



## News and reminders

### PE days:

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

Children should come into school in their correct PE kit. The year 5's that are swimming please remember to bring your kit on a Monday. No earrings should be worn on a PE day.

### Library days:

**Year 5 :** Friday

**Whitebeam Class:** Wednesday

**Walnut Class:** Friday



## Diary dates

- **Tuesday 28th January** - KS2 author visit - MG Leonard
- **Friday 31st January** - open classrooms to look at your child's work, progress reports are sent home.
- **Tuesday 4th and Wednesday 5th February** - virtual parents evenings
- **W/C 10th February** -STEM week
- **Friday 14th February** - FOBS break the rules day. School finishes at 3:15pm for half term.

## Superstar Learners in September

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

	Spruce	Sycamore	Whitebeam	Walnut
12th December	Imogen Responsibility	Holly Responsibility	Nefeli - Love	Laasya - Responsibility
14th January	Harvey Responsibility	Azaliah Cooperation	Lyle - Responsibility	Claris - Responsibility

Our whole school value for this half-term is LOVE. We are looking for our children to show this value in their interactions with each other and within their families. If you see any examples of this please let us know about them so we can promote them in school.

## 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 arithmetic
- 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>

## Literacy

We are completing a fictional unit based on the short story - The Fantastic Flying Books of Mr Morris Lessmore. Here is a video version of the story which we have been watching in class to help us to inspire our writing.

<https://www.youtube.com/watch?v=Ad3CMri3hOs>

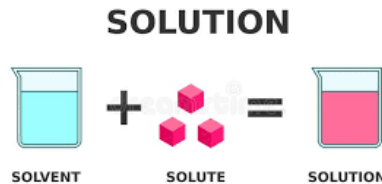


## Maths

We have begun the term with a small unit on graphs. We have been looking at time-tables and learning to read them to answer a range of questions. We will be moving onto fractions where we will look at finding equivalent fractions and then moving onto adding and subtracting fractions.

## Science

This half term we are exploring the properties and changes of materials. Our trip today is linked to this topic. We will build on this in our lessons over the next few weeks where we will be looking at soluble and insoluble materials.



## RE

In R.E. this half term we are exploring the question -What happens when we die? We have been looking at what a person's soul is and what it might look like and we have created drawings to show what we thought it might look like.

## PSHE

This half term we will be looking at citizenship. We have started the unit by looking at the British value of - the rule of law. We held a mock trial in our classrooms to look at the legal process. We will also be looking at how we can positively contribute to our community.

## Spanish

We have begun to learn spanish words to describe the weather. We have been able to use some of our previous learning to help us to work out what some of these new phrases mean.

## History

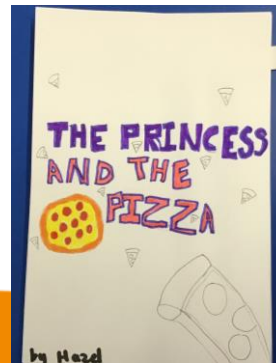
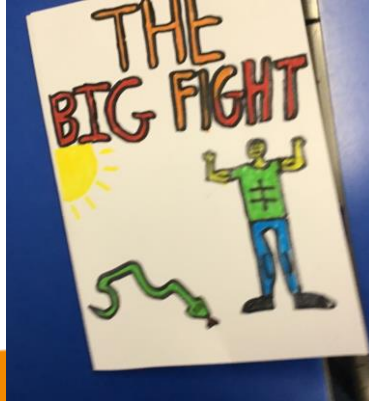
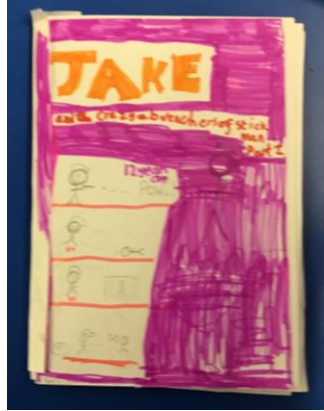
Our History unit this term is based on the Ancient Mayan. We will be exploring what life was like in a Mayan city, the different Gods they worshipped and the way they used chocolate. In our first lesson we looked at some artifacts to help us to understand what life was like. We used our inference skills to figure out what the items were and what they might have been used for.



## L4L

We have been looking at the difference between a fixed and a growth mindset and how this can help us with our learning.









