Year 5 and 6: Spruce, Sycamore, Whitebeam and Walnut — Friday 21st 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 March	Summer Responsibility	Theo Responsibility	Halle - Respect	Stephanie - Love

Diary dates

- **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
- **Wednesday 23rd April:** Return to 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

Our learning

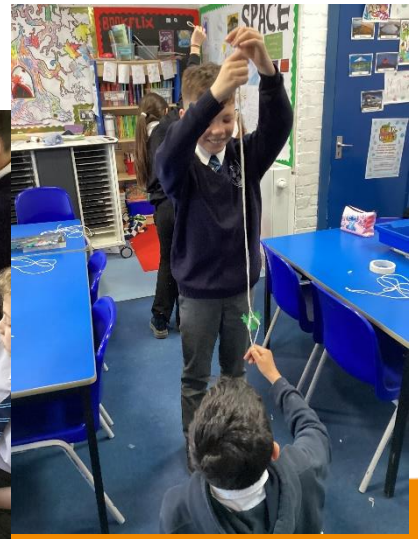
Year 5

Literacy

We have finished our SPaG unit. The children now have a good understanding of what makes a sentence, how to identify a sentence and other grammatical skills. We have now started our unit based on the book Explorer by Katherine Rundell. We will be exploring the jungle and looking at the descriptive language skills we can use to describe what the jungle is really like.

Science

Friction was the next force that we explored. We recapped previous learning about forces and then applied it to our experiment. The children were set the challenge to make a frog climb up some string without touching the frog. We discussed how friction made it possible and thought about other examples of when friction is useful.



Maths

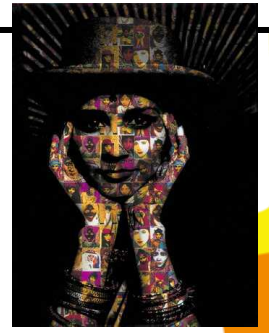
We have been working on developing our understanding of decimals; the way we read decimals and the value of each digit. We have made links to fractions and used that to help us to understand that a decimals is also part of a whole.

L4L

We have continued to look this half term at self-belief and the importance of it. We were fortunate to have an inspirational speaker come in to run a session. He spoke passionately about pursuing your dreams and that you shouldn't let negative comments of others stop you from doing that.

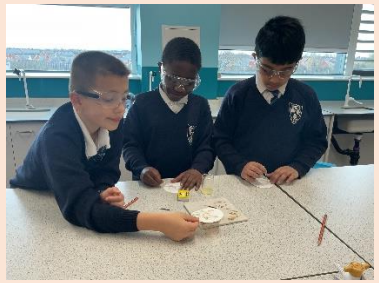
Art

We are continuing our portrait unit. We looked closely at the artist, Chila Kumari Singh Burman. She combines her Indian roots with popular culture to create her pieces. We looked at what mixed media is and how she uses this in her work. We found out that she uses different methods to create layers and texture in her work.



Science – Kingsbrook Visit

Last week the children had the opportunity to take part in a science session at Kingsbrook secondary school. They had a fantastic time seeing what a science classroom looks like at the secondary school. While they were there, they took part in an experiment involving lemons and fire to create secret images and messages.






Literacy – World Book Day

During World Book Day year 5 used their creative skills to create wicked villains and fabulous heroes. These characters then became the focus for the rest of the day where we created finger puppets, designed their secret lair and thought about their sidekicks. Once we knew all we could about our own characters the children paired up with someone from the other class to plan an adventure story involving both their characters.










Our learning

Year 6

Literacy

In literacy we have started our new unit of 'The Piano by Aidan Gibbons', which is a short film about a man's most precious memories being played while he is playing the piano. You can watch the short film via the link https://www.literacyshed.com/the-piano.html . The children have begun to plan their own monologues about his life using ISPACE sentence starters, show not tell techniques and music related vocabulary.

Maths

We are still focusing on Geometry. The children have been learning how to use a protractor correctly & use these to measure acute & obtuse angles in triangles & quadrilaterals. Next week we will be moving on to 'position and movement' where we will be reading coordinates, translating and reflecting shapes and describing their movements.

Science

During the past couple of weeks, we have been researching a scientist who is famous for making a significant electrical discovery or invention. We have written a non-chronological report after carrying out our research. Next week we are moving on to our next topic "Animals including humans" where we will be finding out all about the circulatory system and how to human body works.

