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

Friday 7th March 2025

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

Superstar Learners in September

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

	Spruce	Sycamore	Whitebeam	Walnut
14th February	Sophie H Co-operation	David Responsibility	Elira Cooperation	Seth Love
28th Febraury	Molly Responsibility	Rafaela Responsibility	Noah Respect	Diya Love

Diary dates

- **Monday 10th March:** Joel Foster (Musician and mental health speaker) performance in school
- **Wednesday 12th March:** Y5 visit to Kingsbrook school
- **Monday 17th March:** Parent Coffee Morning
- **W/C Monday 24th March:** Last week of clubs
- **W/C Monday 31st March:** Theme Week – Speaking and Listening
- **Tuesday 1st April:** Eid Festival
- **Thursday 3rd April:** FOBS Disco
- **Friday 4th April:** Speech Cup Final
- **Friday 4th April:** Easter Bonnet Parade
- **Friday 4th April:** School closes at 1pm

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

Our learning

Year 5

Literacy

We have started this half term with a focus on SPaG skills; by recapping the different skills we will be able to use these more confidently in our writing. We have also completed some different free writes to show our writing skills. Last week we did a setting description, and we were able to compare our writing now to a setting description we did all the way back in September.

Maths

We have now finished our fractions unit and have moved onto decimals. We will be looking at how whole can be split into parts and how to write this as a decimal we will also look at the link between decimals and fractions.

Science

This half term we are exploring different forces and the effects that they have. We have started with air resistance, we made different size parachutes to answer the question: Does a larger parachute fall slower than a smaller parachute? We took our parachutes outside to test this.

History

In our study of the Mayan civilization we have looked at the number system that they used and used it to create and solve our own calculations. We have also looked at the different Gods that they worshipped and used this to create our own.

RE

In our RE lessons we are continuing our topic looking at death and the afterlife. This is a very deep topic which has triggered lots of fascinating, sometimes emotional, conversations about our personal beliefs and the beliefs of all the world's religions. This half term we focus on the ideas of reincarnation and enlightenment and what these ideas mean to us.

Art

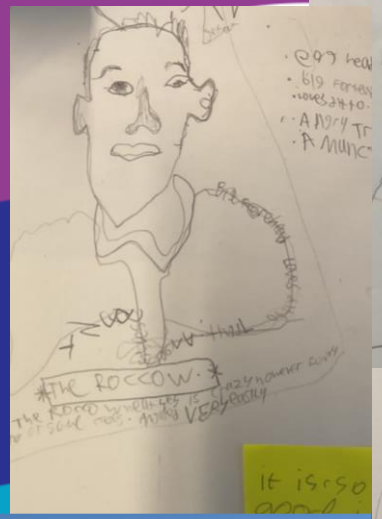
Our art unit this half term is all about portrait. In our first lesson we used continuous lines to create self-portraits. We found that it was tricky to add all the details when we couldn't take our pencil off the page. We will be looking at how we can use collage to create texture and depth.

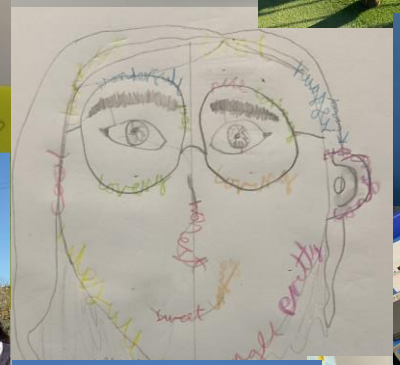
L4L

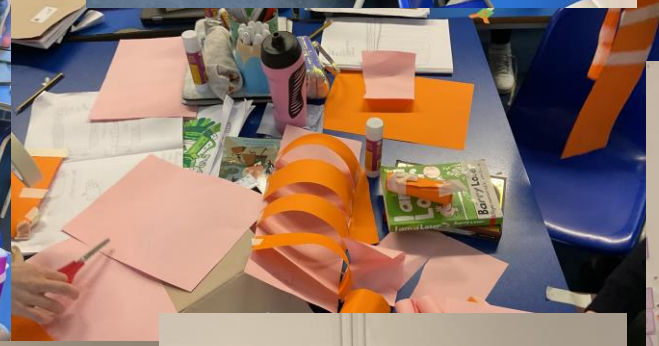
Our Learning for Life lesson this half term focus on positive thinking, good mental health and building our resilience. We have talked about how positive thinking increases our ability to learn from our mistakes, to overcome new challenges and to try new things. Additionally, we have discussed how to fight negative thoughts and build a positive self image.

