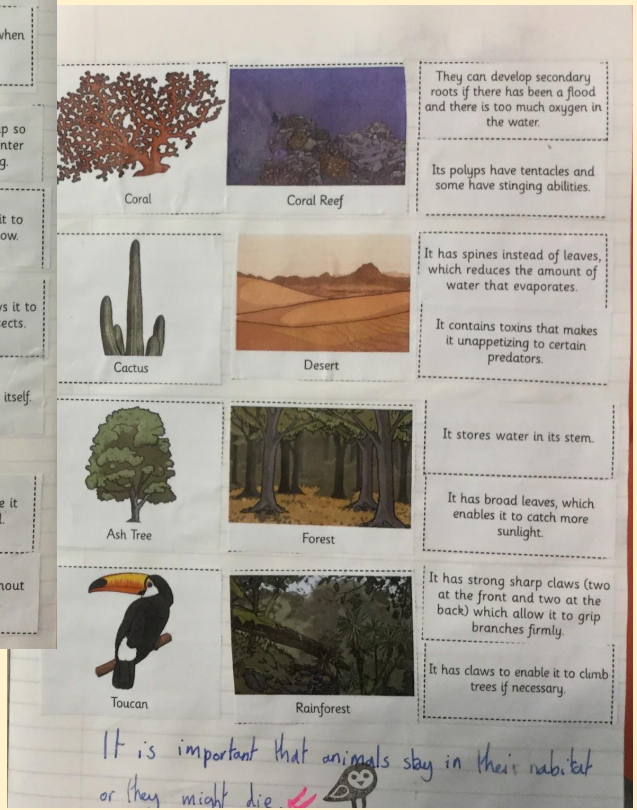
# Science

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.

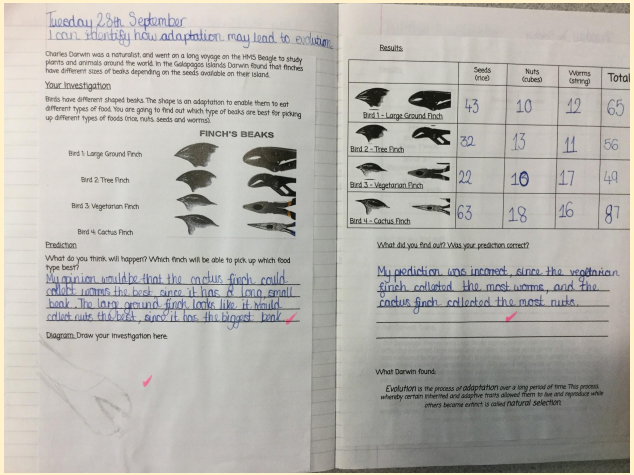
We also discussed the physical features different animals have which mean they can survive in their own environment but not in others.

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



# Science



Tuesday 28th 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

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 1: Large Ground Finch
Bird 2: Tree Finch
Bird 3: Vegetarian Finch
Bird 4: Cactus Finch

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 worms the best since it has a long small beak. The large ground finch looks like it would collect nuts the best, since it has the biggest beak.

Diagram. Draw your investigation here.

Results

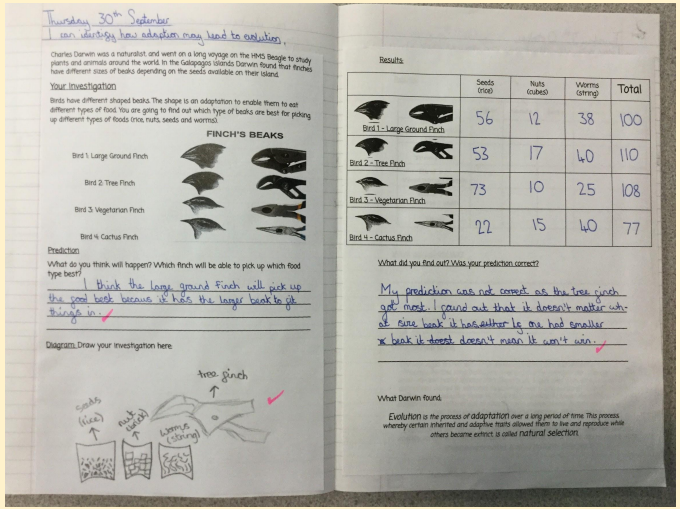
| | Seeds (rice) | Nuts (cubes) | Worms (string) | Total |
|---|---|---|---|---|
| Bird 1 - Large Ground Finch | 43 | 10 | 12 | 65 |
| Bird 2 - Tree Finch | 32 | 13 | 11 | 56 |
| Bird 3 - Vegetarian Finch | 22 | 10 | 17 | 49 |
| Bird 4 - Cactus Finch | 63 | 18 | 16 | 97 |