PSHE

This week we have finished our unit focusing on 'Citizenship'. The children learnt about the government & the different people within parliament. They wrote a letter to a minster to conceive them to implement a new law, e.g. The Minister of Transport – to stop the construction of HS2. Our next PSHE unit is 'Economic wellbeing'.

Humanities

Our unit this term is 'Ancient Greece', this week the children focused on comparing democracy in 5th Century BC Athens to today. They looked at for and against reasons to rebuild The Parthenon after it the destroyed by the Persians. After, they were able to vote themselves & the majority wanted it to be rebuilt because it was in honor of the Greek God Athene, she would be pleased & it was important for the Ancient Geeks to please their gods & goddesses.

L4L

Within L4L this term we have looked closely at the effect of social media and the use of screens. The children have looked at different screen time scenarios & we have discussed the negative of being on screens for too long.

PE

This term the children have been doing football as their outdoor sport & dance in the hall for their indoor sport. Some children have been creating their own gymnastic routine to have the chance at performing at the Bierton gymnastic competition.

Whitebeam photos

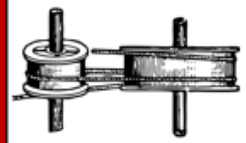
Walnut photos

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.

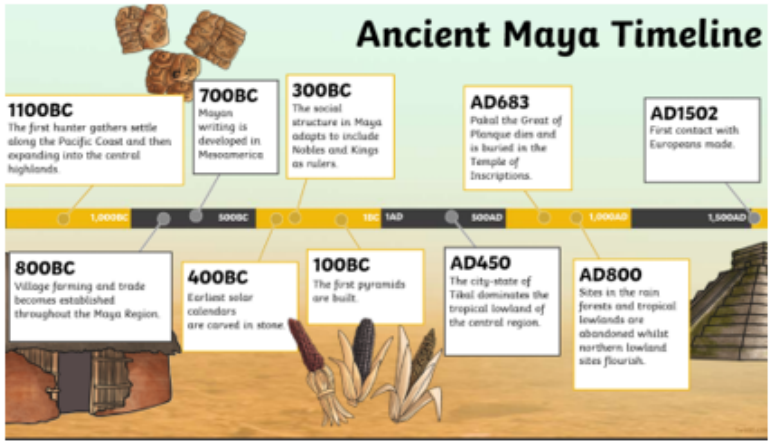
Friction occurs when two surfaces rub against each other.
The rougher the surface, the more friction is caused.
For example, sand and carpet have lots of friction.

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.



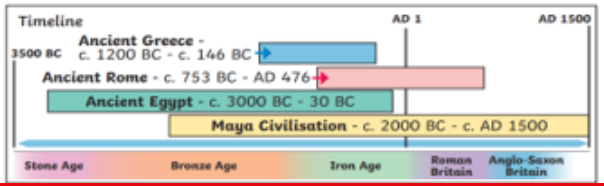
	Date	LP = 1,2,3	Presentation
KQ1 – Can I interpret Mayan artefacts and what they tell us?			P- P= P+
KQ2 – Can I explain how the Maya empire grew so strong?			P- P= P+
KQ3 – Can I describe life in Maya cities?			P- P= P+
KQ4 – How did the Maya count and measure time?			P- P= P+
KQ5 – What gods did the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



R&W - What happens when we die? (Part 2)

Lesson	LP	Date	P- P= P+
If there's a soul, where does it go?			P- P= P+
What is samsara?			P- P= P+
How might someone reach moksha?			P- P= P+
How can people find comfort after death?			P- P= P+
What does enlightenment look like?			P- P= P+

karma	A concept of cause and effect where a person's actions in life affect their future circumstances.
reincarnation	The belief that after death, the soul is transferred into a new body or form, continuing through different lives.
margas	Paths often used to guide people to reach moksha

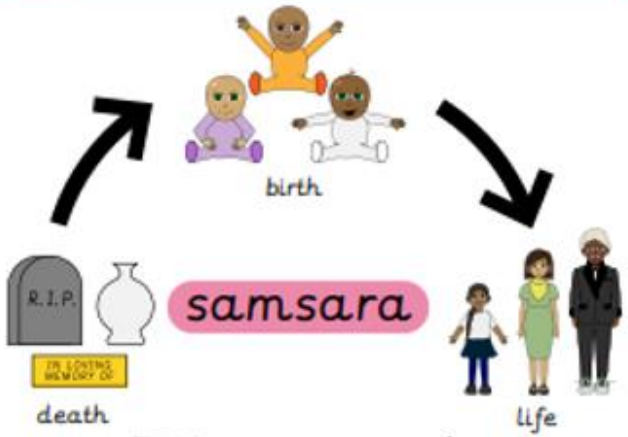
Karma marga	Bhakti marga	Jnana marga
action	devotion to God	knowledge

varna	A Hindu concept categorising society into different groups, each with specific religious and social duties.

