Year 5 and 6: Spruce, Sycamore, Whitebeam and Walnut

Friday 6th December 2024

News and reminders

PE days:

Year 5: Monday **Year 6:** Tuesday

Children should come into school in their correct PE kit.

Year 5 will be performing their Christmas production on Friday 13th December at 9am to parents.

On Monday 16th December each class will be performing a short show to the Senior Citizens. Year 6 children can bring in something festive to wear such as a Christmas jumper, tinsel etc.

Superstar Learners in September

Well done to these children who have received a Christian Value certificate:

	Spruce	Sycamore	Whitebeam	Walnut
22nd November	Anaisha Responsibility	Fletcher Responsibility	Harper - Respect	Freya - Cooperations
29th November	Benson Responsibility	Holly Responsibility	Nefeli - Respect	Mia - Responsibility

The children tuned in to an inspiring virtual assembly today to meet Paralympic wheelchair racer Nathan Maguire who told us all about his experiences at the Paris Olympics and all the training involved in preparing for this.

Diary dates

- **Friday 13th December:** Last day of after-school clubs for this term. Y5 production to Y5 parents at 9am.
- **Monday 16th December** – Parent coffee morning
- **Wednesday 18th December** – Children's hot Christmas lunch
- **Wednesday 18th December** – FOBS disco (ticket only event)
- **Thursday 19th December** – Christmas party day
- **Friday 20th December-** School finished for Christmas break at 1pm
- **Monday 6th January** – Inset day

Homework

Just a reminder that homework is set on a Friday and is due by the following Friday.

The homework requirements in Year 5 and 6 are:

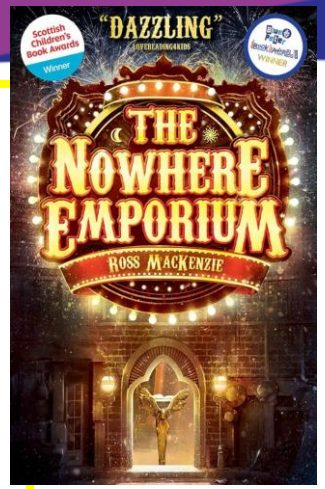
- 30 minutes across the week on TTRockstars (split into 20 minutes garage and 10 minutes studio)
- 30 minutes of maths artithmetic
- 30 minutes completing the SPaG or reading task
- Daily reading (complete at least one quiz on Accelerated Reader each week)
- Website for Accelerated Reader: https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196

Our learning

Year 5

Literacy

We have started our final unit for this term, and it is a fiction unit based on the book – The Nowhere Emporium. We will be exploring descriptive language and the tools we can use to add more imagery to our writing. We will then use our skills to write our own end to the story thinking about where our character will find themself once they enter the Nowhere Emporium.



Maths

We have almost finished our unit on multiplication and division. The children are now going to use the skills they have learnt so far and apply it to word problems. We will be looking closely at the words that are used in the questions to understand which calculation we need to do to find the answer.

Science

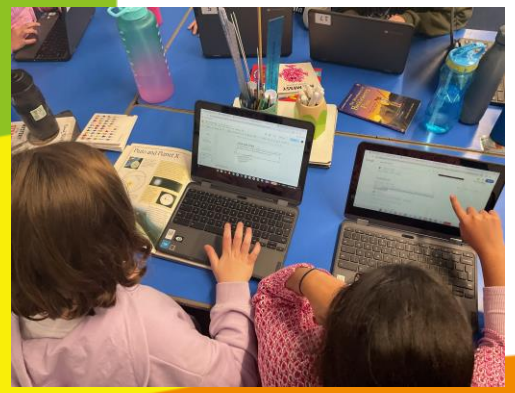
The children have now finished their research and are in the final stages of creating their presentations. They are thinking about how to make each part engaging and interesting to the audience whilst also sharing the information they have found out. They will the share their work with the rest of the class.

RE

In religious education, we have been further exploring our question. We have been looking at the different parts of a church and exploring how they can look different. We have also discussed the role of Pope.

Geography

We have found out about some of the most famous volcanoes and their historic eruptions. We have also looked at the current volcanic activity in Iceland and the effects that it has on the surrounding areas.