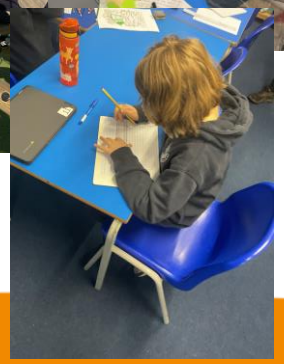
Our learning

Year 5- Spruce photos



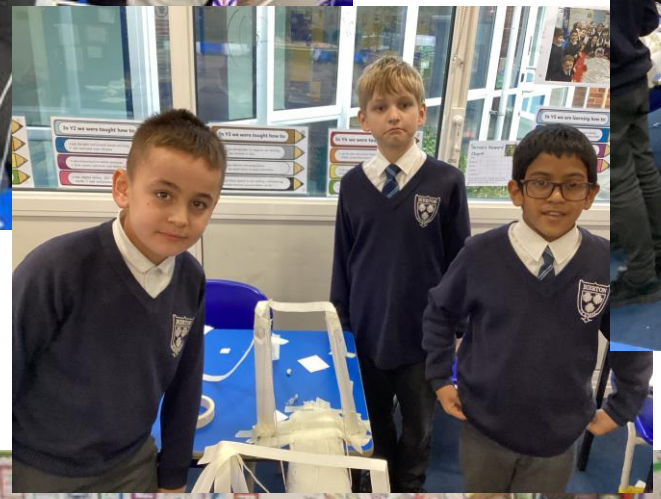






Our learning

Year 5- Sycamore photos



Our learning

Year 6

Literacy

In literacy we are still working on the unit 'balanced arguments.' The children are now planning and independently writing their own balanced arguments using everything that they have learnt over the past few weeks. They have produced their own questions, such as: Should VAR be banned? Should zoos be banned? Should make-up be allowed to be worn in school? Should there be cameras in schools? All the children have conducted research to find evidence to include in their arguments. Next week, we will be starting our next unit: The Piano.

Maths

This week we have been focusing on Geometry. The children have been finding missing angles in triangles and quadrilaterals.

Humanities

Our unit this term is 'Ancient Greece', this week the children learnt about the Battle of Marathon. The children were able to use the information that they learnt to write a textbook explanation of what happened between the Athenians and Persians. Also, the explored different versions of the battle and were able to identify which versions were more reliable using evidence. Next week we will be exploring the democracy in 5th century BC Athens to today.

Science

This term we have continued with our topic of Electricity. Over the past couple of weeks, we have tested materials to find out if they are insulators or conductors. We have found out about resistors and where we might find examples of them in our everyday lives. We then used the graphite in different sized pencils as a resistor. We found out that the shorter the pencil the less resistance there was which meant the bulb still just about lit! Next week we will research famous scientists linked to electricity and find out about the most significant electrical inventions in history.

Computing

In computing this term, we have started coding. So far, the children have created their own program using event, object and action code blocks, also they have created a game using a given design and began to understand the function of different buttons in a program. The children are really enjoying this coding unit, and they look forward to computing lessons.

RE

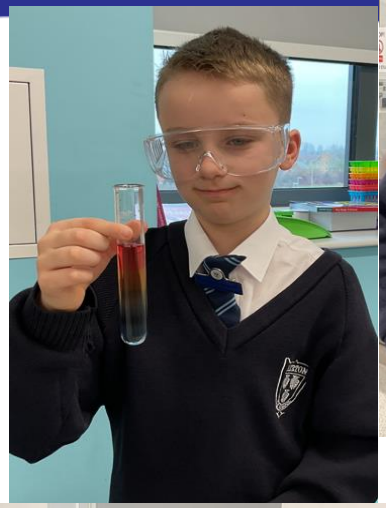
This week we started our new learning questions, 'Why is there suffering?'. The children learnt what suffering is and we looked at different examples of suffering, whether they are man-made or due to nature.