Hindus generally believe all living beings have an **atman** which is a part of God (Brahman).

Sikhs generally believe all living beings have an **atma** which is a spark from God (Waheguru).

Buddhists generally believe in a consciousness rather than a soul, referred to as the **anatta**.



The cycle of birth, life, death and reincarnation is often referred to as samsara. Some people believe the soul or consciousness moves to a new body or form when a person dies.

Orange is considered a sacred or holy colour by many Hindus. When karma is gained, some people believe different varnas can contribute different colours to the atman, with the goal being to create orange.

Year 6 Humanities Knowledge Organiser

Ancient Greece

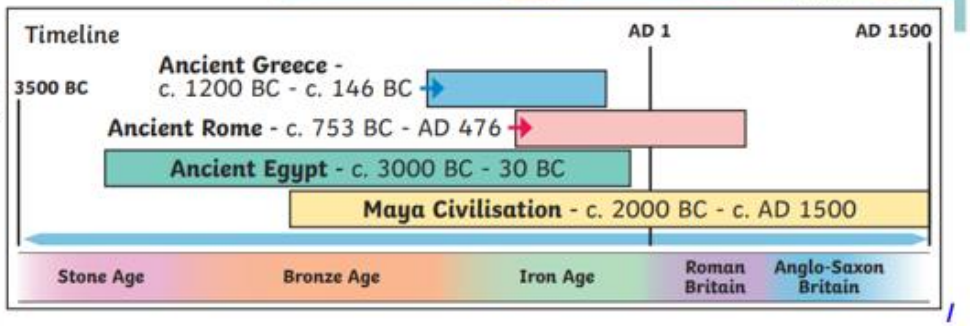
Year 6

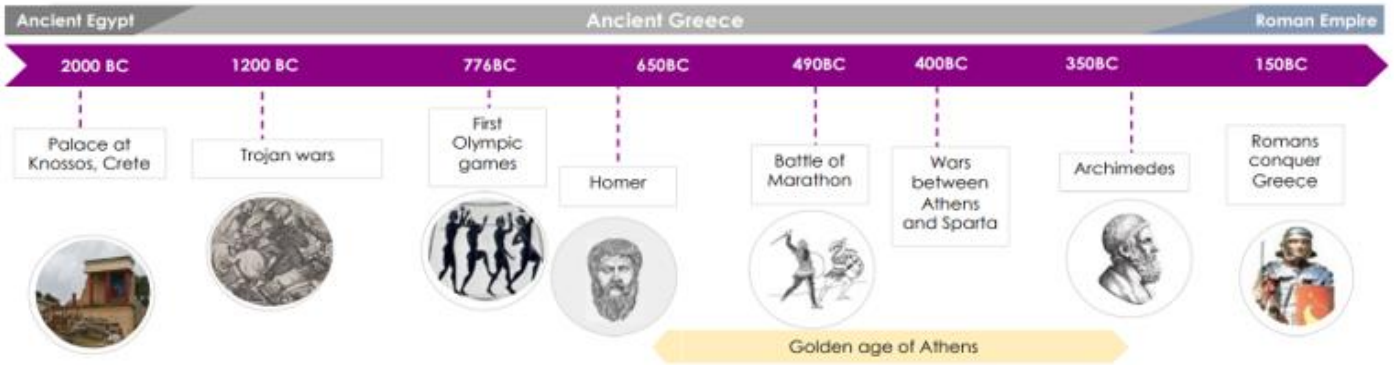
Key vocabulary	
Acropolis	This was a large rocky area high above Athens that contained important buildings such as the Parthenon
Agora	A busy central area, where people came together to meet and trade, like a market place
City state	A city that became powerful and formed its own stat with its own government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

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

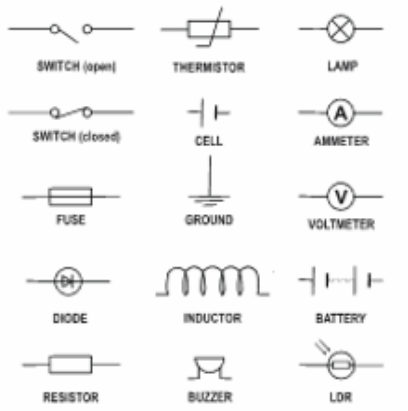
Metals such as copper, aluminium, zinc and gold are good conductors of electricity.

