

Year 5/6
Spring Term 2
Walk Like An Egyptian

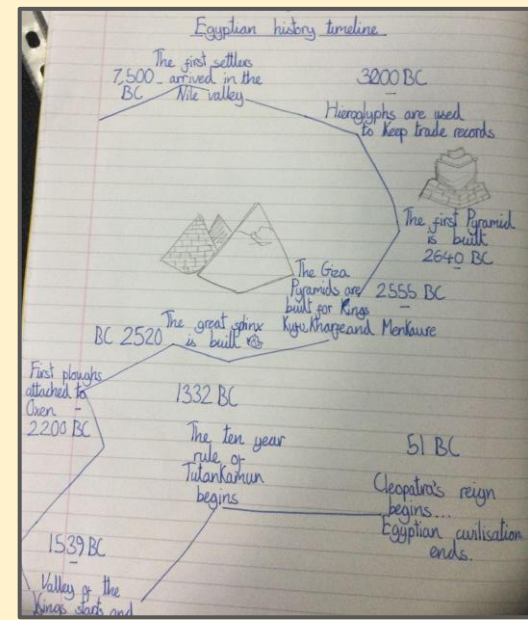
Study of Ancient Egypt

History

We have enjoyed lots of time in Spring Term 2 learning as much as we can about the life of people in Ancient Egypt.

As part of our Stunning Start, we enjoyed 'Walking (or dancing) like Egyptians' as well as building pyramids using a variety of school resources!

To introduce our topic, we explored where Egypt is in the world and when key events happened in Ancient Egypt on a timeline. This helped us to explore which other areas of history were also taking place during the same era.



Then, in our next lesson, we imagined that we were archaeologists uncovering an ancient Egyptian tomb. We found many artefacts that gave us clues about the life of people living in ancient Egypt. For each artefact, we thought about 3 things: what we could see; what we could infer and what we needed to find out. At the end, our teacher revealed what the objects actually were!

Wednesday 21st February 2025 I can use objects to find out about Ancient Egypt

Did any pharaohs have this to help them in the afterlife?
 I think that this could be an axe because there is a handle and a ball at the end.
 There is a wooden handle like a ball at the end.
 It looks like there is a bronze axehead.
 There is a hint of gold in the middle of the bronze part which might be a bit of rust.
 They must have been good at working with wood because the wood is so smooth.
 Were any of these made for a god?
 The pharaohs could have used it to make buildings of their own in the metal and the wood stick together.
 Why is the object curved?
 How close the metal and the wood stick together.



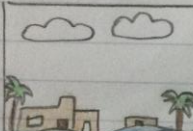
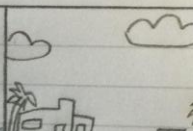
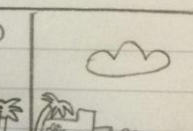
I now know this object is a razor that to shave their hair because they were very cautious about heigions.

Did many people have these?
 It could have been used as a wig for bald people or so the pharaohs have hair in the afterlife.
 There is lots of wool coming out of the centre of the object.
 I now know this object is a wig that to block them from the sun like a hat



I now know this object is a wig that to block them from the sun like a hat

The River Nile and how this affected the Ancient Egyptian societies was the focus of our next topic lesson. We learnt about why the Nile was so important and all the benefits it brought to people. Our task involved us taking on the role as an Egyptian Scribe and writing to Hapi (the Nile God) thanking him for giving us the Nile.

		
Akhet Flood	Peret Grow	Shemu Harvest
During Akhet, the Nile floods and spreads its silt across the land.	In peret, farmers grow their crops on the fertile lands.	When shemu comes, the farmers harvest their crops, ready for the cycle to repeat.