## Literacy

In literacy we based our writing around a short video clip called 'Little Freak.' So far, we have written a setting and character description. We have been working really hard to use our 'show don't tell' skills and punctuate our sentences accurately. Our character descriptions were one of the best pieces of writing we have done in year 6 and we can't wait to show you during our open afternoon event. Next week we will move on to include some figurative language in our descriptions such as similes, metaphors and personification and we will also be finding out about how pathetic fallacy can enhance our writing.

## Science

This term our topic is 'Electricity.' This topic is really hands on and full of lots of exciting investigations. We have carried out some investigations around static electricity and made a series and parallel circuit. Do you know why we might use a parallel circuit over a series circuit?

Over the next few weeks, we will be investigating conductors, insulators and finding out about resistors. We will end the topic with an exciting DT/science project as part of our STEM week!



## Art

This term we will be continuing our art topic of photography. We will be finding out about macro photography and will use this to photograph different fruits. Then we will be using our photography skills to design an album cover for our favourite music!



## RE

This term our new topic is 'Why is it better to be there in person?' We will be looking at pilgrimages made across different religions and why people want to make these journeys.

## Maths



We have been working hard on our percentage topic. We know how to find a percentage of an amount and how to change fractions and decimals to percentages. We have ended the unit working on some really tricky percentage word problems and used bar modelling to help us solve these.

## Humanities

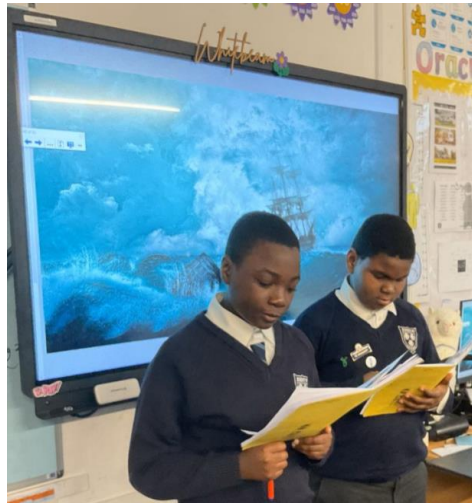
Our new topic for this term is 'Ancient Greece.' We will be studying artefacts and considering what the evidence can tell us about life in Ancient Greek times. We will also be considering why Athens was such a strong place at that time - where would we have preferred to live - Sparta or Athens?

## Spirituality

In assembly, we explored World Religion Day and how it was set up to encourage a culture of tolerance and respect between different religions. We thought about why this was important and reflected that many religions have more in common than differences as they embrace common values.

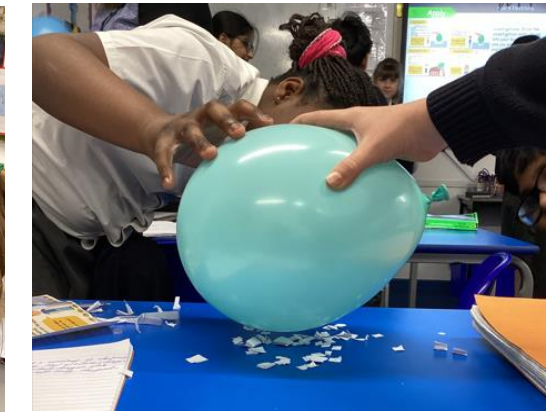


# Whitebeam photos





# Walnut photos





# Fundraising in Year 6!

We would like to say a massive WELL DONE to two children in year 6: Jack and Jessica. Both children held separate bake sales in the autumn term raising money for two amazing charities, both of which are really important to the children: Young epilepsy awareness and Cancer research. Both children organised the sales and created posters to advertise them. A big thanks to the other year 6 children who supported them.

Together they raised a total of:£640!

We are incredibly proud of you and know that the two charities will benefit hugely from the amount of money raised!





## Knowledge Organiser Unit: Properties and Changes of Materials

	Date	LP	
Can I describe and compare the properties and uses of different materials?			P- P= P+
Can I understand that some materials can dissolve to form a solution?			P- P= P+
Do I know and understand separation methods - filtering, sieving and evaporating?			P- P= P+
Can I understand that some changes to materials are not reversible?			P- P= P+
Can I explain how scientists have used chemical reactions to discover new materials?			P- P= P+

5 ways to compare a **physical** and **chemical** change.