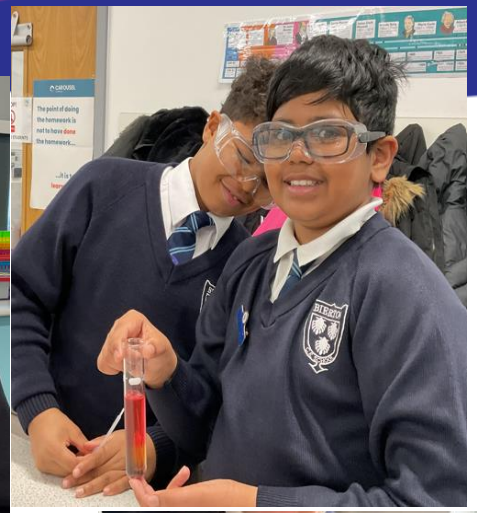
Spanish

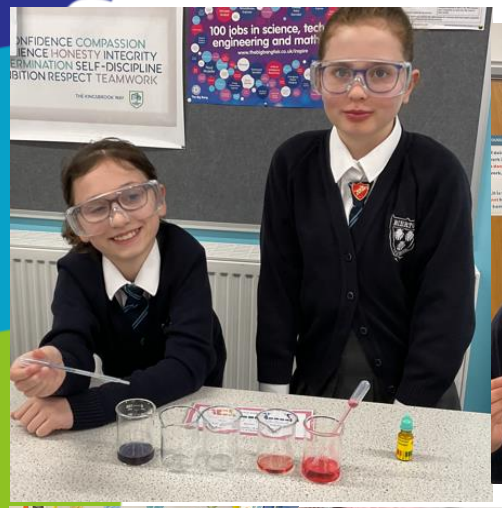
We have started our new unit, Mi Casa. The children have learnt how to say house and apartment and where their home is located, e.g., in a town.

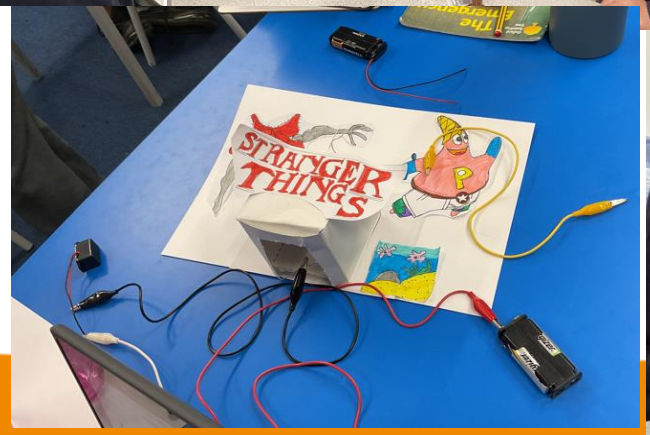
Whitebeam photos

Walnut photos







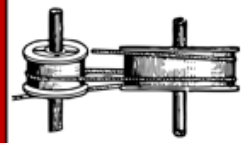


1. Can I recall information about the life and works of Sir Isaac Newton?
2. Can I understand the forces of gravity and air resistance?
3. Can I understand the effects water resistance and friction?
4. How and what are pulleys and levers used for?
5. Can I explain how gears allow a smaller force to have greater effect?
6. How can I calculate the density of an object?

Sir Isaac Newton (1643-1726)

- Explained the three laws of motion
- Explained the theory of gravity, including gravitational pull of the Earth.
- Invented the reflecting telescope
- His physics book 'Principia' contained many theories of physics

Knowledge Organiser
Unit: Forces and Magnets

Name	Picture	How it Works	Used For
Lever		Helps to reduce the amount of force needed to move or lift an object, by increasing the distance through which the force acts.	• stapler • door handle • claw of hammer • tweezers
Pulley		Helps to reverse the direction of the lifting force, therefore multiplying the force your body produces on the object.	• elevator • wells • theatre curtains • bulldozer
Gear		The 'teeth' on the gears turn one another, and in doing so, helps to increase the power of a turning force.	• cars • bikes • pendulum clock • vacuums

Can you resist me?

Air resistance, otherwise known as drag, is the way air opposes the direction an object is travelling in and slows it down. A good example of this is a parachute, the large surface area absorbs the air resistance, and slows down the descent of the parachutist.