Oh, Great Hapi,

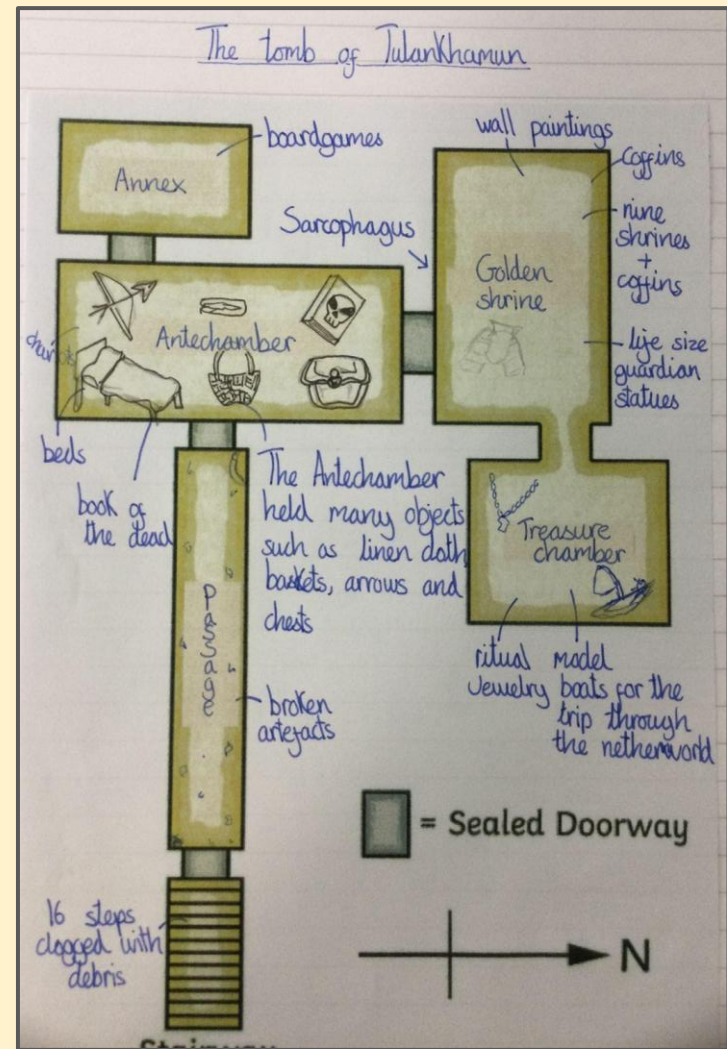
There are not enough words to describe how joyous we are for your dings. We will be forever thankful for the floods you have made, and the ones soon to come. These floods have made Egypt one of the most fertile regions in the world! The Nile is so unique, ~~unique~~ and exceptional, ~~and~~ we bow down to you for helping us grow our crops. The Shemu is soon, so may we ask for more good luck for our crops?
Please bless us,
the farmers.

Dear farmers,

The Nile God Hapi has sent us a flood. This flood will provide water and nutrition, and this means work. The Pharaoh has demanded that you get to work immediately growing crops. It is currently the Akhet season and we expect to see you ~~start~~ starting work today.
Yours sincerely,
the Vizier.

Following on from our work about the River Nile, we next looked at general social hierarchy in Ancient Egypt and where people found themselves in terms of levels of importance.

We then looked at what was found in tomb of Tutankhamun (and what that said about how pharaohs were viewed).



One of our favourite lessons has been investigating everything we can about Egyptian Gods.

OSIRIS

It has been such a difficult year of droughts! Let us build a shrine to Osiris and he will bless us with barley, our most prized crop.



Osiris will protect our loved ones on their long and difficult journey to the afterlife.



If we prove to Osiris that he is the greatest of all deities, he may resurrect our deceased loved ones so that we can see them once more!

