



## News and reminders

### PE days:

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

Children should come into school in their correct PE kit.

Please ensure that your child is wearing the Bierton P.E. hoodie, blue Bierton P.E. t-shirt and black leggings/joggers.

We would also like to remind everyone that due to health and safety, earrings need to be removed or taped for PE lessons. Unfortunately, we cannot help children to remove their earrings or put them back in.

### Diary dates

**18th October:** Break the rules day

**18th October:** Reading with your child  
Parent workshop

**W/C 21st October:** Black and ethnic minority week

**21st October:** Parent coffee morning - behaviour at Bierton

**25th October:** Open classrooms to look at children's work, 2:45-3:15pm

**25th October:** Last day of term, school finishes at 3:15pm

## Superstar Learners in September

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

	Spruce	Sycamore	Whitebeam	Walnut
24th September	Sophie S-O Co-operation	Dan - Co-operation	Rory - Responsibility	Movitha - Responsibility
3rd October	Keon Responsibility	Ava - Love	Sonny - Love	Yacine - responsibility

## Homework

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

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 have now completed our independent writes for Gorilla. The children did great job using the different literay skills we have been practising in their own writing. The children have also planned and written their own 500 word story for the BBC competition. We will be sending off their entries soon. Our new unit is all about balanced arguments and looking at the different skills used to write an effective arguement.

## Science

So far we have learnt about the different models of the solar system, the names of the planets and the difference between orbiting and rotation. We explored orbiting and rotation by creating our own planets and then using role play to see the difference.



## Maths

We have been using column method to help us to solve addition and subtraction questions. We will be moving onto multiplication and division.

## Computing

We have been looking at how to keep ourselves safe online. We have explored the SMART rules and discussed what we do and don't share online. We have also looked a how images an be edited and manipulated so that they are not the same as the original.



## Humanities

We have continued to develop our understanding o earthquakes and volcanoes by looking a the layers of the Earth, tectonic plates and how mountains are formed. We completed some virtual fieldwork by climbing to Everest Base Camp. Along our journey we observed the differences in the environment the higher we went and looked at how they use yaks to carry supplies up the mountain.

## Literacy

We are still writing about the short black and white Disney film, 'The Paperman'. The children have been creating some amazing sentences throughout this unit and they will be planning and writing their own independent pieces of writing around the paperman next week. Our next Literacy unit will be an Anglo-Saxon persuasive speech, linked to our History unit.



## Science

We have been continuing with the topic, 'Living things and their habitats.' So far, the children have explored ways of distinguishing between organisms that have similar characteristics and classifying plants and animals. They also found out about Carl Linnaeus and learnt about his classification system that changed history! This week we found out about different microorganisms and added yeast to different ingredients such as sugar, flour and oil. Can you guess which ingredient yeast reacted best with?

## DT

Over the past 3-weeks, the children have been designing and creating their very own waistcoats for their teddy bears. They had to plan their designs, draw their waistcoat template on fabric and cut it out. Then they had to sew their material together to create the waistcoats. The children even added on buttons and other materials to create a design. They all did an amazing job and should be proud of what they made! Sewing is an important skill to learn.



## Maths

The children have been focusing on the 4-different operations this month and finding factors and multiples of numbers. Our next topic is fractions. The children have also been making themselves proud with their weekly Friday arithmetic scores increasing each week. Keep it up everyone!

### How to Add Fractions

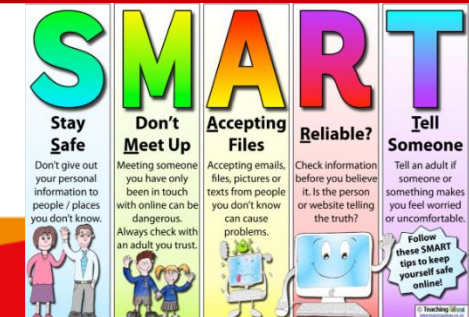
Same Denominators	Different Denominators
$\frac{1}{5} + \frac{3}{5}$ $\frac{1+3}{5} = \frac{4}{5}$	$7 \times \frac{1}{2} + \frac{3 \times 2}{7 \times 2}$ $\frac{7+6}{14} = \frac{13}{14}$

