



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.

Superstar Learners in September

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

	Spruce	Sycamore	Whitebeam	Walnut

On the next newsletter we hope to announce all the Christian value certificate winners and which classes/individuals are scoring the highest on AR and TTRS!! Keep up the hard work!

Diary dates

W/C 16th September: Y6 assessment week

19th September: Author visit to school - Jim Smith

23rd September: Parent coffee morning

24th/25th September: Virtual parents evening

4th October - Inset day

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

Our learning has been focused on 'Gorilla' by Anthony Browne. We have practiced including a variety of literary techniques including repetition for effect and using personification to describe the characters walk in the dark. We will be writing our own version of this story at the end of the unit.

Science

This half term, we will be learning about planets and our solar system. We will learn about how planets orbit the sun and how they rotate on their own axis. We will create our own planets and act out orbiting around an object and the rotation on their own axis. We will also look at the different phases of the moon and why the shape of the moon that we see in the sky changes. For further information about what we will be learning throughout this unit, please see the knowledge organiser near the end of this newsletter.

Humanities

We are learning about mountains, earthquakes and volcanoes. We have looked at 7 seven summits around the world. We will understand where earthquakes happen and where volcanoes are found and linked that to our knowledge of tectonic plates.

Maths

We have learnt about the place value of 5-digit numbers and have opportunities to compare and order them. We will be recapping formal written methods for addition and subtraction and using these to help us to solve word problems.

R.E.

Our question this half term is, "Why do people have to stand up for what they believe in? During this unit we will study the importance of religious freedom and when and why some people have had to stand up for their beliefs throughout history.

Getting to know each other

We have started the year by looking at what we want year 5 to look like by creating our own set of class rules. We have worked to create a collaborative piece of art.



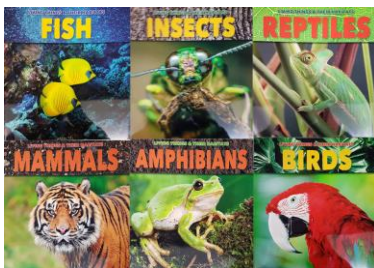
Literacy

We have started Literacy this term by looking at the short black and white Disney film, 'The Paperman'. The children first watched different black and white movies from 1890-1920s, the children were able to identify how the film-makers were able to tell a story without using any dialogue and worked out what the similarities and differences of making movies today and back then were in silent movies.



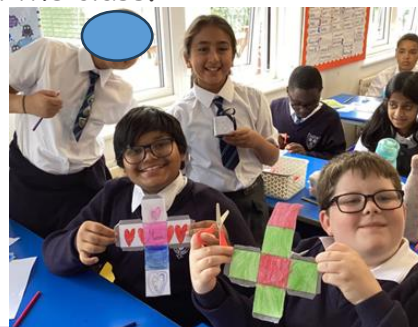
Science

We have started our topic of 'Living things and their habitats.' So far, the children have completed a quiz on the topic and have recapped ways of grouping organisms according to their characteristics.



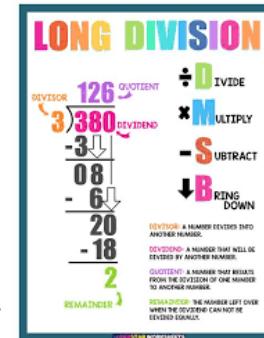
Kindness week

At the beginning of the term, we had Kindness Week. The children learnt how to be kind to themselves, others and the environment, they completed different activities around kindness like making kindness stones, played outdoor games based on being kind and making chatterboxes for a member in the class.



Maths

We began the term by looking at the topic 'operations', and we are currently focusing on division. We have started to teach the children the long division method for 2-by-4-digit division problems. We keep practicing this method in Maths and the children will become more confident using it.



R.E.

Our question this half term is, "Why does religion look different around the world?". The children have learnt different words that can be used to describe God: omniscient, omnipotent, omnipresence and omnificent. Next lesson, they will be identifying similarities and differences between some Abrahamic religions.



Humanities

This term in Humanities, the children are doing History, and we are looking at 'Anglo-Saxons and Vikings'. The children's first lesson will be on why the Anglo-Saxons invaded, and they will be focusing on this topic until Christmas.



Kindness week

During our first week back, we celebrated 'kindness week.' We all talked about ways in which we can show kindness to ourselves, others and our planet. We then took part in lots of activities which linked to these three areas.

We painted rocks with 'kindness' slogans on and Y6 decided on a Kindness motto: 'Let your kind light shine bright'

We spent lots of time being kind to ourselves - we wrote down all the things we love about ourselves and what we are proud of ourselves for. We tried hard to look for acts of kindness happening throughout the day and gave each other a voucher to acknowledge what we had seen someone do. It was a lovely way to start the school year and we will continue to demonstrate these acts of kindness to each other.



Whitebeam 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

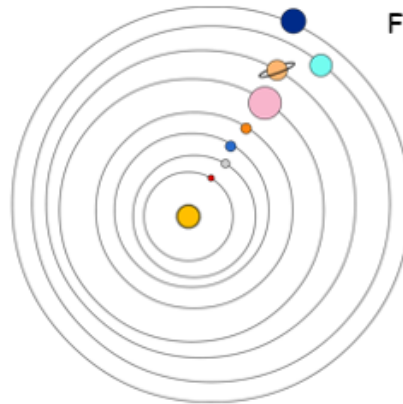
• Can I understand and explain
theories about The Big Bang and the
Universe?