Anubis

Anubis is the god of the dead and the process of embalming. He should be the most important god of all because He makes you go to the after life safely but you will have to get pass osiris to get to the after life



NAME: Anubis

GOD OF: the dead and the process of embalming

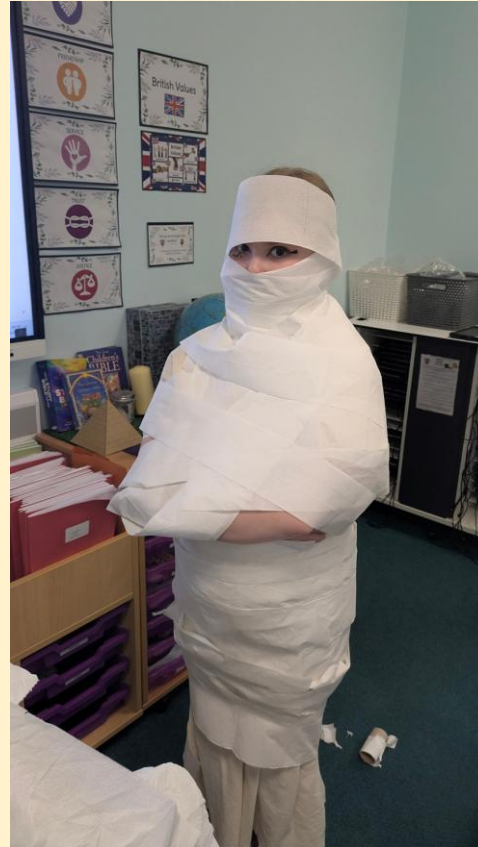
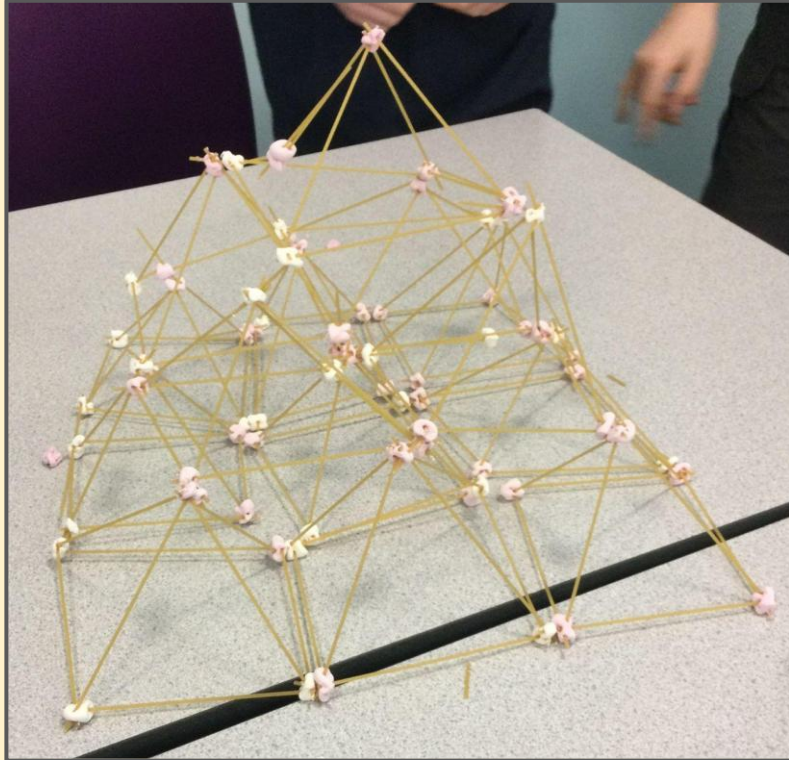
It was thought that jackals watched over the dead as they were seen in cemeteries a lot.

Anubis helped to embalm Osiris when he was killed by Seth.

Egyptian priests would wear a mask of Anubis during mummification ceremonies.

We learnt how they influenced the lives of Kings and everyday society in Ancient Egypt.

To conclude, we had great fun during our Egyptian day! We built pyramids made of spaghetti and marshmallows, practised writing some hieroglyphic code and even mummified each other! Take a look!



Writing

As part of our 'Walk Like an Egyptian' topic, we have produced two pieces of wonderful writing: an Egyptian themed Voyage and Return story, inspired by a short video clip of an archaeologist entering a pyramid and having an adventure before returning to where he started from; and a diary entry based on the wonderful Egyptologist, Howard Carter, and his discovery of the famous pharaoh King Tutankhamun.

