

Year 5/6
Summer Term 2
Our Digital World

Year 6 Residential

Year 6 had an amazing start to their final half term at St Oswald's with their residential to Robinwood! We stayed at Dobroyd Castle in Todmorden for two nights and enjoyed an incredible range of activities! Here are some of the highlights from the week:

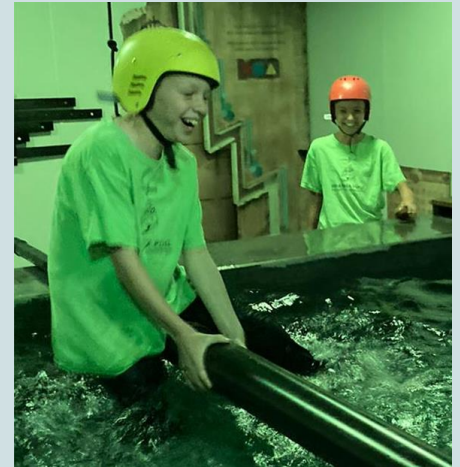


We tackled the climbing wall and even completed it blindfolded!



On the lake, we practised kayaking and then built our own rafts to race each other on!

The piranha pool took a lot of courage! We worked together as a team to escape before the piranhas were released!



Year 6 Residential

The giant swing was definitely a test of courage! In the end, lots of us managed to swing from the very highest point!



Nightline was a true test of our ability to work as a team. We guided each other through tunnels and obstacle courses - all whilst blindfolded!



We learnt about caving systems around the world and tried it out for ourselves!

Our Digital World - Stunning Start

To launch our new topic, we enjoyed an exciting Stunning Start where we were the set the challenge of designing a new video game! We had to create a title, objective, characters and settings and then pitch our ideas to the class. We were very creative and came up with a fantastic range of puzzles, sports and platform games!



1-4 players **TREETOP RACE** **Instructions** **£25**

Yellow banana + 1 point
Rotten banana + -1 point
Run into branch -3 points and lose a life
Every branch you jump over +1 point

Character = monkeys Each monkey has a different colour bowtie.

MIRANDA IS THE ONE WITH A RED BOWTIE
MONTEY WITH GREEN
MANDY IS THE ONE WITH A YELLOW BOWTIE
MAX WITH BLUE

Hold down the A button to go up the tree
Press the B button the jump
Run through the bananas to collected them
3 lives
Can either go against the computer or other players
Can choose between
30cm high
1m high
2m high
5m high

Nintendo
Xbox
PS



Writing - Y5

The quadrant 55-57

High street Windsor Berkshire

SL4 1LP UK

Dear Nintendo,

I am writing to enquire about the recent opening for a new game. The game that me and my partner have provided is called: Crazy Kats. Since this is our first game we decided to do something quite different. What we mean by different is the theme, we went for a cat warland theme making it 12+.

Since the theme is quite foreign this means it has a few key things that other games do not usually have. This includes things like incredible graphics, a range of characters and tasks to complete for rewards. We also have interactive characters and shops for weaponry and armour.

Once you have bought this game will be almost completely free but still with in-game purchases for more armour, weapons, coins, gems and characters.

Another fact about this game is that we let 10 people try our game and 7 of them loved it. One of them told us that the game made them feel a rush of adrenaline.

I hope that you consider our game: Crazy Kats thank you for your time.

Yours faithfully,

Elena Turcan

After designing our own video games as part of our Stunning Start, Year 5 then wrote some excellent persuasive letters, pitching their creative ideas to some of the largest gaming companies in the world! They had to ensure that they clearly explained the objective of the game as well as using persuasive techniques to convince the company that theirs was the best new product available!

Persuasive Letter

Key idea (paragraph summary) and Key Vocabulary (Wow words/persuasive techniques used)	Sentence starters (Openers)
address/date/greeting Dear Sir/Madam	The Quadrant, 55-57 High Street, Windsor, Berkshire SL4 1LP Tuesday 11 th June 2024
Introduction - why are you writing this letter	multiplayer I am writing to inform you with our new virtual rabbit game called Piller Chase
Summary of how game works	This is a summary of the game: you are a character, and your objective is to capture
Why your game will appeal to buyers	My final point, Finally, In conclusion,
Final thing to say	
Do you want to miss out on this incredible game Yours Faithfully Sincerely	If you purchase this game, you will not regret it.