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 17th 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.



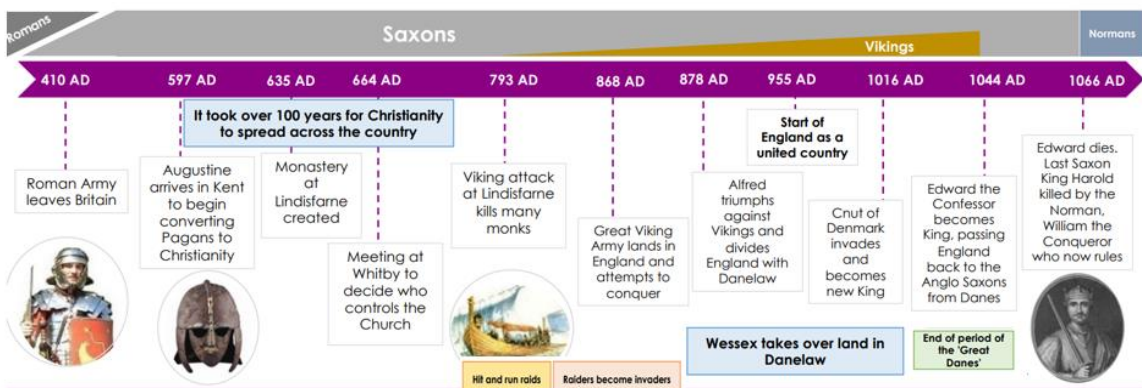
Place names	Geographical terms and processes	Locational terms
Great African Rift Valley	crater	epicentre
Haiti	disaster	plate boundary
Iceland	dormant	
Japan	eruption	
Mauna Loa	magma	
Pacific Ring of Fire	tsunami	

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

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

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

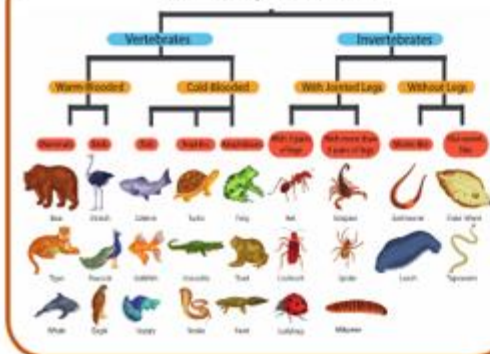
This unit is designed to help you understand the way living things are **classified** and how they **interact** with each other for **survival**. You can learn about how to think about different living things by the mnemonic **MRS GREEN**. This unit can also help you think about the importance of **habitats**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

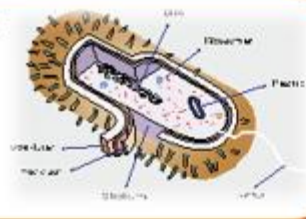
MRS GREEN : Processes



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.

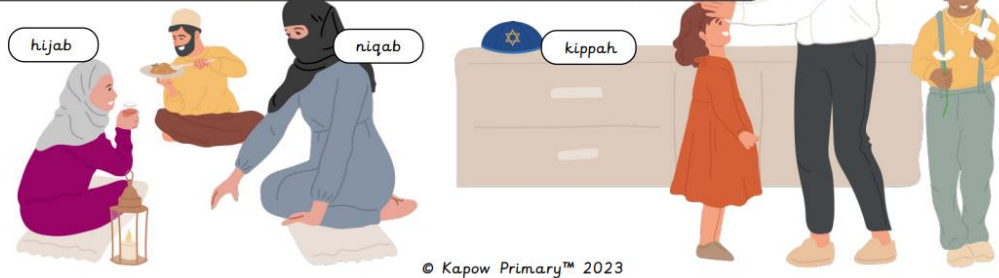
R&W - Why do religions look different around the world? (Part 1)



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

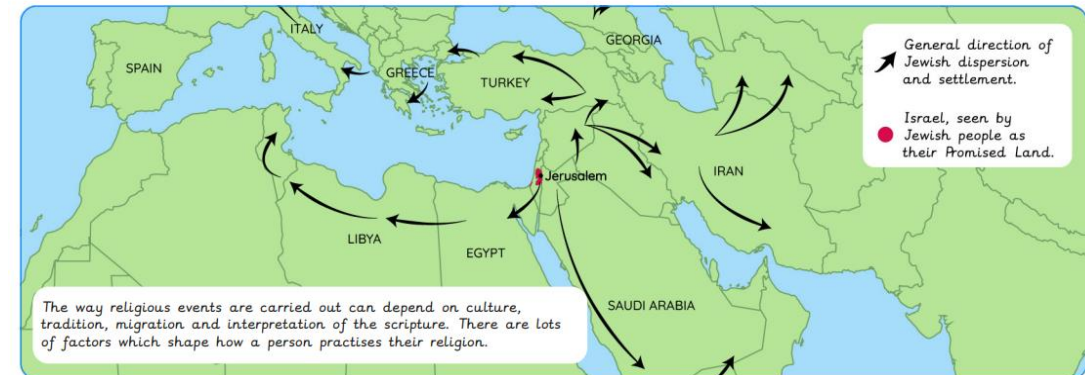
Many religious followers choose to wear a head covering, such as a kippah or a hijab. This can be for a variety of reasons, for example:

- 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 | 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.