"Come on, sweetheart! The tour's about to start!" Called Mum. She and her daughter were on a tour of the pyramids of Giza in Egypt. Gabby her daughter, was not as keen as her Mother about going to Egypt. In fact, she was not keen at all. Gabby wished she could be in the like her friend Taji. "Ugh. Do I have to go?" She groaned. Gabby hated Egypt already, and they had only been there for a day. Their guide started gathering everyone into one big crowd. Out this Gabby hated about a Egypt more than the tour was the heat. She wiped her brow while listening to the tour guide drone on and on... "The pyramids once housed the bodies of the pharaohs..." blah blah blah. Was there anything exciting about ancient Egypt?

As they rounded the corner, the pyramids came into view. "Eees, is that camel poo?" Gabby moaned. "It smells horrendous." She added. Mum sighed. "You need to take time to notice all the pretty things in life!" Could Egypt get any worse?

"Everybody, this ~~extra~~ may please!" exclaimed our ~~from~~ tour guide. Marvelling at these ~~impossible~~ structures, he hurried forward. Kicking the sand, he wished that he was home. All he could see was the open blue sky and the sun bright yellow desert. As mother turned there children and carts knowing with ~~surround~~ his ~~also~~ attention was put on the great the Sphinx. As ~~tourist~~ swarmed and around pyramids and children gazed at gift shops. Mother tugs his arm. "Come on, darling! hurry up. Now you don't want to get lost!" As mother said ~~strongly~~ urgently.

Howard Carter diary entries:

To write a diary entry in the.

Great Scott! Today was bloody amazing! Oh, the events that have transpired on this magnificent day. I write this by candlelight. To think I'll go down in history! It would have thought that was impossible a month ago. Everyone back in Ol' Blighty will be reading about me in the papers; I'm bloody famous! Now, to talk about what actually happened - nay, what would go down in history!

This morn'g I went down the I was at the sealed door, deciphering the hieroglyphs when Lord Carnarvon and End smet Evelyn came to see what it was. When I read it to them I knew this was the tomb of the boy king himself. Using old gran gran's hammer and chisel she gave me on my 17th birthday all those years ago, I broke a hole through and looked out onto ancient gold of price beyond count! I remember gazing into Evelyn's eyes as she asked me what I'd seen. Later that day my I & we entered the antiquities would have our heads. Well, I've waited 10 years for this and I strongly believe that I have waited for long enough! It's the antiquities service want to stop one of the greatest archaeological discoveries known to man, then they can shove off for all I care. I went down there and made history!!!

All of those treasures will go to museums around the world, letting the public see history! Books will be written.

Now, I better get off to bed now, tomorrow my documentation begins!

Dear Diary

There is merely one word to describe this exquisite day: spiffing. Absolutely spiffing. I am feeling so overwhelmed, I'm feeling down in the dundrums and also feeling shocked - I have finally discovered the tomb of the great Tutankhamun. My hands have barely paused shaking yet it has been over 4 hours since I returned from the tomb's excavation site of the great boy king. At last, I shall be the one to unearth the final resting place of Egypt's youngest pharaoh. This story I shall tell you in its fullest.

It all began with the legendary Lord Carnarvon and his daughter (the lovely Lady Evelyn to whom I feel betrothed to) arriving in Egypt and telling me that they had employed a new water boy (the previous having suffered a terrible fate in the inhospitable desert). After that, as I was returning to my tent the water boy - whom is called Jacob - ran in yelling my name (my first thought was to punish the young scoundrel but I later discovered that he had discovered the tomb of the great pharaoh) informed me that he had hit a rock that sloped down into the bowels of the magnificent Earth or as the ancient Egyptians called it "B".