What did you find out? Was your prediction correct?

My prediction was incorrect, since the vegetarian 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. This process, whereby certain inherited and adaptive traits allowed them to live and reproduce while others became extinct, is called natural selection.*



Thursday 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

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 1: Large Ground Finch
Bird 2: Tree Finch
Bird 3: Vegetarian Finch
Bird 4: Cactus Finch

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 cactus best because it has the larger beak to fit things in.

Diagram. Draw your investigation here.

tree finch
seeds (rice)
nuts (cubes)
worms (string)

Results

| | Seeds (rice) | Nuts (cubes) | Worms (string) | 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 either as one had smaller & beak it doesn't mean it won't win.

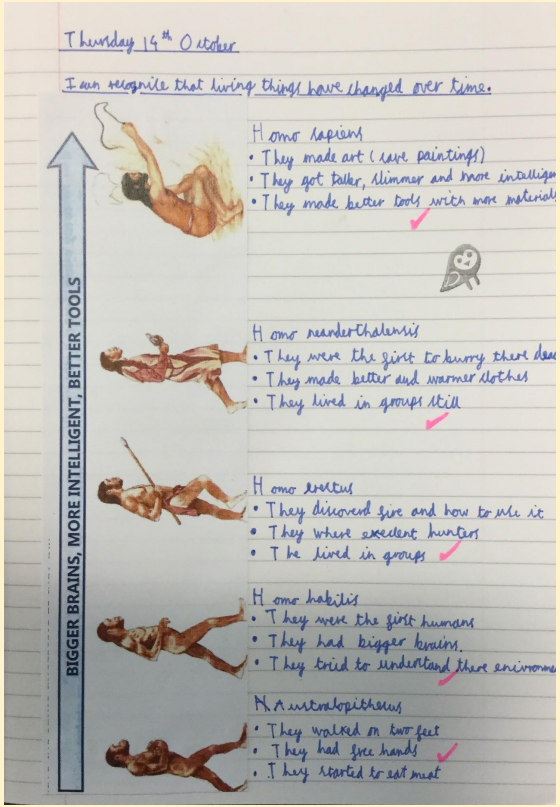
What Darwin found.

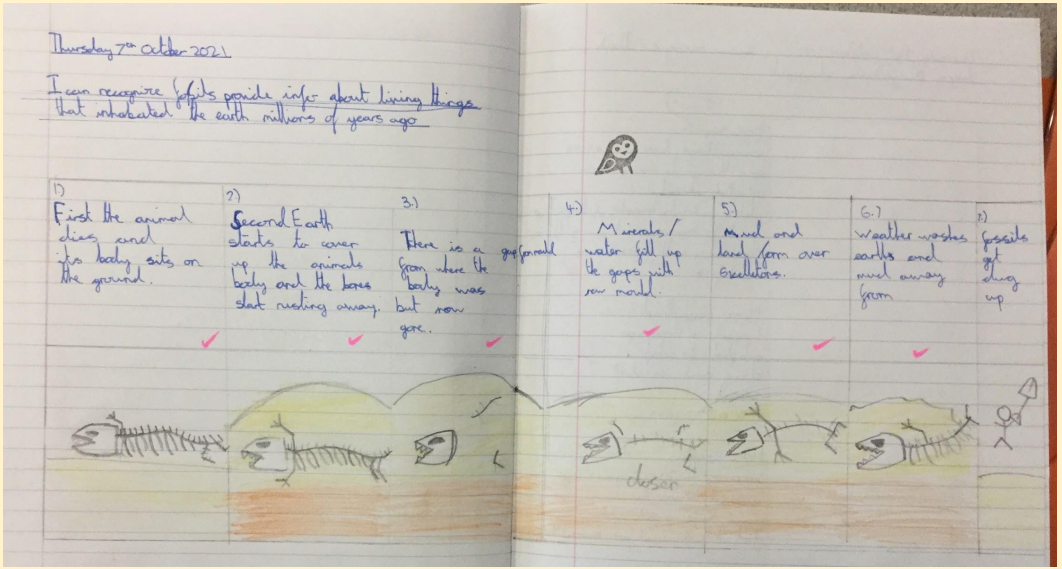
*Evolution is the process of adaptation over a long period of time. This process, whereby certain inherited and adaptive traits allowed them to live and reproduce while others became extinct, is called natural selection.*

