



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

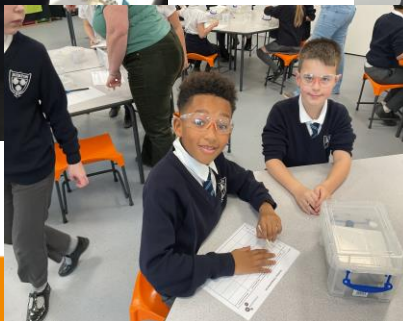
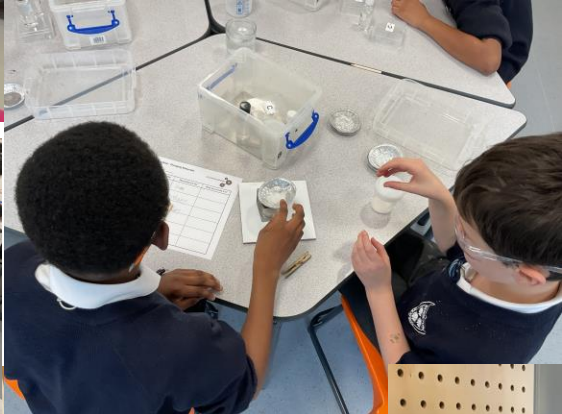
Just a reminder that homework is set on a Friday and is due by the following Friday.

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- Spruce photos





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.

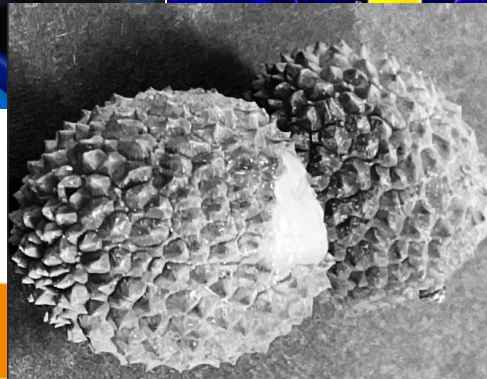
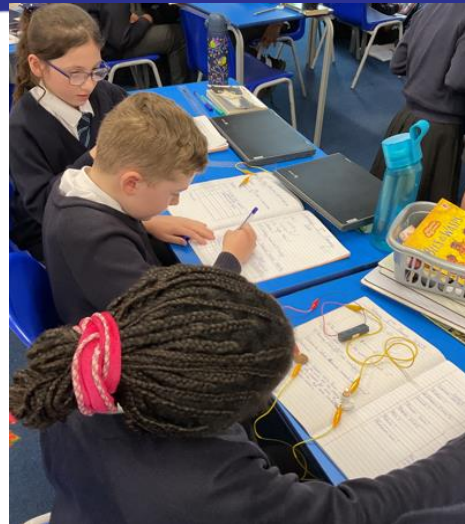
PE

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



5 ways to compare a **physical** and **chemical** change.

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+

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

Sieving

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



Filtering

- Brewing coffee
- Cleaning a swimming pool
- Vacuum Cleaning



Evaporating

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



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

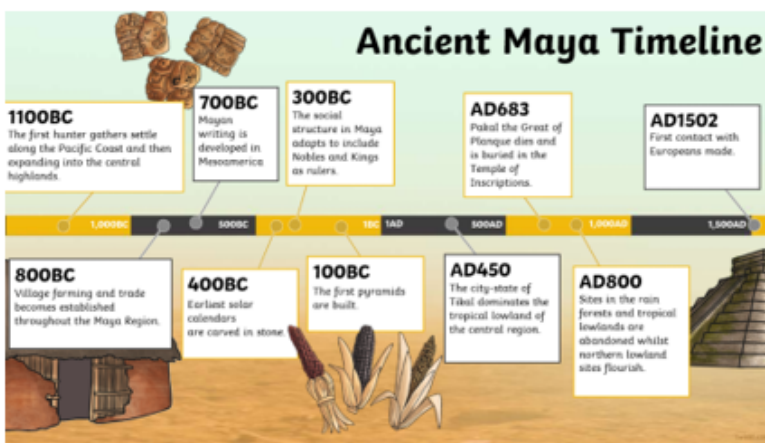
civilisation	A human society with well-developed rules and government.
drought	A long time with little or no rain.
jaguar	A big cat with yellowish fur and black spots.
scribes	People trained to write things down either as official records or for someone else who was unable to write.
codices	Ancient hand-written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