I rushed after Jacob and summoned all 50 workers to dig down where the slab was and voila a staircase appeared in an hour. As I went down the 13 stairs, I saw a cartouche. The name on the door was clear: Tutankhamun. We decided to break the first door as I knew there would be a long passageway but when I entered it was filled with heaps of rubble and broken shards of pottery. My heart raced. My hands shook. My breath stopped. I stood for what felt like a year - no an eternity. One of the workers then asked me if they should clear the rubble but all I could splutter out was a yeah. A few hours later, the workers had cleared the tunnel and there lay yet another sealed door that I proceeded to translate. The name on the door was clear: Amun Tut Ankh. I then decided to send the workers away for the rest of the day but sent one, called Cornelius, to get Lord Carnarvon and Lady Evelyn.

They arrived a few moments later and together we decided to chip a little hole and I held a candle to check for explosive gasses but stuck my eye to the hole nonetheless and someone asked me what I could see, I replied with "Things. Wonderful things." The room was filled to the brim with golden treasures and shabtis yet thousands of amulets but the thing that caught my eye the most was two more sealed doors.

Maths - Y5

This half term, we have been learning about decimals and percentages. Throughout the unit, we have drawn upon our knowledge of fractions to compare, order and convert different amounts.

We also recapped our learning about rounding, applying it this time to rounding to one or two decimal places.

Represent 3.402 on the place value chart.

0	Tth	Hth	Ths
3	4	0	2

Fraction = $\frac{305}{1000}$

Decimal = 0.305

Pictorial representation	Parts per hundred	Percentage
	There are 51 parts per hundred	51%
	There are 75 parts per hundred	75%

100% 100% 100%

$\frac{2}{10} = 20\%$ $\frac{5}{10} = 50\%$ $\frac{2}{10} = 20\%$ ✓

Ben bought all these items plus a drink costing exactly five pence. How much does Ben spend in total?

Ben spends £2.71 in total.

If you multiply a number with 2 decimal places from a number with 2 decimal places the answer will always have 2 decimal places.

Is the statement true or false? Explain your answer.

The statement is false because in the digits in the two decimal places are the same then the answer will be a whole number.

Teddy is working out the total cost of these items.

Here are his workings:

$$\begin{array}{r} 5.75 \\ + 1.120 \\ \hline 6.870 \end{array}$$

a) Talk to a partner about Teddy's mistake.
b) Work out the correct answer.

The mass of a bag of marbles is 54.3g. These two marbles are removed from the bag.

What is the mass of the bag of marbles now?

Max has £0.86. He is given another 53p. Sam has £0.42. How much more money does Max have than Sam?

Work out the perimeter of the shape.

Maths - Y6

Year 6 have been working their socks off this term with all of their final learning before they do their SATs. This has included exploring percentages, angles and (the not-so-mean) mean of a set of data!

1. Which one is smaller?

- a) 40% or $\frac{1}{4}$? b) 0.4 or $\frac{5}{8}$? c) 0.5 or 5%?

2. Write the following amounts in descending order:

12% $\frac{3}{8}$ 0.0123 42% $\frac{1}{5}$ 0.45

3. Write the following amounts in ascending order:

30% $\frac{1}{3}$ 0.35 $\frac{3}{7}$ 45% 0.04

1) a) $\frac{1}{4}$ b) 0.6 c) 5%
 2) 0.45, 42%, $\frac{3}{8}$, $\frac{1}{5}$, 12%, 0.0123
 3) 65%, $\frac{3}{7}$, ~~0.35~~ 0.35, 30%, 0.04

Fractions Decimals Percentages

$\frac{4}{5}$	0.8	80%
$\frac{1}{5}$	0.2	20%
$\frac{125}{1000}$	0.125	12.5%
$\frac{45}{100}$	0.45	45%
$\frac{14}{100}$	0.14	14%

8a. Six chimpanzees weigh 64kg, 52kg, 54kg, 49kg, 47kg and 43kg.



