



News and reminders

Thank you

We would like to wish you all a happy, safe and healthy Easter break and thank you for your continued support this term. We are extremely proud of all of the children's efforts and achievements.

PE days: **Year 5:** Monday (from after Easter) **Year 6:** Wednesday (from after Easter)

Children should come into school in their correct PE kit.

Please ensure that your child is wearing the Berton P.E. hoodie, blue Berton 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

Monday 25th March - Rap workshop

Wednesday 27th March 1pm - Finish for Easter break

Monday 15th April - Return to school

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 task (year 5)
- A 30 minute two part Literacy task (Year 6)
- 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>

Superstar Learners this term

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

	Spruce	Sycamore	Whitebeam	Walnut
15 th March	Minal, Amairah, Manha and Ashvithaa - co-operation	Ethan A - Love	Jude - Respect	River - cooperation

Highest number of coins on Numbots	Highest number of coins on TTRS	Highest class quiz average
Asha	Anissa	Spruce 87%
Nirah	Seth	Walnut 83%
Vinusan	Franek	Whitebeam 80%

Reading millionaires: Well done to our latest millionaires!

	1 million	2 million	3 million	4 million
Year 5		Lakshana		
Year 6	Scarlett Poppy N			

Recent news

Coombe Hill Trip

On Monday we went to Coombe Hill to complete some fieldwork activities. Up at the monument we used our ordinance survey map to see if we could find some of the things on it such as a church, roads, chequers, HS2, golf course, wind turbines and we also named different places such as Edlesborough and Wendover. We used a compass to identify north, south east and west. We then drew part of the landscape and labelled it using some of the vocabulary we have been learning about in our geography topic.

Back at the forest area, we measured the circumference of trees to find out how old they were and designed our own 'messy map' using a key. We answered some questions about the area around us. We had lots of fun in the mud and fresh air!



Red Nose day

On Friday 15th, it was Red Nose Day! The children were allowed to come to school dress in red clothing, something funny or PJs. The children completed different Red Nose Day activities during the day e.g. created their own rap songs, designed and drew their own Red Nose Day posters and completed fun activity packs filled with different activities! The children all had a super day!



World book day

Thursday 7th March was World Book Day and the children did an amazing job dressing up to celebrate the day. We hope that in the weeks since they have used their free book tokens to buy fantastic new books to read!



Literacy

In Literacy we have been looking at balanced arguments and started to write our own - Does screen time make children lazy? We carried out some research to explore different people's opinions and to find supporting evidence. We then used this information to write our own balanced argument with a conclusion with our final opinion.

Maths

We have been learning how to use a protractor and using it to measure different angles. We have also learnt about the different names of angles depending on their size.

R.E.

We have started to look at how people can be helpful and the qualities that someone needs to have to be helpful. We explored the different ways that we can be helpful to others.

Science

We have just finished our unit on properties of materials by looking at reversible and irreversible changes. We talked about which some changes can be undone/reversed for example melting chocolate by some you cannot - cooking an egg.

D.T.

We have been exploring different bridge designs and using these as inspiration for our own designs. We have used saws and our measuring skills to make a truss bridge out of wood. We created our own bridge design and tested how much weight it could hold.



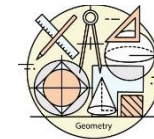
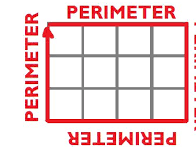
Literacy

The past couple of weeks, we have been covering the unit: Titanium. We have had to analyse the song to find poetic techniques and interpret their meaning, as well as infer meaning from a visual source (the music video) and justify our reasons. Now we are currently drafting and writing a prequel to the music video. We have thoroughly enjoyed being able to sing Titanium on a daily basis in Literacy lessons! Our next Literacy unit will be based on us writing an explanation text on: How Mountains Are Formed.



Maths

Mrs Glover's group have finished our unit on 2D/3D shapes. We are now confident at identifying the properties of shapes. We have also learnt to read coordinates and translate and reflect shapes. Next we will move onto finding the area and perimeter of different shapes. In Miss Reilly-Wheeler's group, we have finished finding the area and perimeter of different shapes including quadrilaterals and triangles. Next we will be moving onto Geometry.



Humanities

We are coming to the end of our Geography unit: Mountains. We have learned how mountains are formed, how mountains affect the climate and completed fieldwork during our trip at Coombe Hill. After the Easter holidays, our next History unit is: Black and British.



DT

Within DT this term, we have been building different bridges using a variety of materials. First, we worked in pairs to try different bridge designs, using card, to find out which was the strongest when adding weights. Then, we worked in pairs to create a truss bridge out of straws and tested its strength. Soon, we will be moving onto building our own wooden truss bridges.



Science

During the last couple of weeks we have been looking at properties of materials. We have extended our vocabulary and used words such as 'malleable' 'brittle' and 'impermeable.' We have investigated which materials would be best to make a bridge, which are magnetic and which are soluble. We have thought about why specific materials are used to make certain items we use in our everyday lives.