Writing - Y6

Our favourite piece of writing this half term has been a thank you letter to our team leaders at Robinwood! We wanted to tell them all about our favourite activities and how the experience had provided us with new skills and qualities that we will treasure forever!

Hi Carrie!

It's Molly from STREAM TEAM. I'm writing to say thank you for being an awesome leader and being such a kind and encouraging person. I wouldn't have tried some of the activities without you. You made our experience at Robinwood 10x better and the activities we did were 100% the best activities I've ever tried.

The giant swing was a personal favourite (especially since I got to go first and had extra goes). I also really enjoyed all the chants we did... "Are you ready? Pull that badley!" or "Don't be a banana! Pull that pirahna!" I was really proud of my archery skills (thanks to your techniques) and crowning me champion really boosted my confidence. I'm not the biggest fan of heights or tight spaces and I was a bit nervous but with your reassurance I was fine and I even did the wall blindfolded (also once I was on the coxes there was no time to be worried when we started playing games). I was terrified for rafes and I DID NOT want to do it at all but again with your reassurance I did it and it was quite fun. I was so grateful that you were supporting me.

I will never forget the night line, the screams, the laughter, the "squirrel wee" and going to find Charlie when he got lost. That was also one of my favourite activities.

My time at Robinwood has taught me new skills I can use for life.

Thanks again you are the best leader ever.

Love Molly x x x (St. Oswalds)

P.s. Thanks for tying all the harnesses, I bet your hands are sore.

* and pirahna pool!

THANK YOU!

x x x

To Mally,

For me, Robin Wood was adventurous, yet challenging and had many amazing, high-adrenaline activities, so this letter is to say thank you (plus, this counts towards my English work) and, I genuinely mean it.

I wanted to say thank you for everything, but especially for tying harnesses over and over and over and over, for telling me to jump in the lake (even if it was freezing cold outside the hut, it did feel good), for bringing us biscuits when we needed that extra boost and for being a kind and friendly person in general. The list could go on forever, but I'll stop here to save you some time. I also ended up coming out of my shell (a lot more boldly than usual) this may seem strange to you only knew the loud, extroverted side of me, but I'm normally a bit shy!

I loved Robin Wood and every second made a delightful memory that I shall never forget, a bit like an ever-lasting gobstopper that actually was ever-lasting, and if I had to say something about everything, then I would say that Trapeze was great, it was filled with suspense and those moments when your heart skips a beat, Boulderling, Carving and raft building were amazing, ~~we~~ we still worship the tube groom team challenge, Carving was wonderful, I love what people call small spaces (I loved zombie apocalypses), everything else was just perfect! The zipline and giant swing were scary but fun and yet again, the list goes ever on! I have to have my lunch now, so bye, but thanks for reading this! Please don't forget us, I never will!

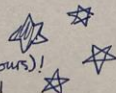
From Jess

P.S I'm from St Oswalds

P.P.S Thank you!

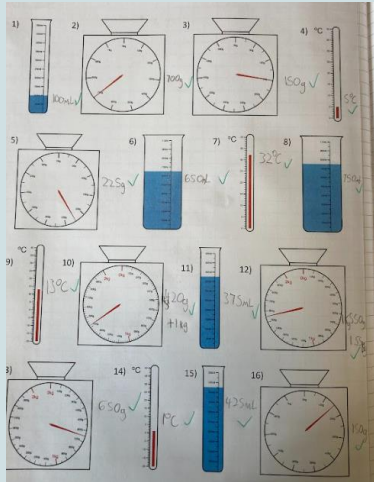
P.P.P.S Thank Tanya too (we killed her eggs in 3 1/2 hours!)