What is their mean weight?

$$\begin{array}{r} 64 \\ 52 \\ 54 \\ +49 \\ 47 \\ 43 \\ \hline 309 \\ \hline 2 \end{array}$$

$$309 \div 6 = 51.5$$

$$\begin{array}{r} 051.5 \\ 6 \overline{)309.0} \\ \underline{30} \\ 90 \\ \underline{90} \\ 0 \end{array}$$

Calculate the areas of the triangles.

a) area = $\frac{1}{2} \times 8 \times 5 = 20 \text{ cm}^2$

b) area = $\frac{1}{2} \times 6 \times 5 = 15 \text{ cm}^2$

c) area = $\frac{1}{2} \times 9 \times 7 = 31.5 \text{ mm}^2$

d) area = $\frac{1}{2} \times 8 \times 10 = 40 \text{ m}^2$

e) area = $\frac{1}{2} \times 6 \times 3 = 9 \text{ m}^2$

f) area = $\frac{1}{2} \times 8 \times 1 = 4 \text{ cm}^2$

$$\frac{0.75}{2} = 0.375$$

$$\frac{37}{64}$$

Insert the correct numbers into the formulae to calculate the area of each shape.

a) $\frac{1}{2} \times [10] \times [8] = 40 \text{ cm}^2$

b) $\frac{1}{2} \times [17] \times [8] = 68 \text{ mm}^2$

c) $\frac{1}{2} \times [12] \times [13] = 78 \text{ cm}^2$

Alan is finding the area of the parallelogram.

$82 \times 8 = 656 \text{ cm}^2$

8) What mistake has Helen made? She has multiplied out the wrong number.

9) What is the correct answer?

Science

In science this half term, we have been stretching our classification skills and have explored how to classify plants, animals, microorganisms and more!



These examples show some of the **helpful** uses of microorganisms.

friendly bacteria

- Bacteria are used to ferment milk as part of the cheese making process.
- Yeast ferments the carbohydrates found in grapes to make alcoholic wine.
- Yoghurt is made using milk that has been soured by bacteria.
- Bacteria are used to ferment milk as part of the cheese making process.
- Yeast is added to bread dough to make it rise.
- Microorganisms feed on leaves, plants and other matter, decomposing it and creating compost.
- Antibiotics are used to kill bacteria that cause infections. They are created from fungi such as Penicillium.

harmful bacteria

- Food poisoning can be caused by bacteria that grow on uncooked or undercooked food.
- Chicken pox is caused by a virus. It spreads very easily.
- The influenza virus causes flu symptoms such as a headache and fever.
- Athlete's foot is caused by a fungus that grows between the toes.
- Plaque on our teeth is formed when bacteria in the mouth combine with small food particles.
- The fungi that grow on food are called moulds. Mould can make you sick if you eat it.

Fungi help break things down as mould, yeast, mushrooms.

Viruses NON-LIVING (or only alive when inside a host (another living thing)).

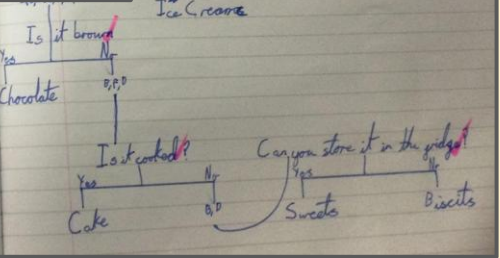
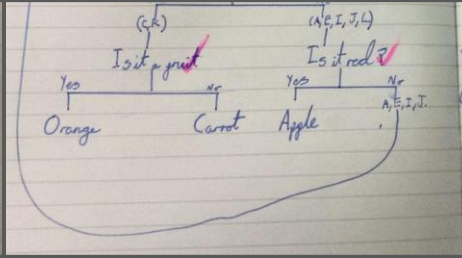
Protists feed on bacteria live in wet places → Algae

Bacteria / Monera good + bad

flowering and non-flowering plants.