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.

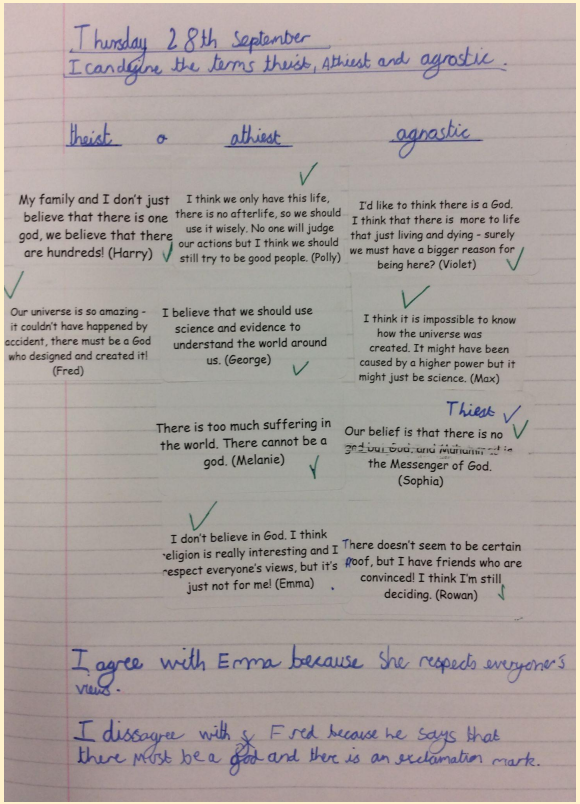


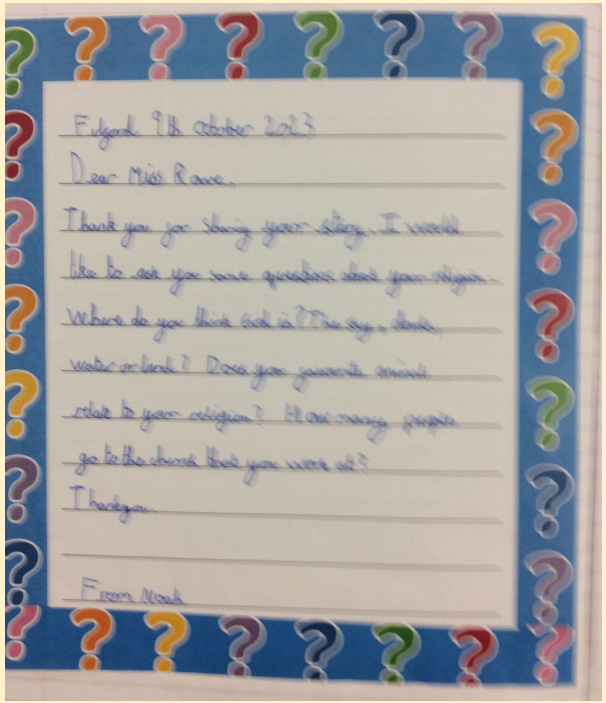



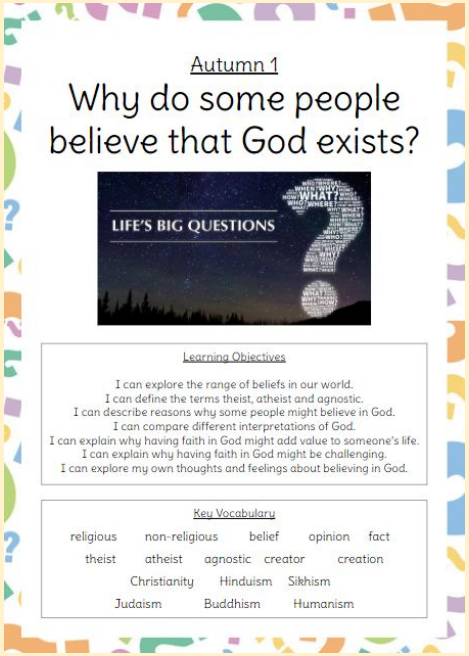

And finally, we learnt about the evolution of humankind. We discussed how humans have changed over time. In this lesson we were able to make links to our other lessons and use lots of scientific vocabulary during our discussions.