## Computing

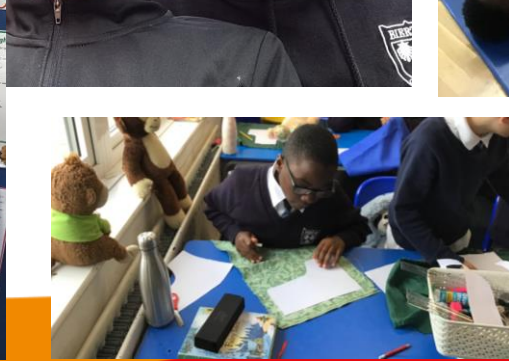
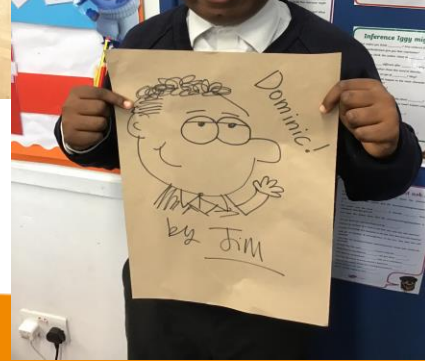
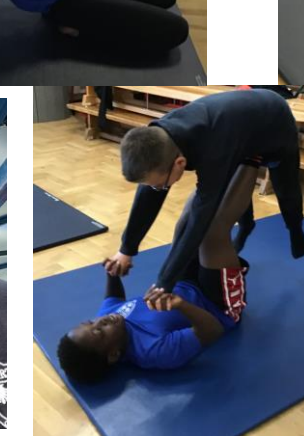
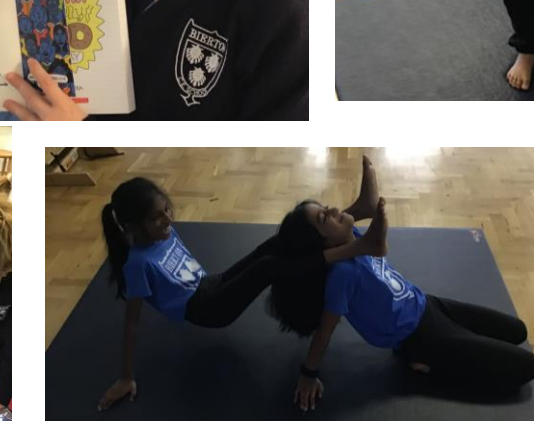
In Computing we have been looking at online safety, we have been looking at how to keep ourselves safe online. We have explored the SMART rules and discussed what we do and don't share online. Remember - you shouldn't share each other's numbers and photos on whatsapp groups without asking that person's permission. It is important that the children know how to stay safe and what they should and shouldn't be sharing.

## Humanities

In Humanities we are still carrying on with our History topic, 'Anglo-Saxons and Vikings', and we will be doing this up until Christmas. So far, the children have learnt how people's lives changed when Christianity came to Britain, how Vikings tried to take over the country and why King Alfred was significant. We are all looking forward to our trip on the 12th November to Ufton Court!