	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+
KQ7 - 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+

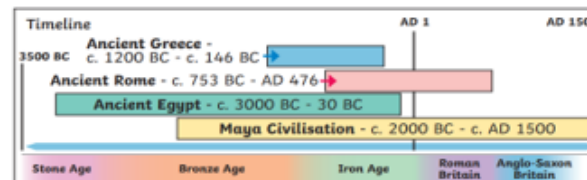
Top takeaways

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.
- Explain 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

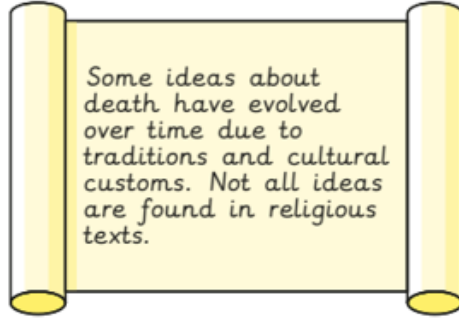


R&W - What happens when we die? (Part 1)

atonement	Making amends or seeking forgiveness for wrongdoings or sins.	purgatory	A place of waiting where souls are believed to be purified after death.
Dia de los Muertos	A Mexican holiday to remember and honour deceased loved ones.	reconciliation	Restoring friendly relations or making peace after a disagreement.
Jannah	The concept of paradise or heaven in the Muslim worldview.	soul	What some people believe to be the emotional, non-physical part of being a human.
Olam Ha-Ba	A Jewish word referring to the world to come or life after death.	Yom Kippur	The Jewish Day of Atonement; a holy day of prayer and fasting.



Many Christian, Muslim and Jewish people believe every person has a soul which is a gift from God.



Some ideas about death have evolved over time due to traditions and cultural customs. Not all ideas are found in religious texts.



Some Jewish people believe in **Gehinnom** where a soul will spend time being purified after a person dies.



Humanists do not believe in a soul and consider this to be our one life; when we die, we are remembered for the things we did but nothing happens to us after that.

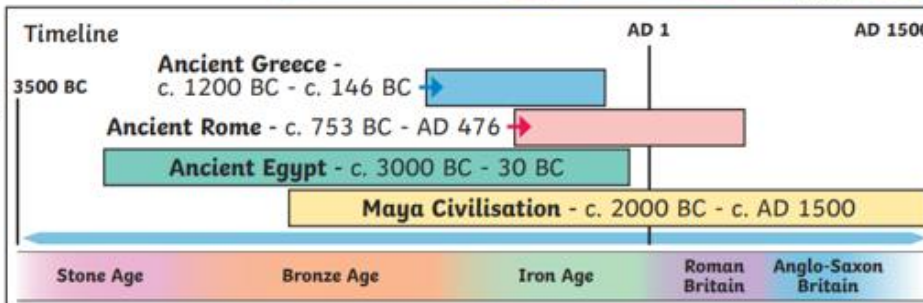
Lesson	LP	Date	P- P= P+
Why do some people believe in a soul?			P- P= P+
How do some people make up for bad deeds?			P- P= P+
If there's a heaven, what might it be like?			P- P= P+
What is the purpose of a funeral?			P- P= P+
How do people seek forgiveness in their lives?			P- P= P+
How do some people remember those that have died?			P- P= P+

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 state 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 soldier
Parthenon	A temple in Athens, built for the goddess Athena in the 5 th 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 what 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

