

Year 5/6  
Autumn Term 2  
Where It All Began

Earth and Space

# Writing - Y5

This half term we have have worked on our formal tone in our writing and have written letters to Tim Peake. This has involved learning all about him and then looking at the structure of a letter and how we might use this to ask him some questions - we are looking forward to a reply! We have also written space poems and have created 'Wanted' posters for the Grinch. These have been proudly displayed around school.



Mr T. Peake,  
The Soho Agency,  
16-17 Wardour Mews,  
W1F 8AT

Dear Tim,

My name is Anna and we have been learning about you at school. I think that you are an inspiration and learning about you has been fascinating.

You have achieved many things in your life from being in the army to the space walk! I cannot believe you were not scared about going to space. I would be really scared. Well done for being the first British astronaut to go to space. You have done us proud.

Even though we have been learning a lot about you, I still have some questions, please respond. Could you feel the ISS moving? If so, then did it make you feel sick? I am asking you because I get travel sickness and I might want to be an astronaut. Also, I imagine that looking down at Earth, where I live, would be really weird. Was it weird for you? My brother told me that you do not age in space, is that true?

I have been reading your book "Dairy of a future space explorer". I thought it was really fun. It was great because of the way it is presented, which makes kids want to read it and it teaches them at the same time! I loved the pictures and it matches facts with fiction. It was great!

In lessons we have been creating our own space projects. My group made 3 episodes where my friend was an interviewer and I was an alien. My friend was asking me some questions and I would tell facts about space. One of my favourite facts was that it can rain diamonds on Neptune and Uranus.

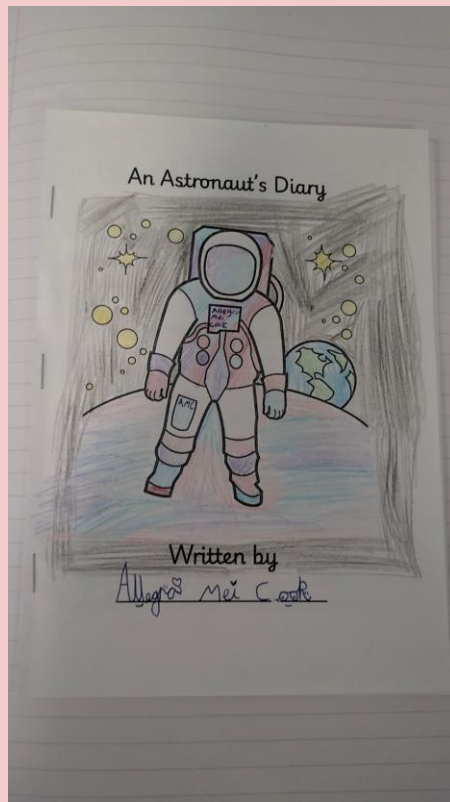


# Writing - Y6

This half term we have been challenged to create a new planet that could be discovered in the solar system! We then used our planets to write a newspaper report about them.

We have also written a space inspired diary 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 language skills as well as ways we could express our feelings for dramatic effect.



### Money-Munny Maker!

Last night, on November 20th 2025 at 9:00pm a 25 year old girl named Kim Jisoo (a member of a kpop group called BlackPink) found a phenomenal discovery, titled Mun. Millions of people worldwide are flooding into Korea trying to get a glimpse of this astonishing space sphere!

Jisoo reports that she was practicing her new dance Earthquake when she saw a little gleam in the sky. The young woman looked up and saw this breathtaking planet.

When asked how do you feel about finding this new planet the young adult replied; "I feel great ever since I was a little child I always wanted to find a planet and now my dream has finally come true! It definitely puts a smile on my face!"

Reporters ask if they have ever seen anything like it. The scientists responded with an excited expression; "Not at all, we are still trying to find out how this

happened, all we believe is that in the future this is going to be a popular planet. Tours will be held on it and it will make loads of money, it is simply remarkable!"



The New Planet Mun

Scientists are still working out why this happened but for now it's remained a mystery and NASA are also going to send out robots. All of the amazing hard workers are doing their bit to help! Who knows what will happen in the future .....

Reported by Lara Milner

# 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

2000	400	30	0
2000	400	30	0
2000	400	30	0
2000	400	30	0

The answer is 7290.

$243 \times 10 = 2430$

$243 \times 2 = 486$

$243 \times 2 = 486$

$243 \times 2 = 486$

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.

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

7	4	2	3
7	4	2	3
7	4	2	3
7	4	2	3

The answer is 7,423.

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

His answer should be 829.