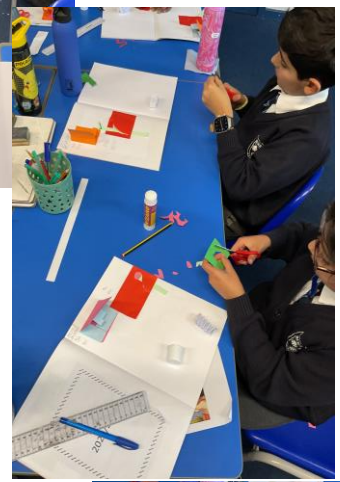
L4L

In our L4L lessons we have look at bullying, what it is and the different types. We have had class discussions about what we can do if someone is being unkind to us.

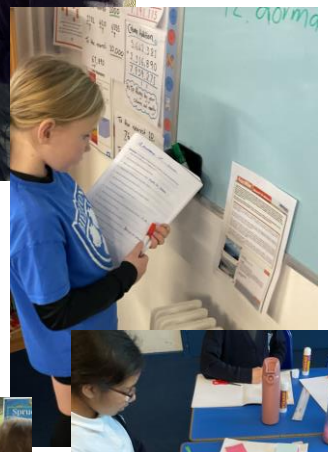
Our learning

Year 5












Our learning

Year 6

Literacy

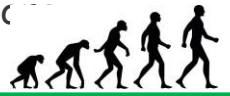
The children finished their persuasive speeches in Literacy and then wrote some of their own Kenning poems. During the run up to Christmas time, the children wrote a speech from the viewpoint of Santa to his elves on the night of Christmas Eve – the children loved writing these & reading them aloud to the class. Now we are focusing on the John Lewis Christmas advert, 'The Bear & Hare'. For their independent write they are going to write narrative telling the story from the viewpoint of the bear.

Maths

We have finished our decimal unit this week where the children have been learning how to: convert decimals to fractions and fractions to decimals, multiply and divide decimals by whole numbers. We have just begun teaching our next unit on measurements, it is important that the children can confidently multiply and divide whole numbers and decimals by 10,100 and 1000 in order to convert measurements.

Science

Over the past couple of weeks, we have learnt all about evolution. We have learnt that animals with certain characteristics (eg. birds with longer beaks who can find food in deeper water, dark coloured moths who can't be seen by predators) are more likely to survive. They then reproduce and pass down their advantageous characteristics. We pretended to be birds and used different implements to pick up all our food. Which type of beak do you think was advantageous for us? We have also found out about Charles Darwin and will move on to find out about fossils befo... Christmas.



Art

In Art this term we have been focusing on craft and design: photo opportunities. The children are exploring creative photographic techniques, creating new images through photomontage. So far, the children have created their own photomontage of a city with skyscraper and a photomontage of a person using pictures from newspapers and magazines.

RE

We have been following on from their previous unit from last term and focusing on the question, 'Why does religion look different around the world? (part 2)'. They have explored how places can influence the worship of different Hindu deities and reflected on what it means to be part of the Sikh community.

Humanities

In Humanities this term we are still focusing on Anglo-Saxons & Vikings. The children have learnt about the different Viking Gods and have created their own Top Trumps game cards on the different Gods, which they are able to use and play with. All the children found this very fun and love the game! Next-term we will be starting our new topic on Ancient Greece.

Level 2 bikeability

Bikeability level 2 took place from the 18th-20th November for year 5 & year 6 children. Level 2 bikeability teaches children how to grow more confident with each turn of the pedal. Expert instructors from Active Travel England come in and lead the riders onto quiet roads around Bierton to enable the children to experience road cycling.

Bikeability level 2 taught the children how to:

- Start and stop with more confidence.
- Pass stationary vehicles parked on a road.
- Understand road signals, signs and markings.
- Negotiate the road including quiet junctions', crossroads and roundabouts.
- Share the road with other vehicles.

Each child is rewarded with a special certificate and a bikeability level 2 badge if they pass the course. All the chjildren thoroughly enjoyed it!

Bikeability level 2 will be available again in Spring 2025 for your child to take part, the 3-day course costs £10. Furter information will be sent out to parents in the new-year.

