Year 5 and 6: Spruce, Sycamore, Whitebeam and Walnut — Friday 7th February 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
31st January	Hazel Love	Azallia Cooperation	Minal – Honesty	Eva - Responsibility
7th February	Alex Responsibility	Vidyut and David Responsibility	Noah - Love	Lilly - Responsibility

Last week we had a special assembly with bestselling author MG Leonard who gave us an insight to the inspiration for all her books. It was amazing to see her photos and videos of Egypt and hear about her visit to Tutankhamun's tomb.

Diary dates

- **W/C 10th February** –STEM week
- **Friday 14th February** – FOBS break the rules day. School finishes at 3:15pm for half term.
- **Monday 24th February** – school reopens
- **Monday 3rd March** - KS2 Author – Jennier Bell
- **Thursday 6th March** – World Book 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:

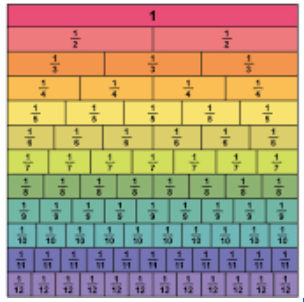
- 30 minutes across the week on TTRockstars (split into 20 minutes garage and 10 minutes studio)
- 30 minutes of maths arithmetic
- 30 minutes completing the SPaG or reading task
- Daily reading (complete at least one quiz on Accelerated Reader each week)
- Website for Accelerated Reader: https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196

Our learning

Year 5

Literacy

We have spent this week looking at the poem – Malfeasance by Alan Bold. We have explored the language and the imagery that he created and used that to inspire our own poems based on an emotion.



Maths

We have been using our knowledge of times tables to help us find equivalent fractions. We will continue to use these skills to help us to add and subtract fractions with different denominators. Some of our children have found this tricky if they are less confident with their times tables so any extra practice they can do on TTRS would really help them.

Science

This half term we are exploring the properties and changes of materials. On our trip we explored how materials can change when heated. We had to try and work out what the substances were based on by how they reacted to heat. We will be building on this as we look at solutions and mixtures and how we can use filtration to separate the substances.

RE

We have used our digital Literacy skills to create our own class image of what heaven would look like. It was interesting to compare the different images that were created.

History

We have been looking at what life was like in a Mayan city. We looked at the different features of a city which was discovered in the jungle and used this to design our own city. We made sure to include the key features; temple, ball court and market place.

D.T.

As part of STEM week, we will be completing our D.T. unit on Bridges. We will be exploring different designs and evaluating which ones we think are the strongest. We will then use this research to design our own bridge to build.

Reading Plus

The children have been working hard on this and we wanted to give a shout out to those that have earnt and award so far.
Well done to Elsie P, Gracie, Hazel, Jochebed, Xavi, Riley, Alex, David and Azaria. Keep up the great work Year 5.

L4L

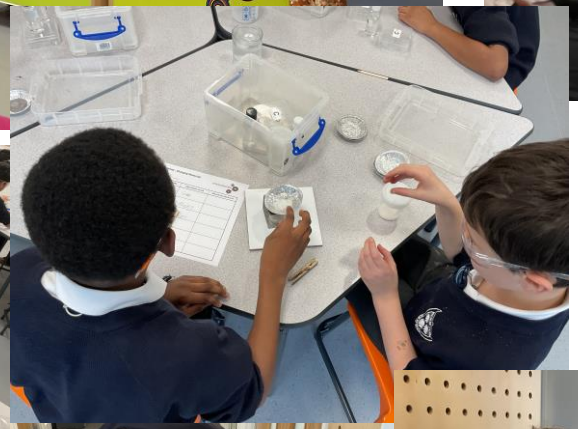
We have been discussing when we have shown resiliance when faced with a challenge.

Our learning

Year 5- Spruce photos














Our learning

Year 5- Sycamore photos

Our learning

Year 6

Literacy

In literacy we have just started a new unit on how to write a balanced argument. We have been reading lots of different examples and found common features such as: for and against points, rhetorical questions, conjunctions, facts and evidence and modal verbs. We have had lots of fun trying to think of reasons for and against different questions such as: Should children be able to vote? Should we only bath once a week to help save the planet? Should homework be banned? Should chocolate be banned?

Maths

During the past couple of weeks, we have been learning how to write and simplify ratios and solve ratio problems. We then moved on to solve algebraic expressions

Science

This term our topic is 'Electricity.' WE have continued planning and carrying out lots of fun investigations. We have investigated what happens when you add more components such as batteries, bulbs and motors to a circuit. We found out that metal materials conduct electricity. We have been improving our prediction skills by trying to use our past experiences and knowledge to give reasons for our ideas. We have also been trying different methods to record all of our results.