# 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.



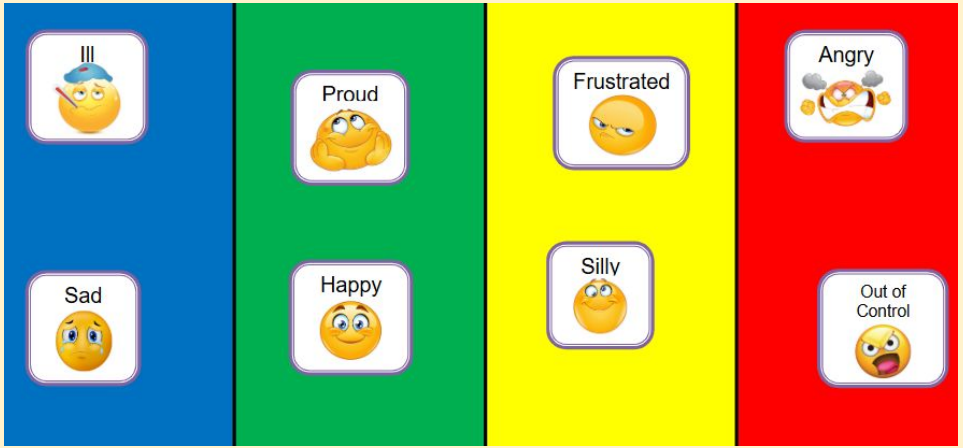



# RHE

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

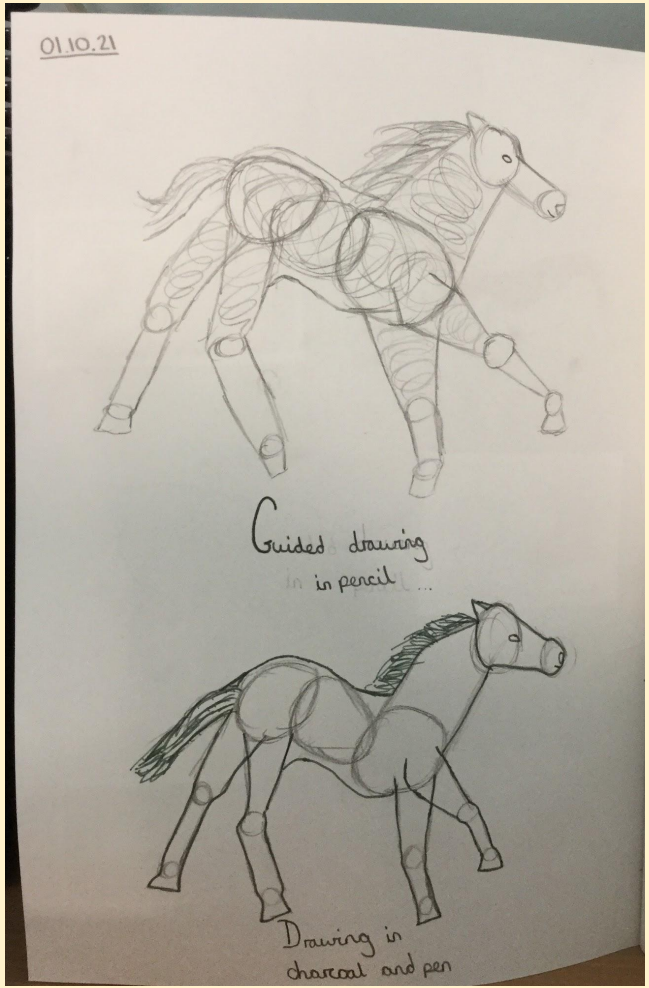
We have also enjoyed and worked extremely hard in our weekly fitness/HIIT sessions as part of our commitment to being the fittest and healthiest versions of ourselves.