P.P.P.P.S It was the best school trip of my life!



Maths

In maths this term, we began by exploring the topic of shape. We looked at translating and reflecting, before identifying coordinates across the four quadrants.



Point M has the coordinates (12, 15).
It is translated 21 squares right and 9 squares down.
Alex and Amir are working out the coordinates of the translated points. Here are their answers.

Alex (3, 38) Amir (33, 10)

Who do you agree with? Amir

I agree with Amir because if the coordinate is being translated right, it is moving further away from the origin and therefore the X axis will be greater than before. It was translated 21 so means that you will be adding to the X coordinate. $12 + 21 = 33$. Since the X coordinate is 33, Amir must be correct.

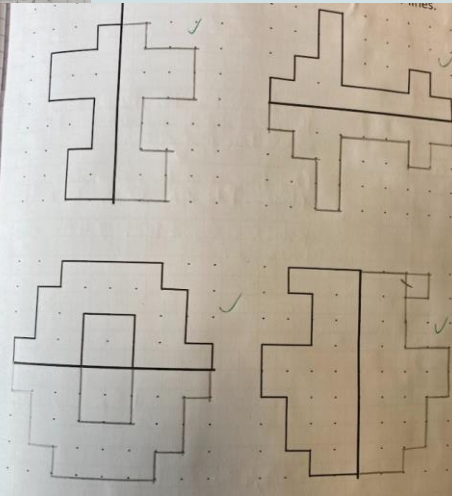
These are the coordinates of the vertices of a pentagon.

P (2, 10)
Q (8, 10)
R (8, 8)
S (4, 6)
T (2, 8)

- Draw the pentagon on the coordinate grid and label it A.
- Reflect A in the horizontal mirror line. Label this B.
- Reflect A in the vertical mirror line. Label this C.
- Complete the table to show the coordinates of the vertices of each pentagon.

Vertex	Coordinates (A)	Coordinates (B)	Coordinates (C)
P	(2, 10) ✓	(2, 14) ✓	(22, 10) ✓
Q	(8, 10) ✓	(8, 14) ✓	(16, 10) ✓
R	(8, 8) ✓	(8, 16) ✓	(16, 8) ✓
S	(4, 6) ✓	(4, 18) ✓	(20, 6) ✓
T	(2, 8) ✓	(2, 16) ✓	(22, 8) ✓

Later on, we revised our understanding of different units of measurement for length, volume and distance. Within this work, we converted different units using written and mental arithmetic methods.




Science

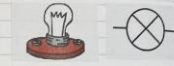
Our topic this half term has been 'Electricity'. We have recapped our understanding of the components used in electrical circuits and the symbols used to represent these in scientific drawings.

Wednesday 19th June 2024 10: Circuits components and symbols.

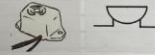
This electrical component converts electrical energy into kinetic energy (movement). It contains electromagnets that cause the rotor (moving part) to spin when an electrical current is supplied.




This electrical component converts electrical energy into light, though much is lost as heat energy. It contains an extremely thin wire called a filament. The thin wire presents a great deal of resistance, converting the electrical energy to heat and light.




This electrical component converts electrical energy into sound. Some types of this component can create music, depending on the voltage and current which passes through it.




This electrical component converts chemical energy into electrical energy. It contains two different chemicals which react with each other, producing some heat, new chemicals and a flow of electrons. The flow of electrons can be put to use to power an electrical circuit.



This electrical component consists of a break in the circuit which can be easily opened or closed. When the break is closed, electrical current flows around the circuit and allows other components to function. When opened, the circuit is broken and the components stop functioning.



This electrical component is used to connect other components together into a complete circuit. It consists of a metal core, which conducts electricity, and a plastic coating which acts as an electrical insulator and prevents the electricity from passing into places where it is unwanted.



Wednesday 26th June 2024

How does the amount of voltage in a circuit affect the brightness of a bulb?

Variables

The variable I will change (independent variable) will be the voltage.