Art

Last week we put our sketching skills to the test by studying an artist called Chuck Close. He is an artist who created large scale portrait paintings in a photorealistic style . Photorealism is when a photograph is represented as a painting.
We took close-up photos of ourselves and are sketching our portraits by sketching one small part at a time.

Humanities

Our unit this term is 'Ancient Greece', the children have learnt how we know so much about Ancient Greeks and they were introduced to the story of Theseus and the Minotaur. They have also been able to describe what everyday life was like in Ancient Athens, they were given a different role of a person from Ancient Athens and spoke to another child to see who they were and what role they had. The children enjoy role play activities.

RE

During the past few weeks in RE we have been finding out why people might make the important journey to the Western Wall in Jerusalem. We have decided that it also an important historical landmark which is why some non-religious people also make the journey. We came up with and against reasons for non-Muslims being allowed inside The Dome at temple mount.

PE

Over the past few weeks both classes have been practicing their partner lift work and perfecting their dance routines. We have included elements such as dynamics and actions to vary our routines. We have also been outside improving our attacking and defending techniques whilst learning to play handball.

Whitebeam photos







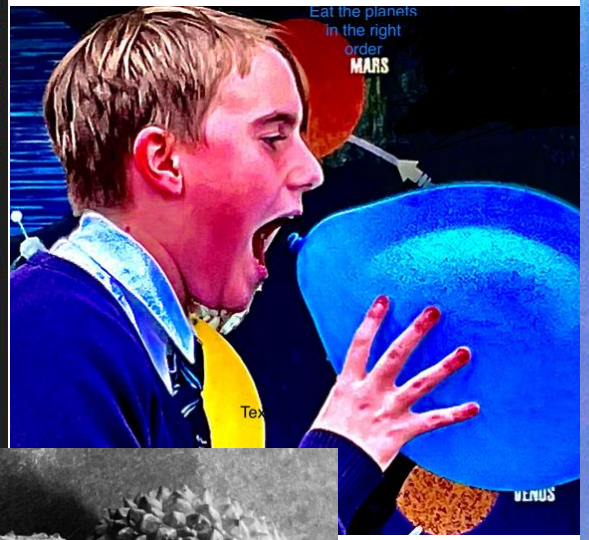


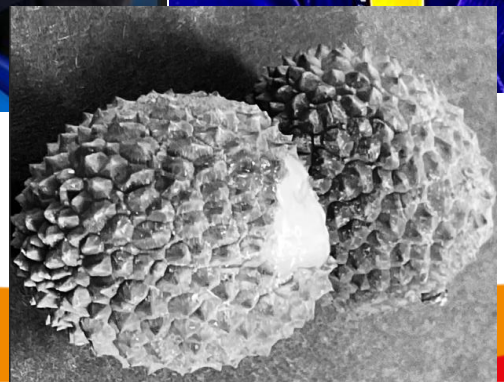






Walnut photos





Y5 Science Knowledge Organiser

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

Separation Techniques

Filtering

- Brewing coffee
- Cleaning a swimming pool
- Vacuum Cleaning

Sieving

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

Evaporating

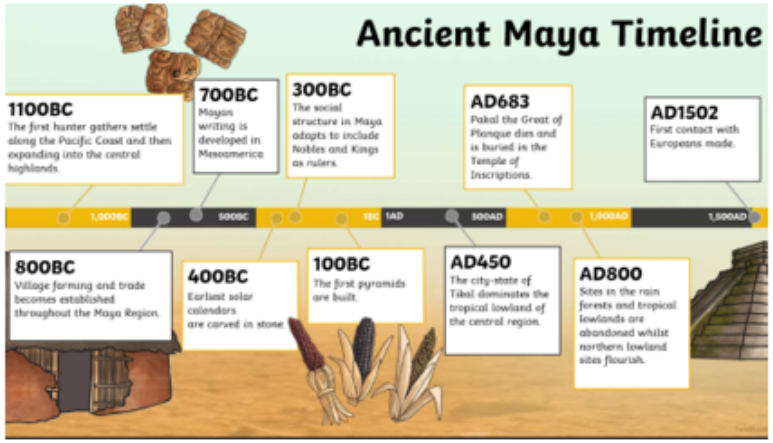
- Body sweat
- The water cycle
- Salt / crystal extraction

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.