Use each digit and once to write a multiplication.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
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 Rac because he hasn't divided, he has multiplied 7,423 by one, not nine.

He should have done:

$7423 \div 9 = 829$

Amazing mten reasoning!

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.

We will need 65 tables.

Do you agree with Mo? Explain your answer.

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

Work out the value of a, b and c.

5,815	1,234	5,678	9,012
5,815	1,234	5,678	9,012
5,815	1,234	5,678	9,012
5,815	1,234	5,678	9,012

Write the calculations in the correct column of the table.

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4
a) $5,968 \div 4$	b) $5,917 \div 4$	c) $6,238 \div 4$	d) $6,562 \div 4$
e) $6,563 \div 4$	f) $6,563 \div 4$	g) $6,515 \div 4$	

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

$1216 \div 2 = 608$

$233 \div 19 = 12$

The value of a is 1,345. 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.

Ordering fractions

a) Colour the bar models to show the fractions.

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

c) Order the fractions from smallest to greatest.

**Arrange in ascending order.**

a)  $\frac{7}{10}, \frac{4}{5}, \frac{5}{8}, \frac{7}{10}, \frac{14}{20}$

b)  $\frac{11}{12}, \frac{2}{6}, \frac{2}{3}, \frac{4}{5}$

**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.**

**A family were eating tea. The dad ate everything on his plate; the mum ate half of what Dad ate. The sister ate a quarter of what Mum ate and the brother ate a half of what the sister ate. What fraction of their food did each person eat?**

Dad = 1  
Mum =  $\frac{1}{2}$   
Sis =  $\frac{1}{4}$   
Bro =  $\frac{1}{8}$

$\frac{2}{4}, \frac{5}{11}, \frac{11}{35}, \frac{6}{12}$

Mary-Kate solved this calculation:

Can you spot and explain her mistake?

How many different ways can you balance the equation?

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

**Challenge:** Exchange rectangles in a circle of smaller quadrants and triangles. Each of the shapes is a fraction of the large rectangle. Can you find what fractional part is represented by each fractional shape?

Miles and Kilometres

Complete the conversions.

a) 100 miles = 160 km

b) 45 miles = 72 km

c) 95 miles = 153 km

d) 400 miles = 640 km

e) 7.5 miles = 12 km

f) 2 miles = 3.2 km

Complete the conversions.

a) 5 miles = 8 kilometres

b) 10 miles = 16 kilometres

10 miles = 16 kilometres

15 miles = 24 kilometres

1 mile = 1.6 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

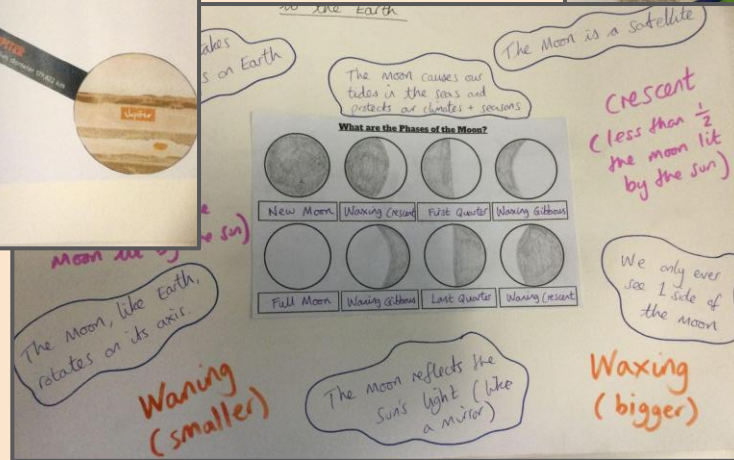
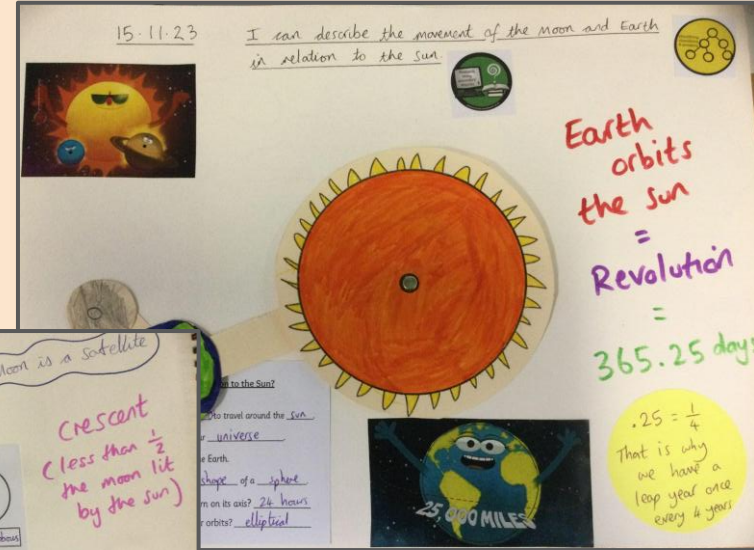
How far does she cycle on day 4?