The variable I will measure (dependent variable) is the brightness of the bulb

The variables that will stay the same (control variables) are:

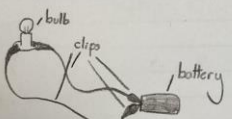
- the bulb and bulb holder used in the circuit.
- the wires used in the circuit.
- the location of where the testing takes place.

Prediction

What do you think will happen? (use the words more or less and brighter or dimmer)

The more voltage in the circuit, the brighter the bulbs will be.

Diagram: Draw what your investigation looks like here:



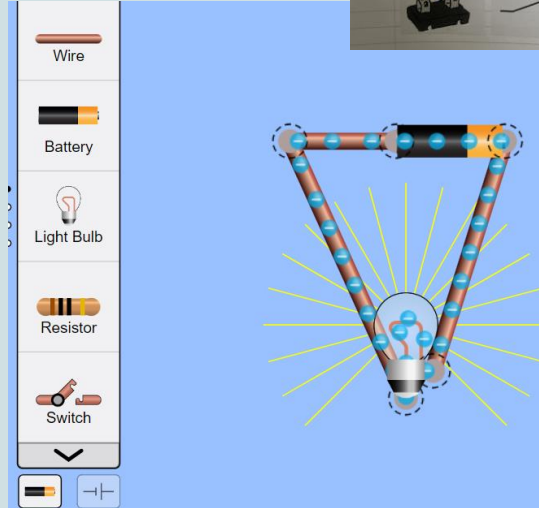
Results

Amount of voltage	0 volts	15 volts	3 volts	45 volts
Brightness of Bulb (no light, dim, lit, bright, very bright)	no light	dim	bright	Very bright

Results: What did you find out? Was your prediction correct?

I found out that the light was very bright when given enough power.

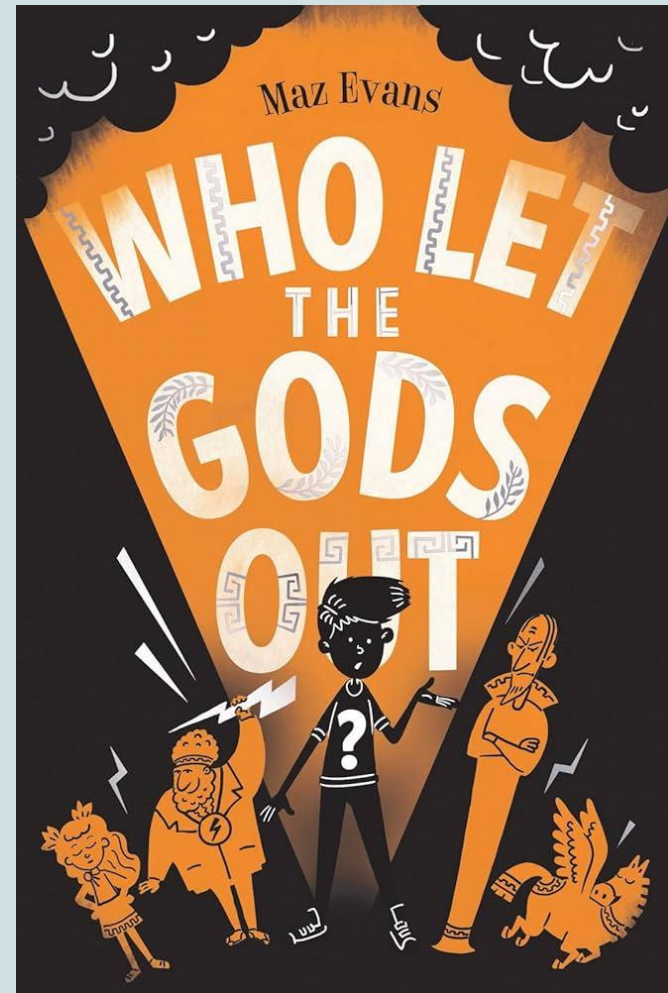
We conducted an experiment to investigate how the amount of voltage in a circuit affects the brightness of a bulb. We enjoyed using physical components as well as applying this to a digital app as well.