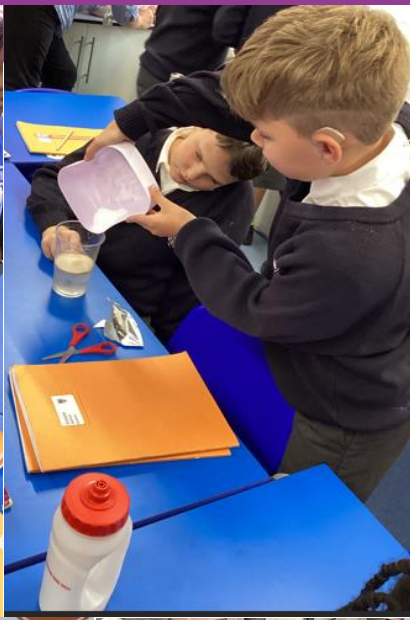
# Whitebeam photos



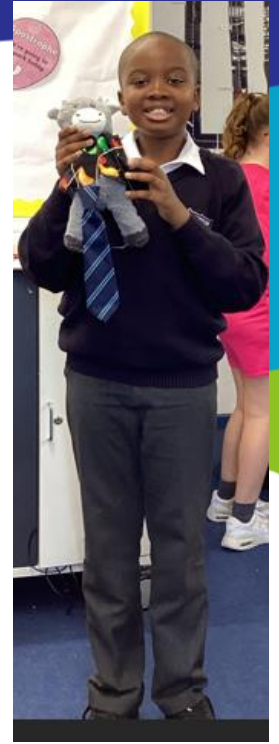
# Whitebeam waistcoats



# Walnut 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

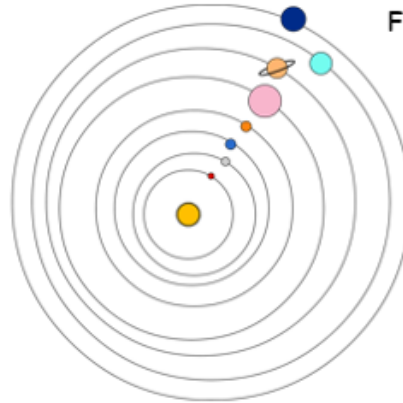
• Can I understand and explain  
theories about The Big Bang and the  
Universe?

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 17<sup>th</sup> 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:

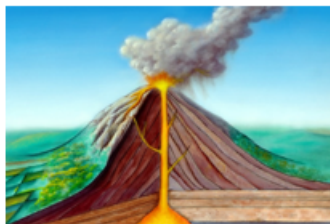
Soufrière (St Lucia, North America), Eyjafjallajökull (Iceland, Europe), Popocatepetl (Mexico, North America), Vesuvius (Italy, Europe), St Helens (USA, North America), Etna (Italy, Europe).

### 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.



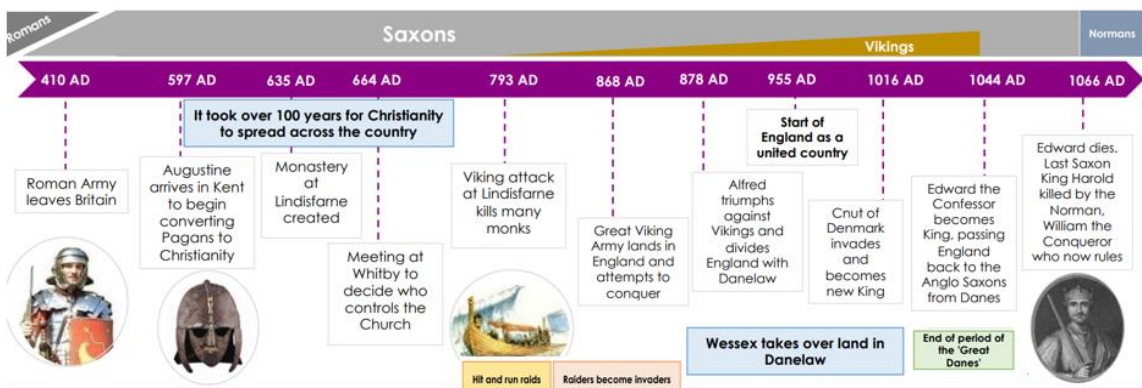
Place names	Geographical terms and processes	Locational terms
Great African Rift Valley	crater	epicentre
Haiti	disaster	plate boundary
Iceland	dormant	
Japan	eruption	
Mauna Loa	magma	
Pacific Ring of Fire	tsunami	

### 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



### Britain 400-500



### 7 kingdoms before 878



### After 878



### 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.

## Key vocabulary

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

## 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 it
  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 then 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?