Property	Physical Change	Chemical Change
Explanation	Molecules are rearranged but the actual type of molecules stay the same.	The type and make-up of the molecules is changed and a new substance is formed.
Change	A temporary change that is easily reversed, and no new substance is formed.	A permanent change that is irreversible, with a new substance always being formed.
Energy	No energy is produced, and very little or no energy is absorbed.	Energy is produced, in the form of light or heat (for example) and energy is also absorbed.
Effects	Only has an effect on physical properties of a substance or object i.e. shape, size.	Changes both physical and chemical properties of a substance or object.
Examples	Freezing or boiling water, melting wax	Burning wood, eating food, rusting of metal.

## Key vocabulary

Key Word	Meaning	Key Word	Meaning
<b>separate</b>	To split or divide a substance into its distinct elements	<b>irreversible</b>	Impossible to change back to a previous condition or state.
<b>solution</b>	A mixture of two substances, the solute and the solvent	<b>compound</b>	A substance formed when two or more chemical elements are bonded together
<b>solute</b>	A substance that is dissolved in liquid.	<b>physical change</b>	A change in material in which no new substances are formed
<b>solvent</b>	A substance that dissolves a solute, such as water.	<b>chemical change</b>	A change that results in the creation of few chemical substances

## Separation Techniques

### Sieving

- Removing impurities during cooking
- Sieving sand during building
- Mining for minerals



### Filtering

- Brewing coffee
- Cleaning a swimming pool
- Vacuum Cleaning



### Evaporating

- Body sweat
- The water cycle
- Salt / crystal extraction





## The Maya Civilisation

In your study of the Maya, you will learn how the Mayan civilization grew so strong when the odds against it were so huge. To help you develop the use of evidence, you will work out how we can be so sure about what life was like for the Maya a thousand years ago. You will look at their religious beliefs. You will create your own plausible answer to the riddle of why the Maya civilization came to such an abrupt end.

### Key vocabulary

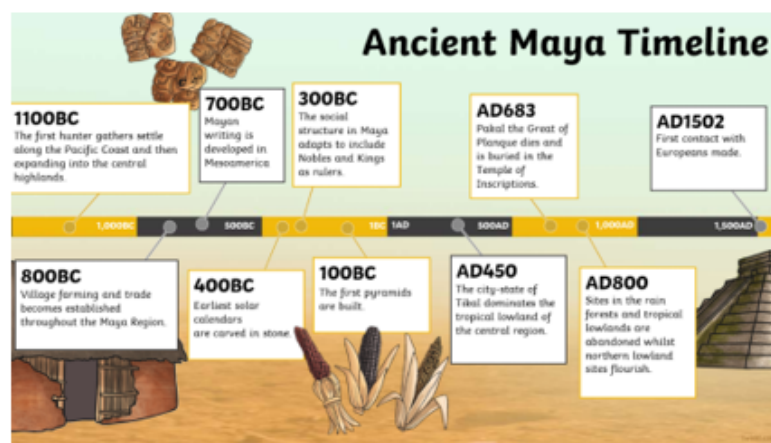
<b>civilisation</b>	A human society with well-developed rules and government.
<b>drought</b>	A long time with little or no rain.
<b>jaguar</b>	A big cat with yellowish fur and black spots.
<b>scribes</b>	People trained to write things down either as official records or for someone else who was unable to write.
<b>codices</b>	Ancient hand-written texts.
<b>maize</b>	Another word for sweetcorn or corn on the cob.
<b>cacao</b>	Beans from the Cacao tree that can be dried, roasted and ground.

	Date	LP = 1,2,3	Presentation
KQ1 - Can I interpret Mayan artefacts and what they tell us?			P- P= P+
KQ2 - Can I explain how the Maya empire grew so strong?			P- P= P+
KQ3 - Can I describe life in Maya cities?			P- P= P+
KQ4 - How did the Maya count and measure time?			P- P= P+
KQ5 - What gods did the gods worship?			P- P= P+
KQ6 - What sport did the Maya play and why did they play it?			P- P= P+
KQ7 - What did the Maya eat?			P- P= P+
KQ8 - Can I investigate an important Mayan artefact?			P- P= P+
KQ9 - Can I investigate why the Mayan civilisation declined?			P- P= P+

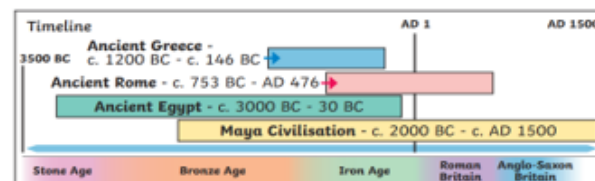
### Top takeaways

Having studied this topic, you should be able to:

- Place the Maya on a timeline and a map.
- Identify and understand some of the achievements of the Maya.
- Explain some aspects of how the Maya lived.
- Explain why the Maya civilisation lasted so long and was so successful.
- Explain the plausible causes of the decline of the Mayan civilisation.