Whole Class Read

We have continued to read and enjoy our whole class read text, 'Who Let the Gods Out' by Maz Evans.

It is started to get very exciting as we have been introduced to Thanatos, the villain of the story, as well as many well-known Greek gods such as Hermes and Zeus!



R.E.

This half term, we have been thinking about racism and how we might be able to reduce it in our local community, country and the wider world. We have been exploring the question: 'Can religion help to reduce racism?'

We linked our discussions to our British Values and discussed why racism still occurs with these in place.



We explored the 'Golden Rule' of many religions and thought about how this should teach people to be anti-racist.



RHE

In RHE, we have been exploring the theme, 'Coping with Change', to prepare us for the many transitions we are experiencing this year.

We have learnt about the physical changes that occur for both boys and girls during puberty and thought about how we might manage these changes.

We have also thought about the emotional changes that occur during puberty. We have discussed many different strategies to help us manage and control our emotions in a healthy way.



I feel so cross today. I just can't communicate in the right way.

What advice would you give to this person?
How could you make them feel better?
Why might they be feeling this way?
Are they on their own in feeling this way?



We have also been thinking about transition in our learning, with the Year 6 pupils visiting their new secondary schools and Year 5 pupils meeting their new classes for next year.

Music

Our music focus for this half term has been learning the songs for our end of year production, 'Superstan'!



We have learnt to sing in two-part harmony, singing different melodies and lyrics. This has taken lots of practise as we have needed to listen carefully to one another and ensure that we are singing at the correct pitch and tempo. We have also been working on our performance skills, projecting our voices and adding expression for the audience to enjoy.

Computing

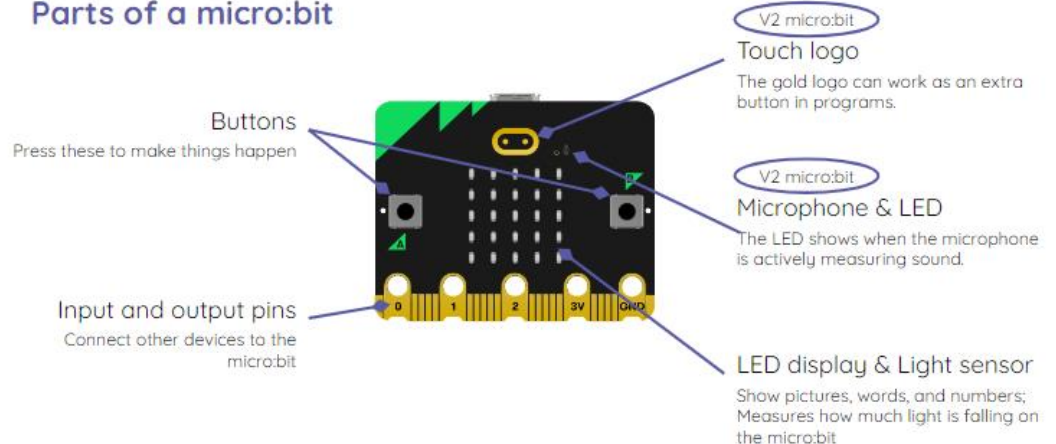
We have absolutely loved exploring 'Microbits' in our Computing topic this half term! We have been able to programme them via our chromebooks, adding different codes to make the microbits perform different functions.

We started by learning the key vocabulary associated with microbits so that we could correctly name and use each function.

```
forever
  if button A is pressed then
    show string "Wrong"
    show icon [grid icon]
  +
  if button B is pressed then
    show string "Correct"
    show icon [grid icon]
  +
```



Parts of a micro:bit



P.E.

In PE, we have really enjoyed learning a new game called Danish Longball. Each week, we made the game more and more challenging and even practised playing the game in 3 different forms: with a football, cricket bat and rounders bat.



With Mrs Waind, we have enjoyed playing both badminton and volleyball this half term.



Art

This half term, we have been studying the work of Mexican surrealist Frida Kahlo and have used her artwork as inspiration for our end of year self portraits.