Whitebeam photos







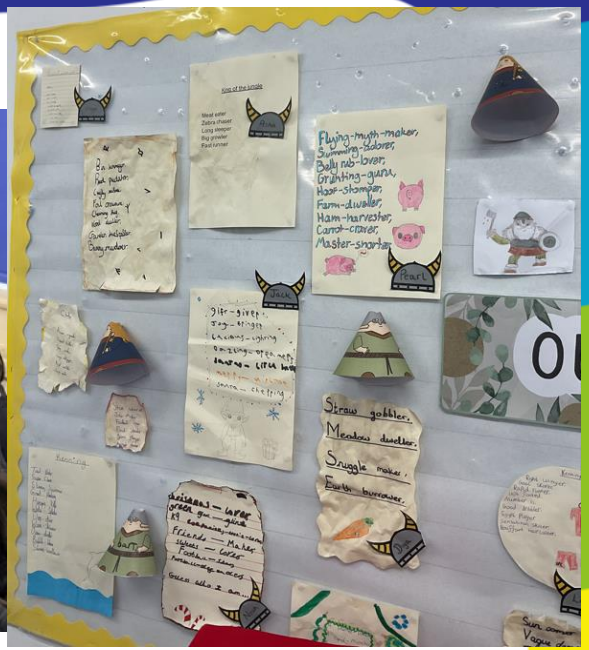


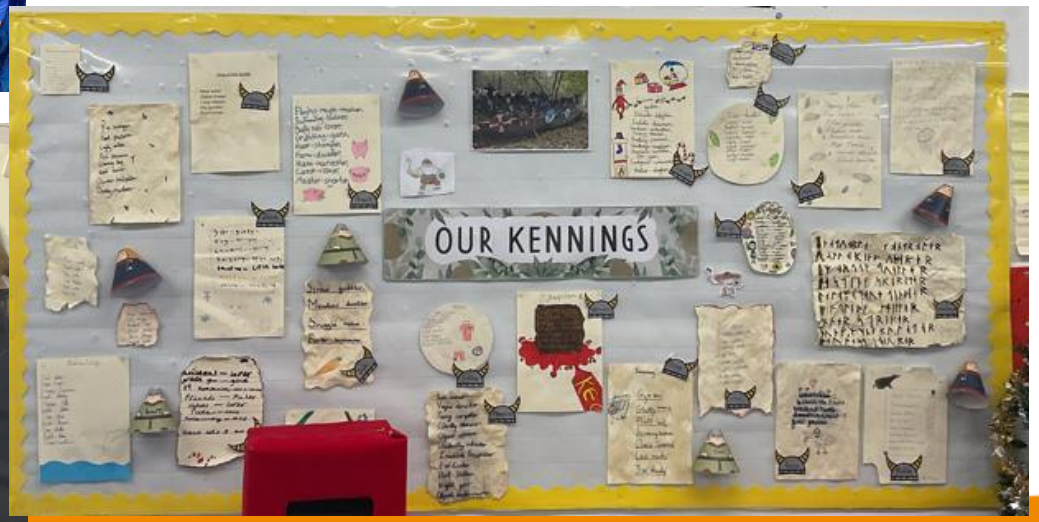


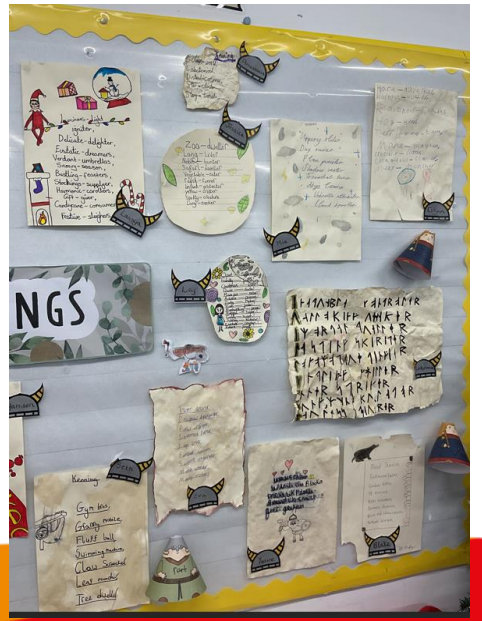





Walnut photos





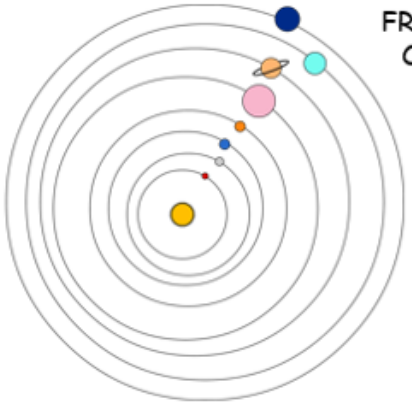


Knowledge Organiser Unit: Earth and Space

- **Key Question 1** – Can I Describe the contribution Nicholas Copernicus made to science?
- **Key Question 2** – Can I define 'orbit' and 'axis' and explain what phenomena they cause?
- **Key Question 3** – How does gravity act as a force?
- **Key Question 4** – Can I name the different planets in the solar system?
- **Key Question 5** – Can I understand and explain theories about The Big Bang and the Universe?
- **Key Question 6** – Can I explain the cause of the changes of the Moon phase?