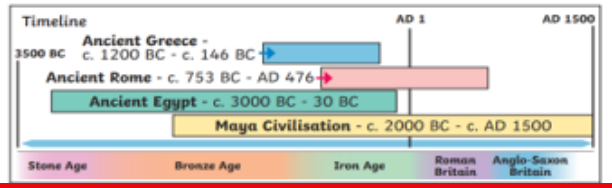
	Date	LP = 1,2,3	Presentation
KQ1 – Can I interpret Mayan artefacts and what they tell us?			P- P= P+
KQ2 – Can I explain how the Maya empire grew so strong?			P- P= P+
KQ3 – Can I describe life in Maya cities?			P- P= P+
KQ4 – How did the Maya count and measure time?			P- P= P+
KQ5 – What gods did the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

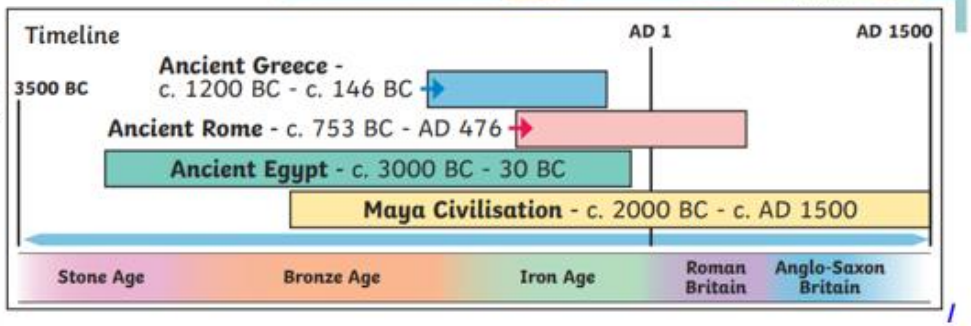


Year 6 Humanities Knowledge Organiser

Ancient Greece

Year 6

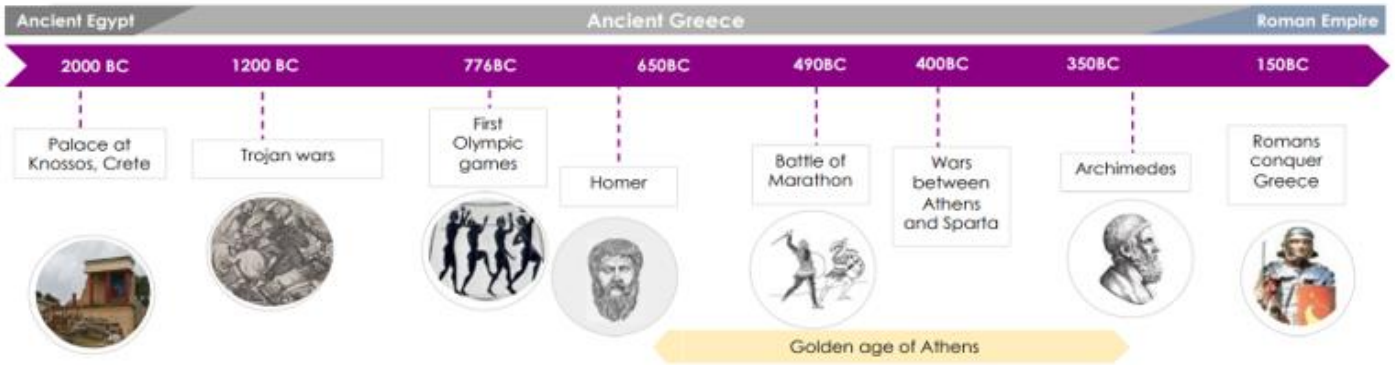
Key vocabulary	
Acropolis	This was a large rocky area high above Athens that contained important buildings such as the Parthenon
Agora	A busy central area, where people came together to meet and trade, like a market place
City state	A city that became powerful and formed its own stat with its own government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

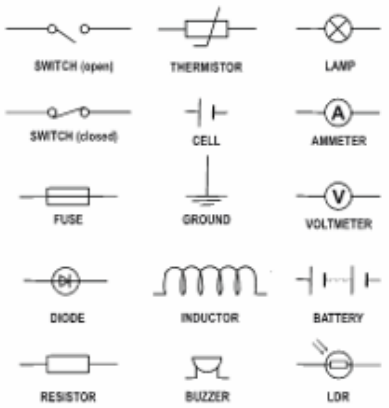
Key Word	Meaning
static electricity	Electricity that collects on the surface of an object, which can cause an electric shock.
filament	A thin piece of wire with a high melting point, used in bulbs.
voltage	An electric force which 'pushes' the electric current round the circuit.
insulator	A material which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

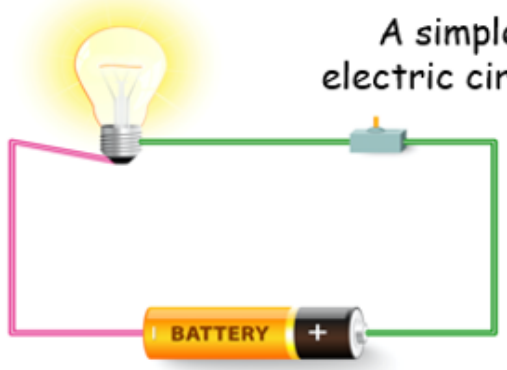
Metals such as copper, aluminium, zinc and gold are good conductors of electricity.