Water resistance is the way water slows down the speed of the item travelling through it. This is why high-speed boats have a narrow front end, so that they can easily glide through it.

Key Vocabulary

Key Word	Meaning
Sir Isaac Newton	An English physicist and mathematician, one of the most influential scientists in history.
gravity	A force that attracts something with mass towards earth, measured in Newtons per kilogram.
resistance	A force exerted on something to slow it down or stop it.
lever	A simple machine used to move an object or operate a machine.
gear	Toothed wheel that engages with another to change speed or direction of a machine.
pulley	A wheel which a cord passes through; it helps to raise heavy weights.
mass	The measure of how much matter is in an object.

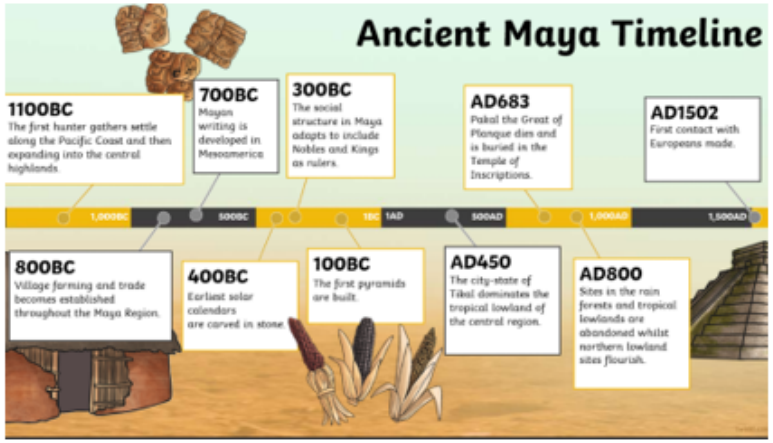
Friction occurs when two surfaces rub against each other.
The rougher the surface, the more friction is caused.
For example, sand and carpet have lots of friction.

Y5 Humanities Knowledge Organiser

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



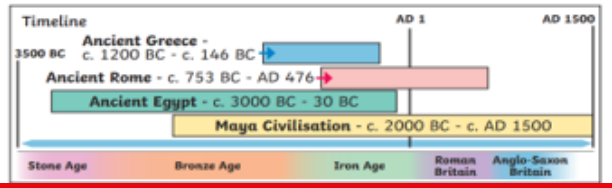
	Date	LP = 1,2,3	Presentation
KQ1 – Can I interpret Mayan artefacts and what they tell us?			P- P= P+
KQ2 – Can I explain how the Maya empire grew so strong?			P- P= P+
KQ3 – Can I describe life in Maya cities?			P- P= P+
KQ4 – How did the Maya count and measure time?			P- P= P+
KQ5 – What gods did the gods worship?			P- P= P+
KQ6 – What sport did the Maya play and why did they play it?			P- P= P+
KQ 7 – 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.
- Explains 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.