It takes the Earth 365.25 days to orbit the sun, which is why every four years we have a leap year of 366 days, to catch up with the orbit!

The Earth takes 24 hours to spin on its axis and complete one rotation, which is why our days are 24 hours long.



FROM THE SUN OUTWARDS:

Mercury
Venus
Earth
Mars
Jupiter
Saturn
Uranus
Neptune

This diagram is a good, simple way to remember the order of the planets and also to understand planetary motion and the way the planets orbit the sun. Copernicus developed the heliocentric theory that the sun was at the centre of the solar system. However, the ellipses-shaped orbit was an idea that was discovered by Johannes Kepler in the 17th century.

gravitational force

We are constantly attracted to the Earth by its gravitational force. The reason the Moon doesn't fall to Earth because of gravity is because it constantly moves around us. Without the Earth's gravity, it would float away into space.

Key Vocabulary

Key Word	Meaning
heliocentric	The modern model of the solar system, which places the sun at the centre.
geocentric	The old solar system model, which thought the Earth was at the centre.
solar system	The name for the sun and all the planets, asteroids, meteors and comets that orbit it.
astronomy	The study of space, planets and the universe as a whole.
Big Bang Theory	The most widely accepted scientific theory of how the Universe was made.
gravitational force	The force that causes two particles to pull towards each other.
orbit	The path of one celestial object around another i.e. the Moon around the Earth.
hemisphere	On Earth, there are two of these – the North and South, separated by the equator.

Comets, asteroids, and meteors

Comets are chunks of ice and rock with tails that orbit a long way around the Sun.
Asteroids are chunks of rock and metal that orbit more closely to the Sun.
Meteors are fragments of Asteroids that fly into the Earth's atmosphere and catch fire, leaving a bright streak in the sky.

Knowledge organiser – Volcanoes and Earthquakes

What will we be learning?

- The structure of the Earth.
- Features of a volcano.
- Famous volcanoes and earthquakes.
- Effects of volcanoes and earthquakes.
- Preparing for an earthquake.
- What it's like living near a volcano.

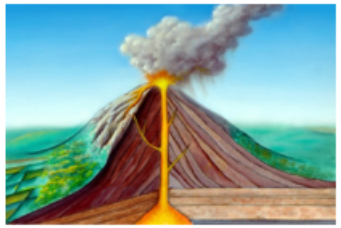
Key facts

Famous volcanoes:

Soufrière (St Lucia, North America), Eyjafjallajökul (Iceland, Europe), Popocatépetl (Mexico, North America), Vesuvius (Italy, Europe), St Helens (USA, North America), Etna (Italy, Europe).

Key knowledge

The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates. The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting.
Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land.
When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path.

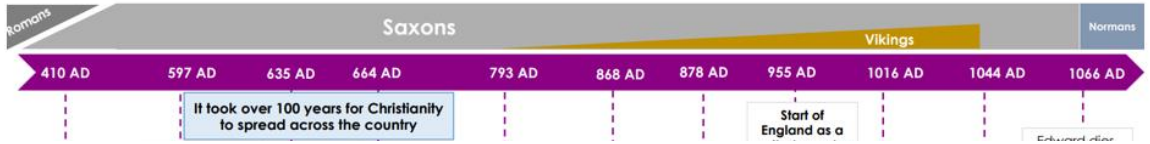


Place names	Geographical terms and processes	Locational terms
Great African Rift Valley Haiti Iceland Japan Mauna Loa Pacific Ring of Fire	crater disaster dormant eruption magma tsunami	epicentre plate boundary

Glossary

dormant: *a dormant volcano is a volcano, like Kilimanjaro, that has not erupted for a long time*
epicentre: *where an earthquake starts and is felt most strongly*
tsunami: *a huge, powerful wave caused by an earthquake*

Year 6 Humanities Knowledge Organiser



Key vocabulary

Cemetery	Burial place
Cenotaph	Empty grave to remember someone important buried elsewhere
Christianity	Religion based on life and teachings of Jesus Christ which came to Britain in Saxon times
Danelaw	Name given to northern and eastern part of Britain under Danish control from 9th to 11th century
Hoard	Store of money often hidden away to come back to later
Hypothesis	Theory that has to be tested
Monastery	Large religious building where monks lived and prayed
Pagan	Word used to describe people who didn't follow one of the main religions
Picts	Group of people who lived in part of Britain what we think of as Scotland
Sceptre	Looks like a stick richly decorated, carried by kings only
Settlement	Place people moved to live in
Sutton Hoo	Site of very important archaeological excavation in 1939.
Treaty	A formal, legally binding written agreement
Turning point	Time when things changed suddenly
Urn	Container for ashes
Viking	Name given to people from Scandinavia who raided traded and settled in Britain between the 9th and 11th centuries