<b>Alfred</b>	King of Wessex, known as the Great, ruled 871-899
<b>Asser</b>	Man who wrote flattering life history of Alfred
<b>Augustine</b>	In the late 6th century, he was sent from Rome to England to bring Christianity to the Anglo-Saxons.
<b>Bede</b>	He wrote a very important book on the early history of Britain.
<b>Burhs</b>	Forts built in 9 <sup>th</sup> century to defend against Viking raids
<b>Gildas</b>	6 <sup>th</sup> century monk who wrote a history of Britain before and during Saxon period
<b>Guthrum</b>	Danish leader and King of East Anglia who fought against Alfred, later christened Athelstan
<b>Hengist and Horsa</b>	Leaders who some people think arrived to take over Britain in AD449.
<b>Raedwald</b>	King of East Anglia died about 625AD
<b>Vortigern</b>	King of the Britons at the time of the arrival of the Saxons under Hengist and Horsa in the 5th century

## Knowledge Organiser Unit: Living Things and their Habitats

1

• Can I recap ways of grouping organisms according to their characteristics?

2

• Can I explore ways of distinguishing between organisms that have similar characteristics?

3

• Can I classify plants according to their characteristics?

4

• Can I find out about Carl Linnaeus and his classification system?

5

• Can I explore what micro-organisms are and how they can be grouped?

6

• Can I identify and classify organisms in the local area?

Carl Linnaeus' book called 'Systema Naturae' laid out the classification of living things.

Fungi are their own kingdom as they gain energy from dead plants and animals, not the sun.

### FACTOIDS:

Can you find out more?

Q1. What is soil a habitat to?

Soil mainly contains micro-organisms, of which there are billions.

Q2. What is an ecosystem?

A community of interactive living things which rely on each other to live and grow.

Q3. What does Homo Sapiens mean?

Home is the Latin word for man and sapiens means wise.

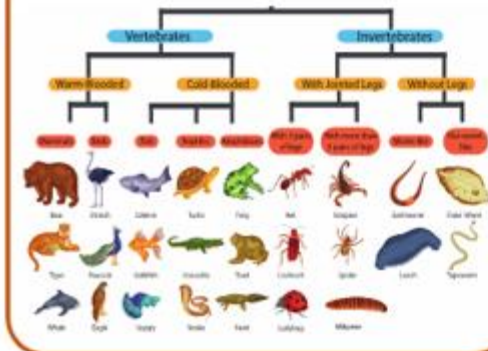
This unit is designed to help you understand the way living things are **classified** and how they **interact** with each other for **survival**. You can learn about how to think about different living things by the mnemonic **MRS GREEN**. This unit can also help you think about the importance of **habitats** and how we should help **conserve** them.

Many jobs require an understanding of **classification**, **anatomy** and **habitat**, such as vets, doctors, environmentalists and scientific researchers. In any case, we **rely** on the animal and plant kingdoms to survive, so it's best we know how to **conserve** them!

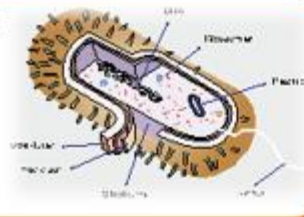
### MRS GREEN : Processes



### Classification



### Prokaryote Cell



The six living kingdoms are: animals, plants, fungi, bacteria, protists and archaea.

## Key Vocabulary

Key Word	Meaning
classify	To organise by class, which is a group that has something in common.
prokaryote	A cellular organism which has no nuclear membrane.
species	The smallest class of organisms.
vertebrate	An animal with vertebrae - having a backbone or spinal column.
invertebrate	An animal without a backbone or spinal column.
microorganism	A tiny, microscopic organism such as bacteria, virus or fungus.
fungi	A diverse kingdom which includes mushrooms to brewer's yeasts.
kingdom	A category grouping together all forms of life, having certain characteristics in common.