Y6 Dance Competition

Whitebeam

Well done to Annabella and Violet for winning the KS2 dance competition on Wednesday 20th March. The whole class and Miss Reilly-Wheeler are proud of you both! You did such an amazing job and it was fantastic that you both were able to work so well as a team and created a mind-blowing dance routine to the song 'Poker Face', which impressed everyone! Well done again girls.



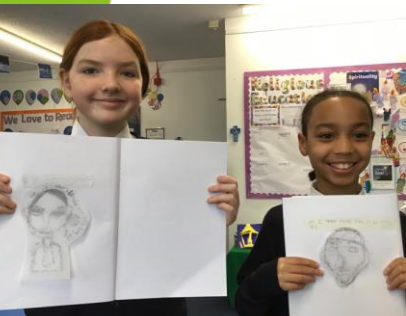
Walnut

Well done to Aksahra, Juliet and Poppy for competing in the dance competition. They did such an amazing job and did a fun routine to the song 'Roar'. You should be so proud of yourselves girls!



Dance

Y6 Photos



Knowledge Organiser
Unit: Properties and Changes of
Materials

Key Vocabulary

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

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.

1

- To know that some materials will dissolve in liquid to form a solution

2

- To use knowledge of solids, liquids and gases to decide how mixtures and solutions might be separated

3

- Explain that some changes form new materials, and that these changes are not usually reversible

4

- To identify when a change caused by heating or cooling is reversible or irreversible.

5

- To investigate the materials needed for something to burn and the new materials formed by burning

6

- To compare and group together everyday materials on the basis of their properties

7

- To give reasons for the particular uses of everyday materials in relation to their properties

Separation Techniques

Filtering

- Brewing coffee
- Cleaning a swimming pool
- Vacuum Cleaning



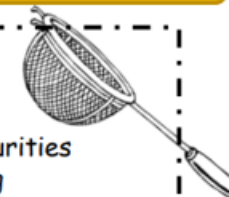
Evaporating

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



Sieving

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



Knowledge organiser – Mountains

What will we be learning?	Date	LP	Presentation
Can I name and locate the world's seven summits?			p- p= p+
Can I explain how mountains are formed?			p- p= p+
Can I explain how mountains affect the climate?			p- p= p+
Virtual Fieldwork: Everest Base Camp			p- p= p+
Fieldwork: Coombe Hill (local area)			p- p= p+

Key facts

The World's Seven Summits (the highest peaks on each continent):

Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania)

Key knowledge

A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.

Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded.

Mountains have their own climates.



Place names	Geographical terms and processes	Locational terms
Himalayas Nepal	alpine avalanche landform slope summit valley	altitude height above sea level map index map reference scale bar

Glossary

dome mountains: mountains formed by magma pushing upwards, but without a volcanic eruption

fault-block mountains: mountains formed by parts of a broken plate being forced upwards

fire mountains: mountains formed by volcanic eruptions

fold mountains: mountains formed by the earth's plates pushing together

scale bar: a line that shows how many kilometres there would be in the real world for every centimetre on a map.



Spring term 2 - Was the death of Jesus a worthwhile sacrifice?



Learning Question	Short date	LP = 1,2 or 3	Presentation
Lesson 1: Can I consider what the word sacrifice means to me?			p- p= p+
Lesson 2: Can I find out about the sacrifices made during Passover?			p- p= p+
Lesson 3: Can I find out what Christianity teaches about sacrifice?			p- p= p+
Lesson 4 & 5: Can I find out what Christians believe about the death of Jesus?			p- p= p+

What am I going to learn?

- That Lent prepares believers for the feast of Easter.
- How Ash Wednesday may be celebrated and the significance of the symbolism.
- That Lent is traditionally a time for giving things up.
- That fasting is linked to penitence and that it is a way for Christians to put themselves right with God before Easter.
- The story of the temptations and be able to suggest meanings for the temptations and the way that Jesus rebuffs them.
- Link the story of the temptations to the practice of Lent.

What words should we understand and be able to use?

Sacrifice	When you give something up that is important to you.	Shrove Tuesday	the day before Ash Wednesday. Though named for its former religious significance, it is chiefly marked by feasting and celebration, which traditionally preceded the observance of the Lenten fast.	Pilgrimage	a journey to a place of particular interest or significance
Give alms	It is the act of giving, showing kindness.	Ash Wednesday	the first day of lent marked by services of penitence	Holy week	the week before Easter, starting on Palm Sunday
Fast	When you give something up to eat.	Almsgiving	the practice of giving money or food to poor people	Hypocrite	a person who pretends to have virtues, moral or religious beliefs, principles, etc., that he or she does not actually possess.
Lent	the period preceding Easter, which is devoted to fasting, abstinence, and penitence in commemoration of Christ's fasting in the wilderness. In the Western Church it runs from Ash Wednesday to Holy Saturday, and so includes forty weekdays.	Palm Sunday	the Sunday before Easter, on which Christ's entry into Jerusalem is celebrated in many Christian churches by processions in which branches of palms are carried.	Penitence	the action of feeling or showing sorrow and regret for having done wrong; repentance