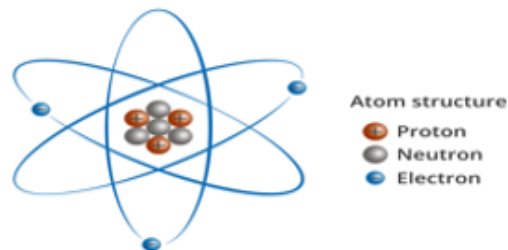
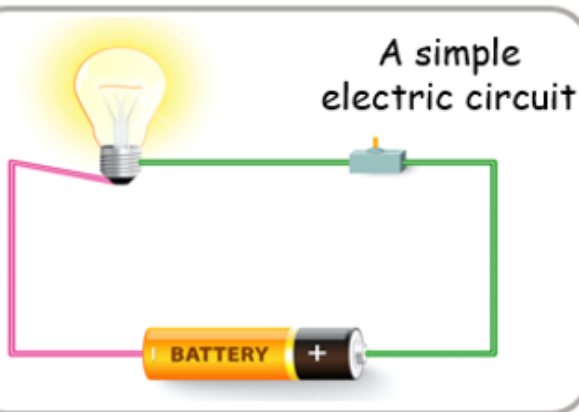
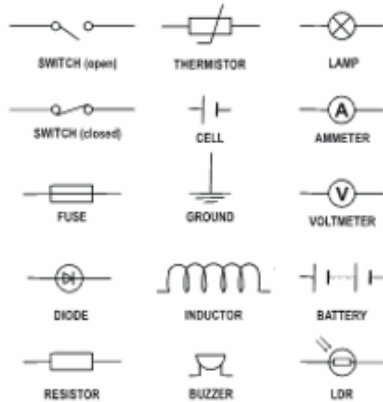
Key Word	Meaning
static electricity	Electricity that collects on the surface of an object, which can cause an electric shock.
filament	A thin piece of wire with a high melting point, used in bulbs.
voltage	An electric force which 'pushes' the electric current round the circuit.
insulator	A material which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

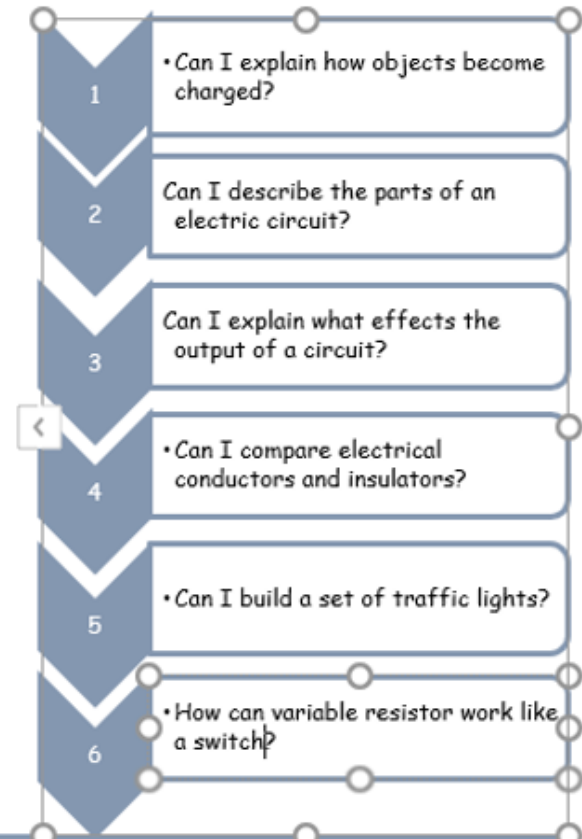
Light bulbs turn electricity into light due to resistance.

Electric circuit symbols



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!



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.

Jerusalem is significant for many **Jewish** people who have beliefs about Israel being their **Promised Land**.



The Temple Mount is where the First and Second Temples were constructed and later destroyed. The Western Wall is a remaining part of the original structure.

The Ark of the Covenant containing the Ten Commandments was kept inside the Temple.

Many Jewish people visit the wall and leave prayers and messages in the wall because of how close it is to the original Temple.



The Western Wall כותל המערבי

Jerusalem is significant for many **Christians** as it is where the First and Second Temples were built and where Jesus went.



In the Christian Bible, it says Jesus spent time praying in the **Garden of Gethsemane** the night before he was crucified.

The day of his crucifixion (known as Good Friday) took place in Jerusalem and the **Stations of the Cross** represent specific places where different events happened.



What can be most important?

People

- ▶ a sense of community
- ▶ enjoyment in shared practice
- ▶ a sense of belonging
- ▶ support

Place

- ▶ historical significance
- ▶ spiritual connections
- ▶ a journey to be there
- ▶ experience

Practice

- ▶ fulfilling an obligation or purpose
- ▶ traditional
- ▶ meaningful
- ▶ connection