Spanish

Our topic this term is Café Culture.

Mmmm
¡qué delicioso!

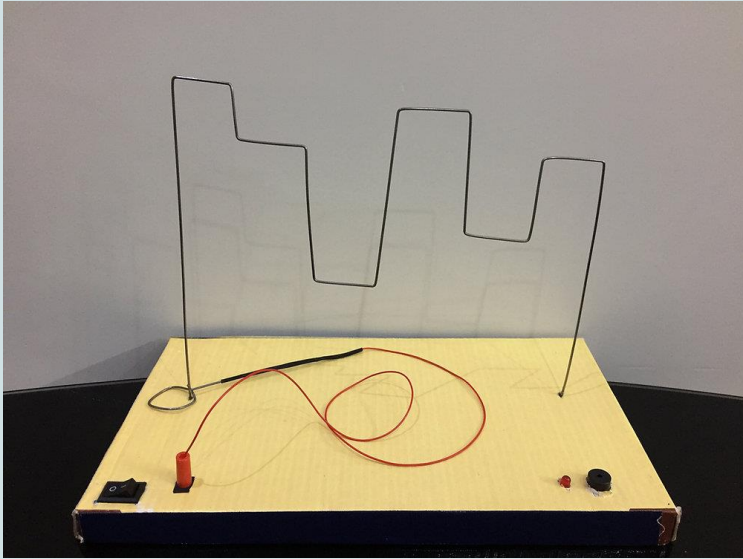


We have been learning all about the tapas culture in Spain. We have learnt the names of various dishes and how to order them and in a tapas bar. As a treat we visited a 'real live' tapas bar and got to taste some delicious tapas!

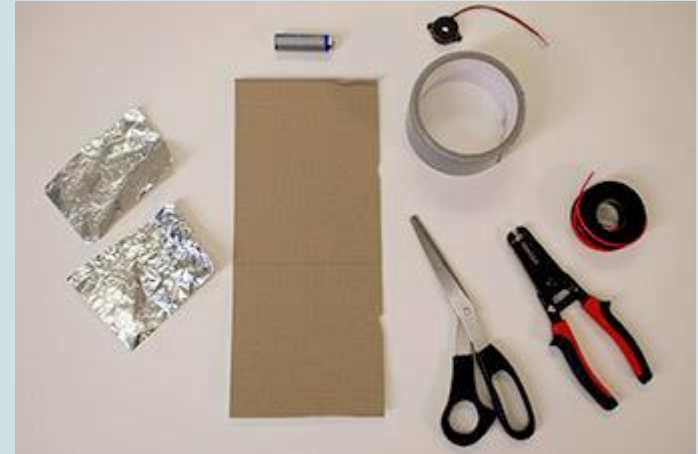
Enrichment Week!

We had a fantastic time during our 'Enrichment Week'.
This included:

STEM Day



As part of our electricity topic in science, we were challenged to create our own buzz wire game and burglar alarm using electric circuits! We had to work effectively in a team to make this successful!



Enrichment Week!

We had a fantastic time during our
'Enrichment Week'. This included:

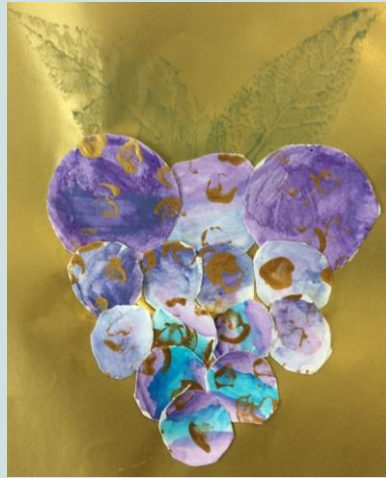
Sports Day



Enrichment Week!