Air plant		Leaves	
Dried seeds		Leaves	

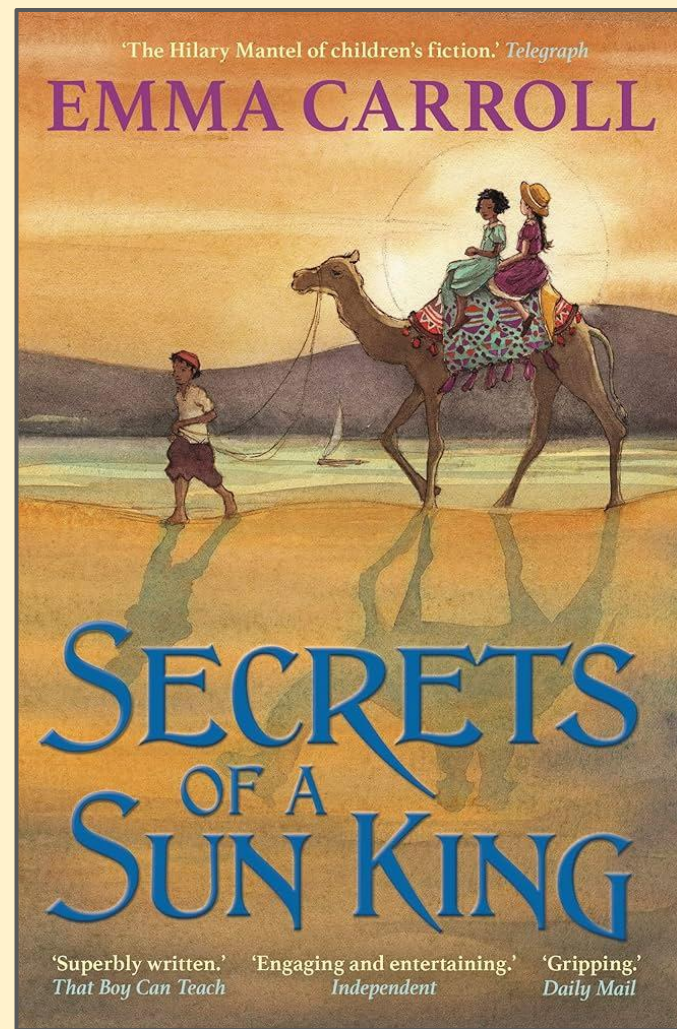
Observation				
Plant	Daffodil/tily	Avocado	Sugar snap pea	Bulb
Observation				



Whole Class Read

We have started reading the opening few chapters of *Secrets of a Sun King* by Emma Carroll as part of our Whole Class Read sessions. This story has really helped develop our understanding of life in Ancient Egypt as well as the time (1922) when Howard Carter made his famous discovery.

Throughout our sessions, we have been working on increasing our reading fluency and developing our understanding of tier 2 and 3 vocabulary used in the text.



R.E

This term, we have been learning about 'Places of Worship' and exploring the Big Question: 'If God is everywhere, why go to a place of worship?'

We began the term by sharing the places that are special to us and discussed what it is about places of worship that make them special. Throughout the topic, we have looked at Christian (churches), Judaism (synagogues), Hinduism (mandirs), Islam (mosques), Sikhism (gurdwaras) and Buddhist (temples) places of worship. We even had the opportunity to visit York Minster to discover why it is such a special place of worship.

Thursday 14th March 2024
Hindu and Muslim Places of Worship


Hinduism
Worshippers ring the bell to inform the gods and goddesses they have arrived.
Mandir

Vedas
Vedas is the ancient Hindu text, did you know Hinduism has been around for 4000 years?

Each mandir is dedicated to a god, and their offerings known as Prasad such as flowers, fruit, water, milk, nuts or seeds.


Aum/Om
This is Aum/Om, you will see this Hindu symbol of goodluck and blessings in a Mandir.

Bell
Incense is burned inside the temple have a special, peaceful vibes.

Mandir



Islam
Just like a Mandir, a Mosque has a shoe rack so you take your shoes off to keep the Mosque clean and pure.