Light bulbs turn electricity into light due to resistance.

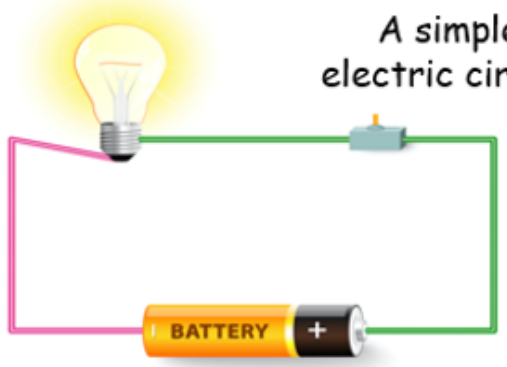
Key Vocabulary

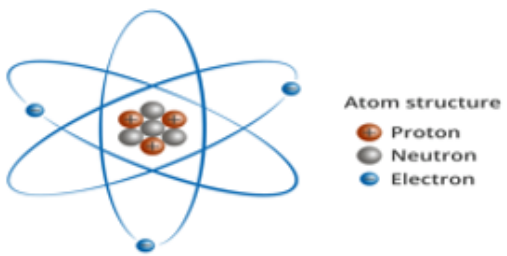
Key Word	Meaning
static electricity	Electricity that collects on the surface of an object, which can cause an electric shock.
filament	A thin piece of wire with a high melting point, used in bulbs.
voltage	An electric force which 'pushes' the electric current round the circuit.
insulator	A material which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

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.

Y6 RE Knowledge Organiser

R&W - Why is there suffering? (Part 1)

conscience	The part of a person's mind that tells them whether actions are right or wrong.	**response**	A reaction or reply to something.
crucifixion	Executing someone by nailing or tying them to a cross.	**resurrection**	Coming back to life.
evil	Actions or qualities that are morally wrong, harmful or deliberately hurtful.	**Satan**	Considered a powerful figure symbolising evil and temptation (sometimes referred to as the devil).
temptation	The ability to make choices independently, without being controlled by any external or supernatural influences.	**suffering**	Experiencing pain, distress or hardship.
hope	Believing that something good might happen in the future.	**temptation**	The desire to do something, especially something wrong or unwise, often testing someone's ability to resist.

Causes of suffering

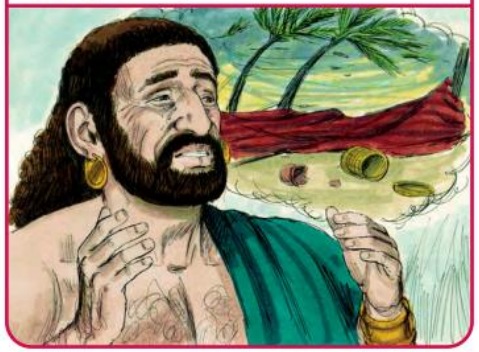
Suffering can generally be described as being caused by humans or nature, or sometimes a combination of both such as climate change. People have different beliefs about how the idea of God fits into this.

Balance of good and evil

Some Zoroastrians believe there are positive and negative spiritual forces that affect human choice and the balance of good and evil in the world. Key teachings focus on 'good thoughts, good words and good deeds' as a way of living to reduce suffering and contribute to there being more good than evil in the world.

Learning from suffering

For some people, suffering is seen as a way to learn, improve character and develop a stronger relationship with God. The stories of Job and Noah are examples of this from scripture.



R&W - Why is there suffering? (Part 1)

Prayer

The Jewish, Christian and Muslim creation stories all describe God creating a perfect world with no suffering, with suffering being introduced through human actions. Abrahamic religions teach that God is all-seeing, all-knowing, all-loving and all-powerful; this belief means many believers pray during times of suffering for God's intervention and support. For other people, suffering may lead them to the conclusion that there is no God.

Beliefs about Jesus

Beliefs about Jesus are important for Christians when thinking about suffering. The story of Jesus being tempted in the desert and his crucifixion suggest that Jesus experienced and understands human suffering. For many Christians, belief in his resurrection helps them to see suffering as a temporary state that will end when they return to God after death.