We had a fantastic time during our
'Enrichment Week'. This included:

Arts Day

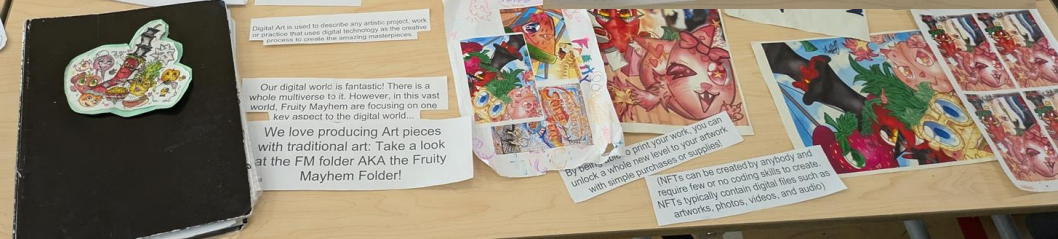
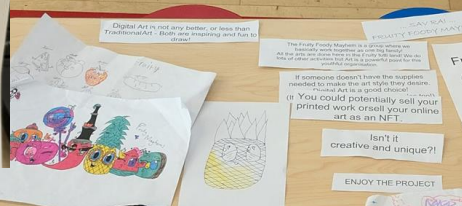
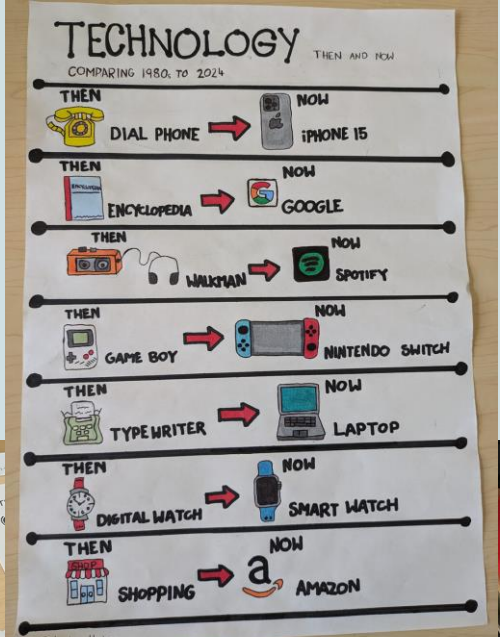
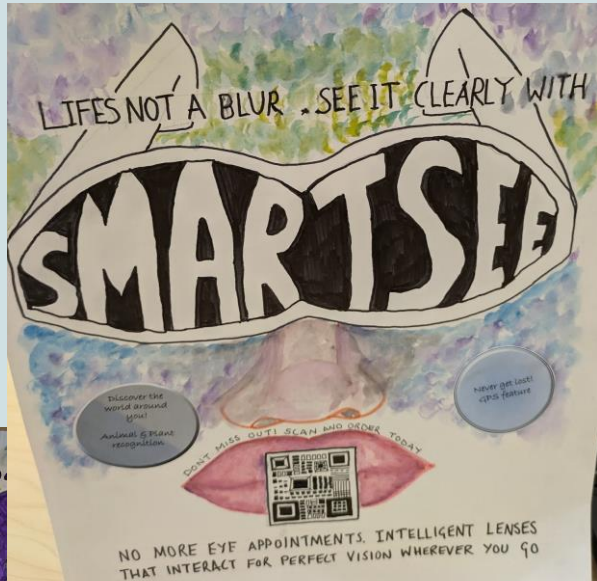


We celebrated all things purple, from paintings to objects to pieces of music inspired by the colour! Our artist of the day was Gustav Klimt, who inspired us with his intricate patterns and use of contrasting colours. We created beautiful purple grapes and even made our own foam stamps to imitate Klimt's repeated patterns.

We also enjoyed reading 'My Shadow is Purple' and celebrating everyone's diversity!

Home Learning

Once again, we have produced some fantastic home learning projects for the 'Our Digital World' topic. Here are some of the highlights:



SuperStan

We produced 3 wonderful performances of our play: The Amazing Adventures of SuperStan.



Rowntree Park

To begin our final week of term, we enjoyed a day in the sunshine playing with our friends at Rowntree's Park.