# Art

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

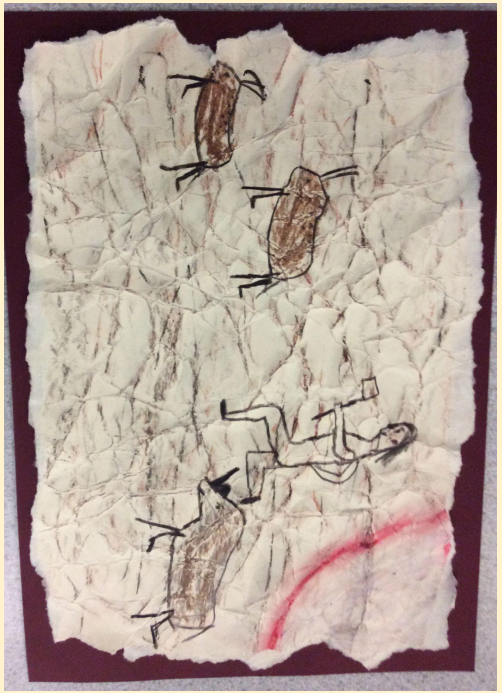
We have linked our skills to our topic and are working towards creating Stone Age cave art.

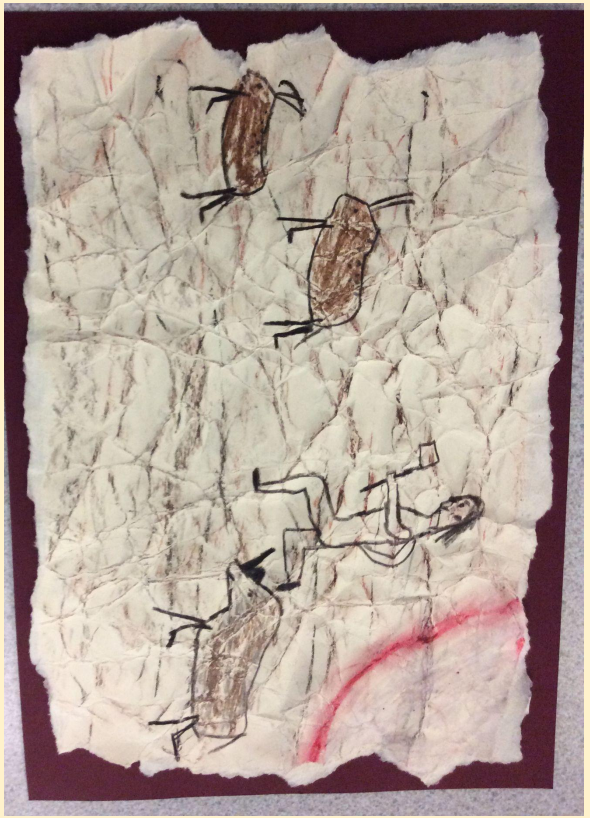
We have used charcoal and drawing pencils, pen and pastel.




# 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.