## R&W - Why do religions look different around the world? (Part 1)



<b>Ashkenazi</b>	A Jewish person who has descended from family living in Eastern-Europe
<b>Charedi</b>	A denomination of Jewish people who follow the Jewish laws very strictly (English spelling).
<b>kippah</b>	A domed head covering worn by Jewish people.
<b>kippot</b>	The plural word for the domed head coverings worn by Jewish people.
<b>melacha</b>	A singular prohibited labour.
<b>melachot</b>	Prohibited labours.
<b>mitzvah</b>	A singular commandment or rule to abide by.
<b>mitzvot</b>	Commandments or rules to abide by.
<b>Mizrahi</b>	A Jewish person who has descended from families living in North Africa and the Middle East.
<b>Sephardi</b>	A Jewish person who has descended from families living in Spain, Portugal and North Africa.
<b>Shabbat</b>	The Hebrew word meaning a day of rest.
<b>niqab</b>	A covering for the face which leaves an opening for the eyes.

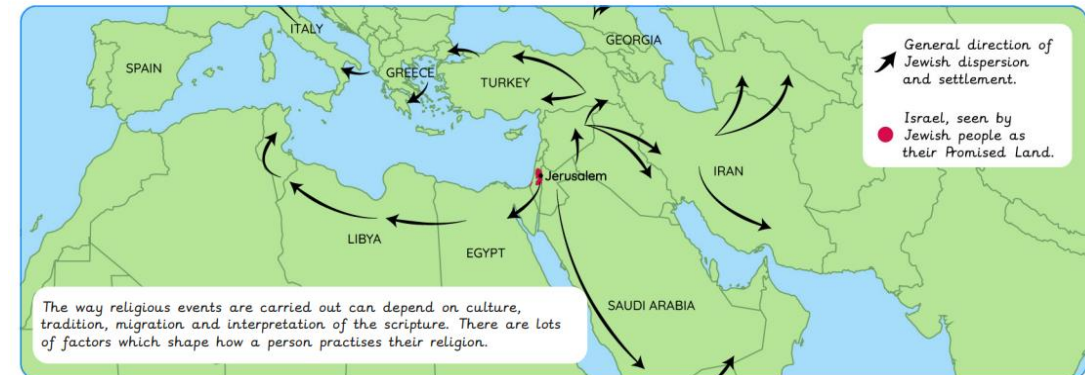
Many religious followers choose to wear a head covering, such as a kippah or a hijab. This can be for a variety of reasons, for example:

- Remembering that God is always with them (omnipresent).
- Showing their religious views.
- Showing modesty around others.
- To feel a sense of belonging.



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## R&W - Why do religions look different around the world? (Part 1)



Many Christian, Jewish and Muslim people generally share similar beliefs about God and his communication with the prophet Abraham. Their scriptures are believed to contain God's messages, guiding followers to lead good lives. By believing in one God, they are monotheists.

Many Jewish families observe Shabbat from sundown on Fridays until sundown on Saturdays.

There are different denominations of the Jewish religion.

- **Orthodox** Jewish people tend to follow traditional laws and customs.
- **Reform** Jewish people have adapted how they practise their religion in the more modern world.
- **Charedi** Orthodox Jewish people are strictly Orthodox.



## Year 6 - Families and relationships

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Conflict	Anticipating that something will happen a certain way.
Authority	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Grief is a process we go through when someone dies (or we no longer see them for another reason).

Grief is different for everyone and we might need support from other people to help us deal with it.

### Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

**Contact:** Childline

[www.childline.org](http://www.childline.org) | 0800 1111

Calls DO NOT show on the phone bill

### Key facts

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Respect is an important part of relationships and we need to show others respect if we want them to respect us.

Stereotyping can happen when people have limited information about a person or group of people.



Stereotypes can have negative consequences but they can be challenged.

Conflicts can happen between people but there are strategies we can use to overcome these.