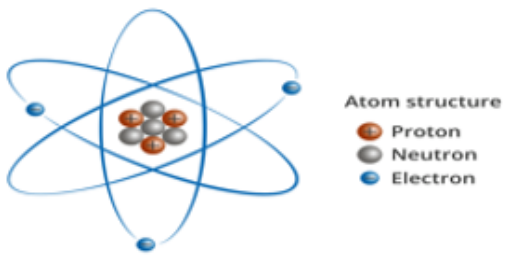
Light bulbs turn electricity into light due to resistance.

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!

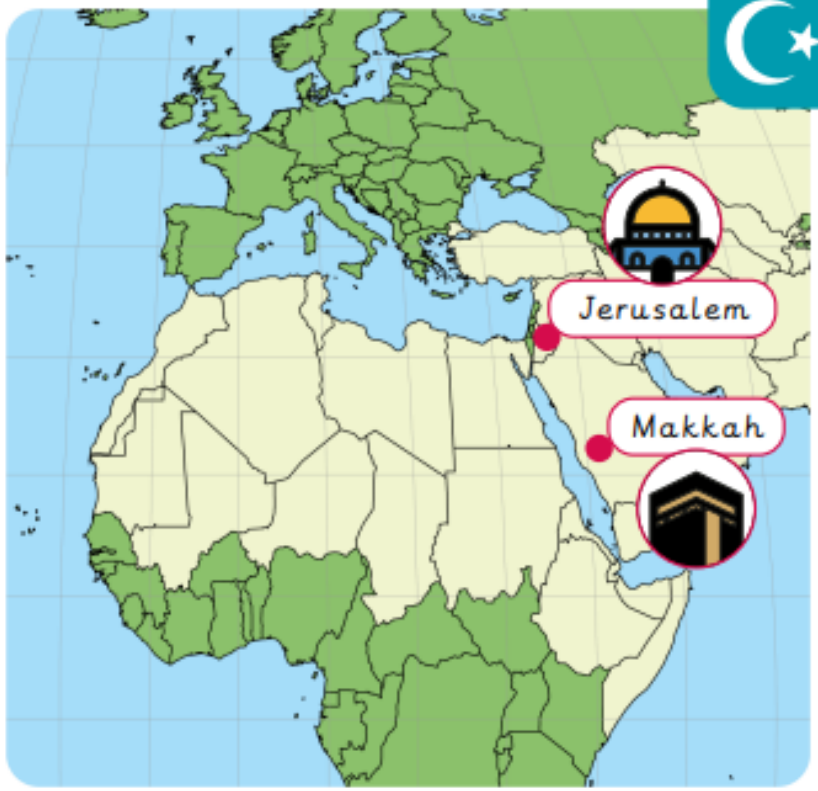
1. Can I explain how objects become charged?
2. Can I describe the parts of an electric circuit?
3. Can I explain what effects the output of a circuit?
4. Can I compare electrical conductors and insulators?
5. Can I build a set of traffic lights?
6. How can variable resistor work like a switch?

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.

pilgrimage	A journey to a sacred place or location, often for religious or spiritual reasons.
spirituality	The focus on meaningful religious or sacred concepts and feelings, rather than the physical aspects of life.
Western Wall	A remaining section of the outer wall that surrounded the Temple Mount.
Jerusalem	The capital city of Israel and one of the oldest cities in the world.
Temple Mount	A religious site in Jerusalem and home to the Al-Aqsa Mosque and the Dome of the Rock.
Dome of the Rock	An Islamic shrine in Jerusalem, located on the Temple Mount.
Makkah	Also known as Mecca, a city in Saudi Arabia and the holiest site in Islam, being the birthplace of the Prophet Muhammad.
Ka'bah	A large, black, cube-shaped building and the direction of prayer for Muslims.
Hajj	The annual Islamic pilgrimage to Makkah, Saudi Arabia, and one of the Five Pillars of Islam.
secular	Relating to things that have no religious or spiritual basis.
Via Dolorosa	The path Jesus is believed to have taken on his way to his crucifixion, marking the Stations of the Cross.

Traditional pilgrimages are journeys to a place of spiritual or religious significance that are often specified in religious texts or have been practised for centuries.

Some people view pilgrimage as a journey to a place that holds personal, cultural or even 'secular' spiritual importance and not necessarily tied to religious beliefs or practices.



Makkah is a sacred place for many people who are **Muslim**. It is where the Masjid Al-Haram is located which holds the Ka'bah.
The Ka'bah is a large, black, cube-shaped building and the direction of prayer (qiblah) for Muslims.

Jerusalem is a sacred place for Muslims where it is believed the Prophet Muhammad journeyed and ascended to heaven on the Temple Mount. The Dome of the Rock was built in this space as a shrine along with Al-Aqsa mosque.