<b>Primary source</b>	Information and objects that come from the time being studied
<b>Secondary source</b>	Interpretations of information and objects which are produced after the time being studied





## Ancient Greece

Year 6

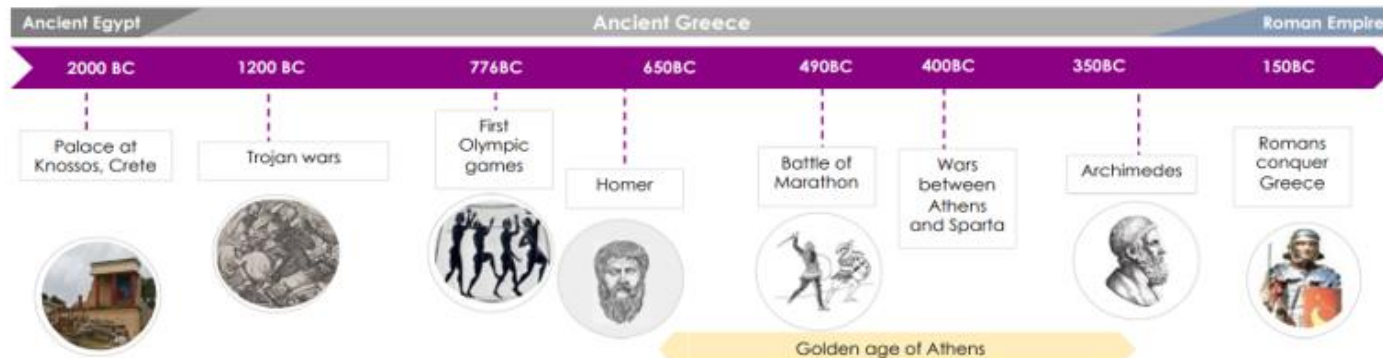
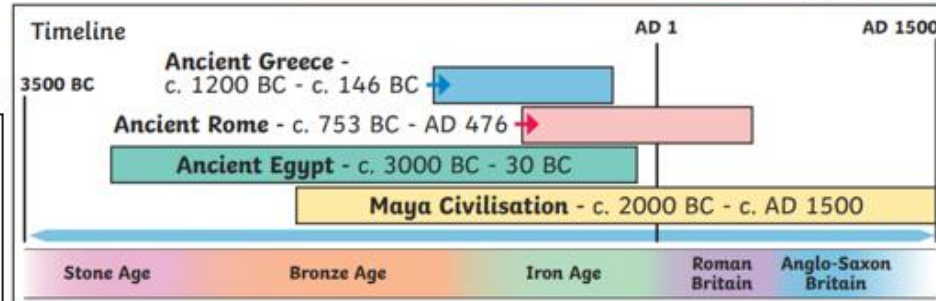
### Key vocabulary

Acropolis	This was a large rocky area high above Athens that contained important buildings such as the Parthenon
Agora	A busy central area, where people came together to meet and trade, like a market place
City state	A city that became powerful and formed its own state with its own government
Democracy	Rule by the people. The people have a say by placing a vote
Helot	A Spartan worker owned by the state
Hoplite	A heavily armed Athenian foot soldier
Parthenon	A temple in Athens, built for the goddess Athena in the 5 <sup>th</sup> century
Polis	A Greek city state

### Top takeaways

By the end of this unit I should be able to:

- Explain the features of Greek society
- Explain how ancient Athens was ruled
- Give 3 important examples of Ancient Greek achievements
- Make deductions about what mattered to the Ancient Greeks
- Explain how the Ancient Greeks have influenced our lives today



### Historical Skills Vocabulary

primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.