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

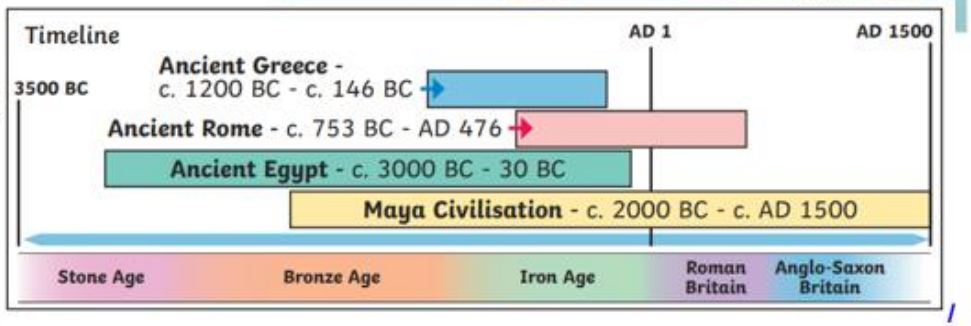


Year 6 Humanities Knowledge Organiser

Ancient Greece

Year 6

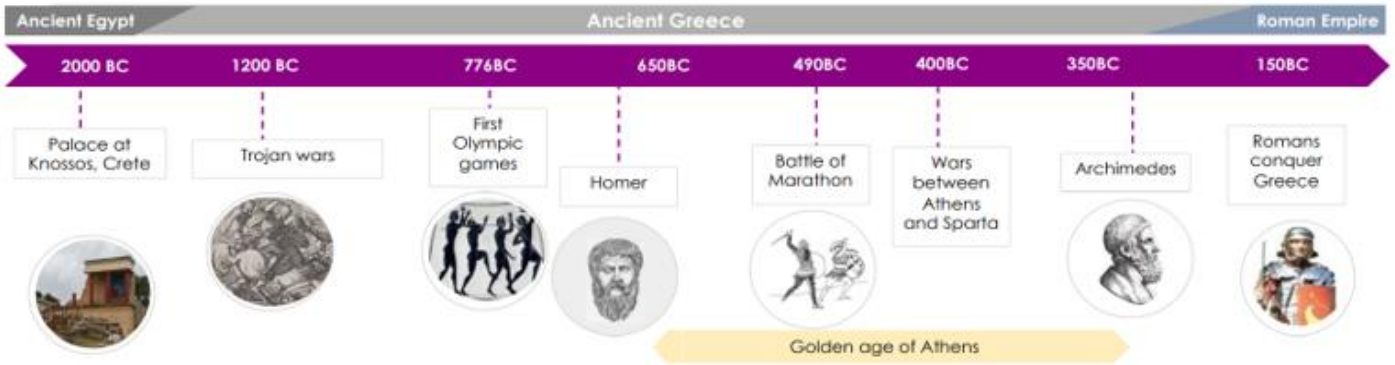
Key vocabulary	
Acropolis	This was a large rocky area high above Athens that contained important buildings such as the Parthenon
Agora	A busy central area, where people came together to meet and trade, like a market place
City state	A city that became powerful and formed its own stat with its own government
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 solider
Parthenon	A temple in Athens, built for the goddess Athena in the 5th 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 wat 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

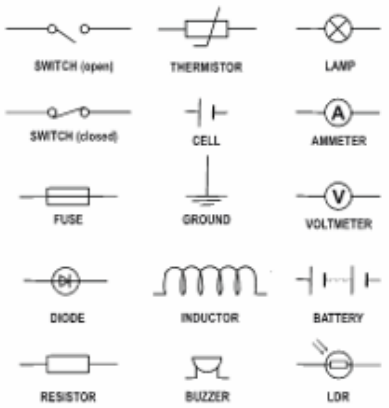
Key Word	Meaning
static electricity	Electricity that collects on the surface of an object, which can cause an electric shock.
filament	A thin piece of wire with a high melting point, used in bulbs.
voltage	An electric force which 'pushes' the electric current round the circuit.
insulator	A material which 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.

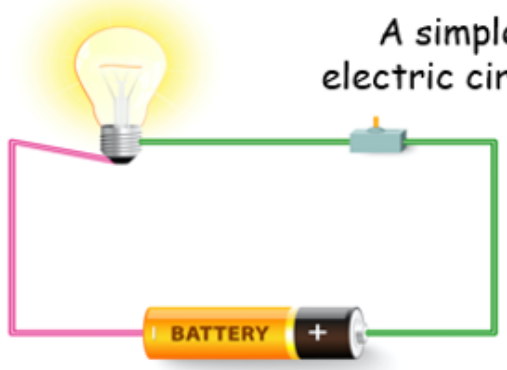
Metals such as copper, aluminium, zinc and gold are good conductors of electricity.

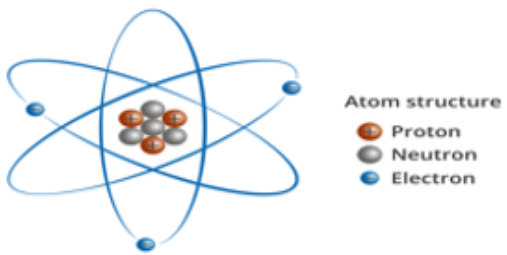
Light bulbs turn electricity into light due to resistance.

Electric circuit symbols



A simple electric circuit





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!

1. Can I explain how objects become charged?
2. Can I describe the parts of an electric circuit?
3. Can I explain what effects the output of a circuit?
4. Can I compare electrical conductors and insulators?
5. Can I build a set of traffic lights?
6. How can variable resistor work like a switch?

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.