Quran
The Quran is the muslim holy book, you will often find people in the Mosques to read out the Quran.

Mosque



Tasbeeh
These beads hang around the mosque for the worshippers to really think about Allah.

Mosques have Prayer mats, every individual has their own prayer mat to pray on.

Mosque


Church
Christianity is the most popular religion in the world.

Christians go to a church to feel closer to God.



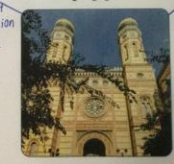
Most churches have a cross in them or are shaped like a cross.

Christians go to church to praise God together as a group, and to build friendships with other Christians (called fellowship) and learn from the Bible together.

Christians feel closer to God in a church.

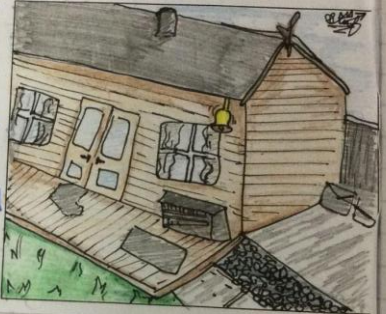
Synagogue
Judaism is the 7th most popular religion in the world.

Jews feel closer to God in a Synagogue.



My Special Place

My favourite special place is...
My Cabin - located in my back garden; it consists of two rooms. One large that has a cozy fireplace and one small that has a glass door. The cabin is made out of wood and has really nice windows, though it can contain spiders it will always remain a special place in my heart. I even call it Foody Fruity Mayhem HQ!



RHE

In RHE this half term we have been thinking about Families and Committed Relationships. We have discussed the different types of relationships that exist and how we can maintain healthy relationships.

UNHEALTHY

- Not valued
- Not included
- Hurt
- Not fun or enjoyable

HEALTHY

- Supported
- Trusted
- Valued
- Safe

Each relationship can be **healthy** or **unhealthy** depending on how they make us feel.

We thought about different types of relationships e.g.:

friendships
family
marriages

They had many things in common e.g.

love
respect
trust

Families and committed relationships

Relationships A-Z

Can you think of a word related to relationships for every letter of the alphabet?

A	amazing	N	nice
B	best	O	open
C	caring	P	pace
D	depend	Q	quick love
E	Extremely kind	R	respect
F	friendship	S	safe
G	going	T	trust
H	helpful	U	us, people
I	important	V	valuable
J	justice	W	Willing
K	kind	X	
L	loving	Y	
M	made with love	Z	

We discussed the many qualities you might find in a **healthy** relationship and debated which were the most important.

Music

We have been we have been learning all about Egyptian music; listening and appraising different styles of music from pop to rock and classical to opera. We also reflected upon our own musical preferences, explaining how the music we enjoy makes us feel. We compared some traditional Egyptian instruments to some of the instruments we use here at St Oswald's.

Time to reflect on your own musical preferences...



Do you have a favourite genre, singer or composer?



How does music make you feel?

When and where do you like to listen to music?



Do you create music of your own?

Traditional/Folk

Some of the key instruments used are:



Darbuka – a hand drum used to create fast rhythms.



Ney – a wooden flute with a soft, airy sound.



Oud – a pear-shaped string instrument (a bit like a lute or guitar).



Mizmar – a loud wind instrument often used at celebrations.

PE

This half term, we have loved learning a new game: Danish Longball. We played a variety of versions of the game using footballs and rounders bats.

We have also continued to improve our fitness and both mental and physical health through our weekly high intensity exercise sessions. We must surely be the fittest group of Year 5 and 6 in York!



Art

Over the term we have studied two different skills within art. The first was printing. We used different techniques and layering to create our own final prints. Collage has been another medium we have used to create wonderful Egyptian headdresses.



Computing

In computing, we have been creating our own computer games. Building on our knowledge from last term, we have been applying our knowledge of *setting variables based on events* by planning, designing and creating games on *Scratch*.