# Knowledge Organiser

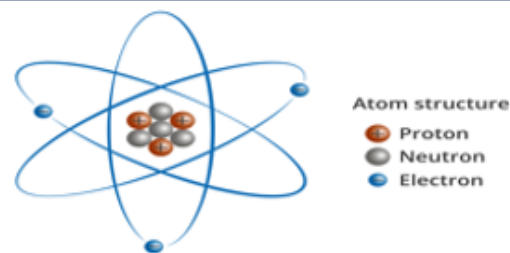
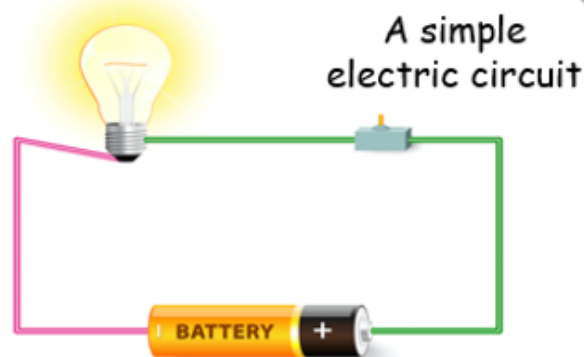
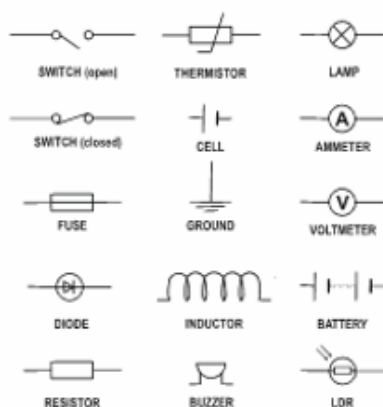
## Unit: Electricity

### Key Vocabulary

Key Word	Meaning
static electricity	Electricity that collects on the surface of an object, which can cause an electric shock.
filament	A thin piece of wire with a high melting point, used in bulbs.
voltage	An electric force which 'pushes' the electric current round the circuit.
insulator	A material which doesn't conduct electricity.
conductor	A material that electricity can flow through easily.
fuse	A safety device on a circuit that can stop current from flowing if it becomes overheated.
component	An individual part in an electronic circuit.
variable resistor	A device which varies the amount of electric current allowed to flow through a circuit.

When a light is switched on, you are sending a flow of electrons around the circuit.

Electric circuit symbols



Metals such as copper, aluminium, zinc and gold are good conductors of electricity.

FACTOIDS:

Can you find out more?

Q1. How is static electricity created?

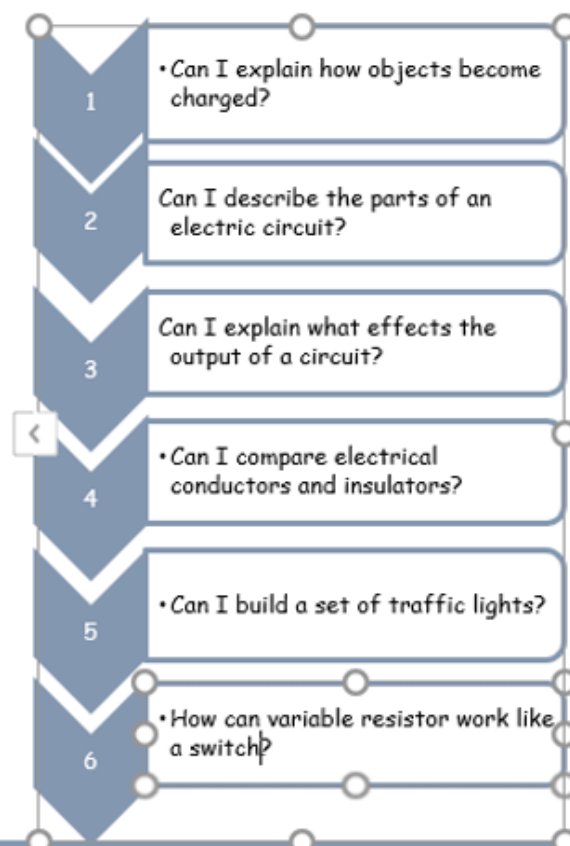
Friction on an object creates an electric charge.

Q2. How does a wind-up torch work?

It works through a dynamo which turns mechanical energy to electrical energy through a simple electromagnet.

Q3. How are insulators helpful? They prevent electric flow so you don't receive an electric shock!

Light bulbs turn electricity into light due to resistance.



This unit will help you explore different types of electricity as well as understanding what makes up a circuit. You will learn about this by studying circuit diagrams and by building your own circuits. You will also think about what materials conduct and which insulate, so you know about safety with electricity. It will also help you learn about the importance of saving energy.

Understanding electricity is important for many careers which involve circuitry and installation of electrical devices. It is also helpful for being able to do quick jobs safely and with knowledge.