Give units with your answer.

24 miles

# 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 space badges from various contexts and then used these as inspiration to design our own space badge! Once we had considered the resources we needed to use, we then gathered the resources and made sure they were fit for purpose. After this we then began to sew. This step certainly tested our concentration and patience, as sewing 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.

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

Rock crack  
and dotted  
a sun.

-Scientific  
believe  
fish ~~from~~  
from other  
water animals

There are  
some white  
ark on the  
ree so it  
ight be ~~day~~  
Because it  
ok like ~~Cross~~  
s coloring  
the trees.

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

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

I believe the purpose of C  
introduce the 'big story' o  
to say a little about what t  
like and why human beings  
to make people want to v  
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.

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

Visit the Kids' website and answer the following questions



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?

Thursday 7th December 202

Lean.com



Before there was the world  
there are two Gods, Tlaloc  
and Tepeyollotl.




They have started to make a world and add animals

the two gods work the animals to the worship them & it do not work.


Why do you think some religious people are violent?

So they made people out of clay but it's always broke so they made people out of wood but the




So the two God sent a big flood ~~the~~ to destroy them and left so survivors to be

A diagram illustrating the process of corn being used for food. On the left, there are three ears of corn. A large yellow arrow points from the corn to a person on the right. Above the person's head is a thought bubble containing a bowl of food. Below the diagram, the text reads: "then the Aztecs made porridge out of white corn but the Aztecs used too much".



so they make the people weaker and dumber.



at least the two Gods made 4 women so now there's 2

This story is similar to the Christian story of creation because

the story are both created by a God.  
this story have two God but Christian believe



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



In our PE lessons this half term we have been developing our hockey skills as well as our individual fitness.. 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.



## Year 5/6 Nativity Carol Concert

Wednesday 17th December 2025  
17:30 - 18:30



### O Little Town Of Bethlehem

O little town of Bethlehem,  
how still we see thee lie!  
Above thy deep and dreamless sleep  
the silent stars go by.  
Yet in thy dark streets shineth  
the everlasting light;  
the hopes and fears of all the years  
are met in thee tonight.

O morning stars, together  
proclaim the holy birth,  
and praises sing to God the King,  
and peace to men on earth.  
For Christ is born of Mary;  
and, gathered all above,  
while mortals sleep, the angels keep  
their watch of wondering love.

How silently, how silently,  
the wondrous gift is giv'n!  
So God imparts to human hearts

O holy Child of Bethlehem,  
descend to us we pray;  
cast out our sin and enter in;  
be born in us today.  
We hear the Christmas angels,  
the great glad tidings tell;  
O come to us, abide with us,  
our Lord Emmanuel!

### Away In A Manger

Away in a manger, no crib for a bed,  
The little Lord Jesus laid down His sweet head.  
The stars in the bright sky looked down where He lay,  
The little Lord Jesus, asleep on the hay.

The cattle are lowing, the Baby awakes,  
But little Lord Jesus, no crying He makes;  
I love Thee, Lord Jesus, look down from the sky  
And stay by my side until morning is nigh.