Top takeaways:
Having studied this unit you should be able to understand:

1. The reasons why the Anglo-Saxons invaded
2. That it was during this time that England became united, with Wessex as the leading kingdom
3. That it was at this time that England became a Christian country
4. That King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees that he deserves i
5. That the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east.
6. That the Vikings hen settled in the East with some becoming kings of England at the end of the Saxon period.
7. That the Vikings were highly skilled shipbuilders, taking them vast distances across dangerous seas.

Who's who?

Alfred	King of Wessex, known as the Great, ruled 871-899
Asser	Man who wrote flattering life history of Alfred
Augustine	In the late 6th century, he was sent from Rome to England to bring Christianity to the Anglo-Saxons.
Bede	He wrote a very important book on the early history of Britain,
Burhs	Forts built in 9th century to defend against Viking raids
Gildas	6th century monk who wrote a history of Britain before and during Saxon period
Guthrum	Danish leader and King of East Anglia who fought against Alfred, later christened Athelstan
Hengist and Horsa	Leaders who some people think arrived to take over Britain in AD449.
Raedwald	King of East Anglia died about 625AD
Vortigern	King of the Britons at the time of the arrival of the Saxons under

Knowledge Organiser
Unit: Evolution and Inheritance

Humans are 99.9% all the same, but the other 0.1% contains enough DNA information to make us all different!

Some animals are bred to make products and others for scientific research.

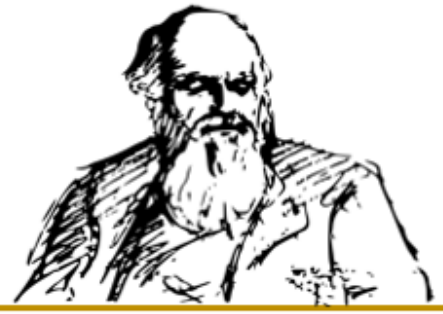
Animals can also be bred for cultural or ethical reasons, or to be kept as pets.

Key Vocabulary

Key Word	Meaning
evolution	A process of formation, growth or development.
inheritance	A quality, characteristic or trait which is passed down generations.
DNA	The material in chromosomes that transfers genetic information in all life forms (Deoxyribonucleic acid).
natural selection	Coined by Charles Darwin, it means the survival and reproduction of the fittest species.
ancestor	A person from whom one is descended.
husbandry	The care, cultivation and breeding of crops and animals.
generation	A group of individuals belonging together at the same time period.
fossilisation	The process of an animal or plant being turned to stone.

Charles Darwin and Natural Selection

- Different species of animal had evolved from one shared ancestor.
- Animals had adapted to suit the habitats and environments they live in.
- Those animals that didn't adapt had become extinct. Called the 'Survival of the Fittest.'
- Many religious people were angry at his theory to start with.



Genetic Modification

Pros	Cons
• Can protect crops and mean the produce has less disease. • The produce can be bigger and tastier • Can mean lower cost to consumer.	• We don't know the long-term effects of safety • Research isn't yet finished • Could cause more allergies or diseases for consumers

FACTOIDS: Can you find out more?

Q1. What is a GM crop? This means 'genetically modified' and is one which scientists have altered to protect against disease.

Q2. Who was Mary Anning? A famous palaeontologist who discovered lots of fossils.

Q3. What are fossils? Casts of dead organisms who were alive millions of years ago.

1. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
2. To identify how animals and plants are adapted to suit their environment in different ways
3. To understand that adaptation of plants and animals to suit their environment may lead to evolution.
4. To find out about how the work of scientists has helped develop our understanding of the process of evolution.
5. To recognise that living things have changed over time and that a number of factors can affect a species' evolution.
6. To understand how humans have evolved over time, and how human behaviour can affect change in species over time

This unit is designed to help you learn about the history of organisms (animals and plants) and how they need to adapt to survive. From Darwin's theory of natural selection, to genetic modification and cloning today, you will gain an understanding of how inheritance and genetics works.
You will also gain an understanding of what history tells us, such as fossils and geology. It really is a fascinating subject to see how life on earth has evolved over all these years!