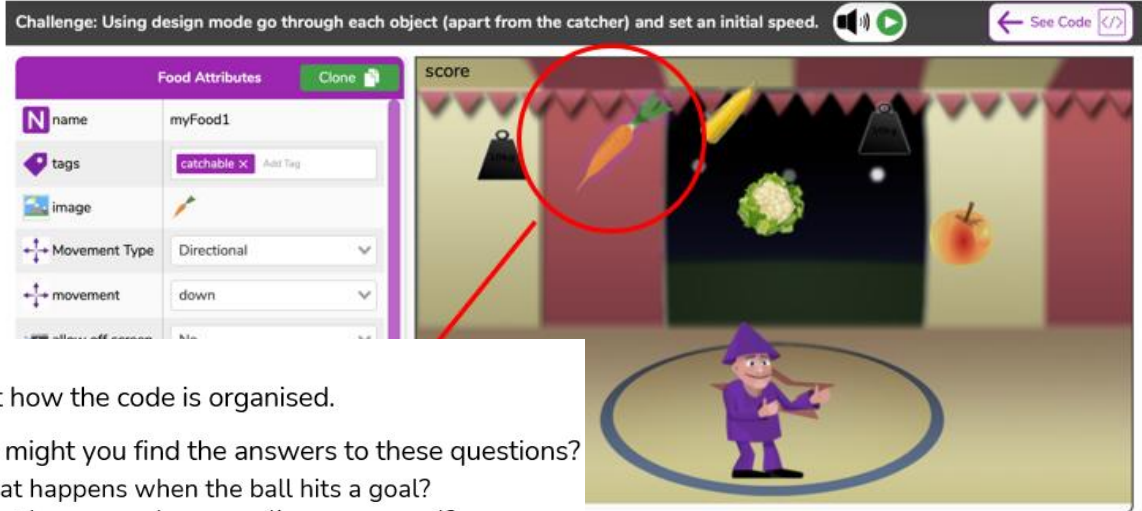
We also learned some traditional Christmas Carols to perform as part of our Nativity performance in church.

# Computing



In computing this term, we have been learning about coding using Purple Mash.

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.



Can you identify the **objects** and the **variables**?

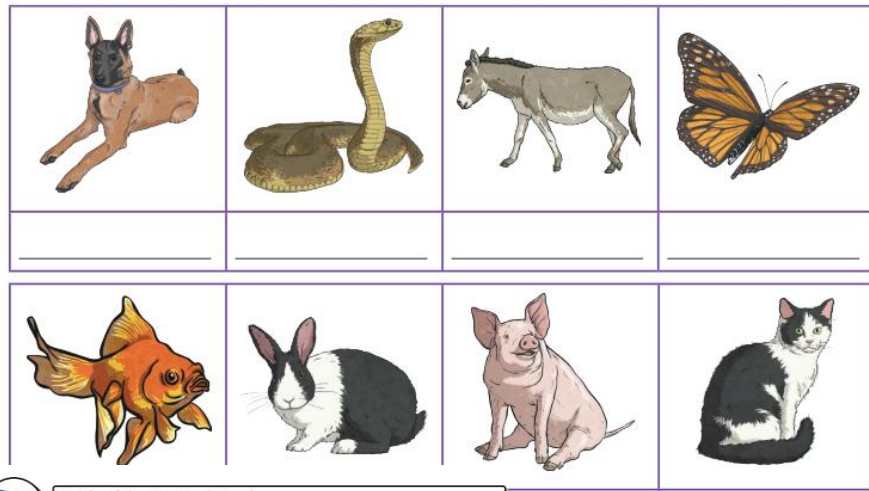


- 2 Look at how the code is organised.
- 2 Where might you find the answers to these questions?
  - What happens when the ball hits a goal?
  - What happens when a goalie saves a goal?
  - How do the goalies move?
  - How will the football move?
  - How will the players know what to do?
  - How does the game end?

# French

Year 5 have really enjoyed starting their journey in learning French. We have practised using all of the various greetings (which we now use everyday) as well as asking each other their name. To help learn different classroom instructions in French, we have played lots of different games to win raffle tickets.

le chat	le papillon	le chien	le poisson	la vache
le serpent	l'âne	le cheval	le cochon	le lapin



Dialogue with a partner



Bonjour/Salut!

Bonjour/Salut!

Comment tu t'appelles?

Je m'appelle \_\_\_\_\_ ! Et toi?

Je m'appelle \_\_\_\_\_ !

Enchantée!

Enchanté!

www.grommarsaurus.co.uk

Et toi?

## French Activity Mat Answers

### Days of the Week Word Scramble

Monday - lundi -

Tuesday - mardi -

Wednesday - mercredi -

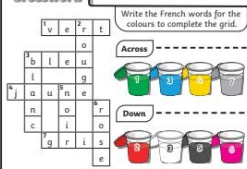
Thursday - jeudi -

Friday - vendredi -

Saturday - samedi -

Sunday - dimanche -

### Colours Crossword

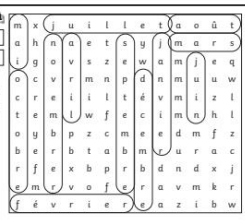


### Colour by Number



### Months of the Year Word Search

janvier	février	mars	avril
mai	juin	juillet	août
septembre	octobre	novembre	décembre



### Common Words and Phrases

bonjour	hi
merci	goodbye
salut	please
ça va?	hello
au revoir	thank you
s'il vous plaît	how are you?