

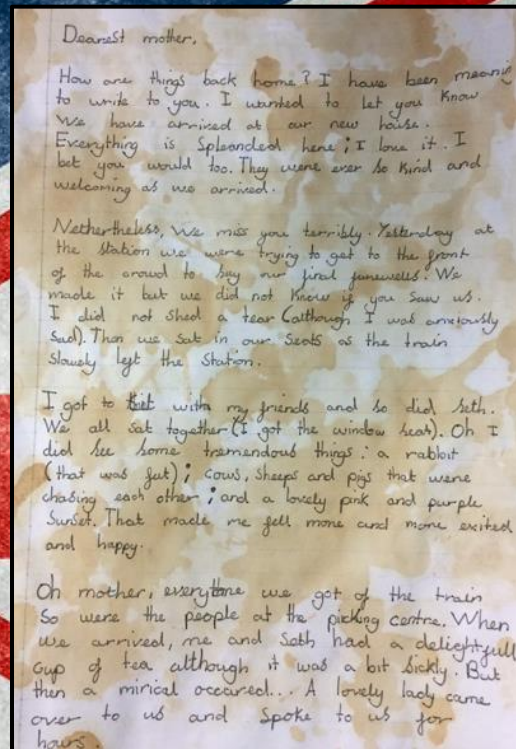
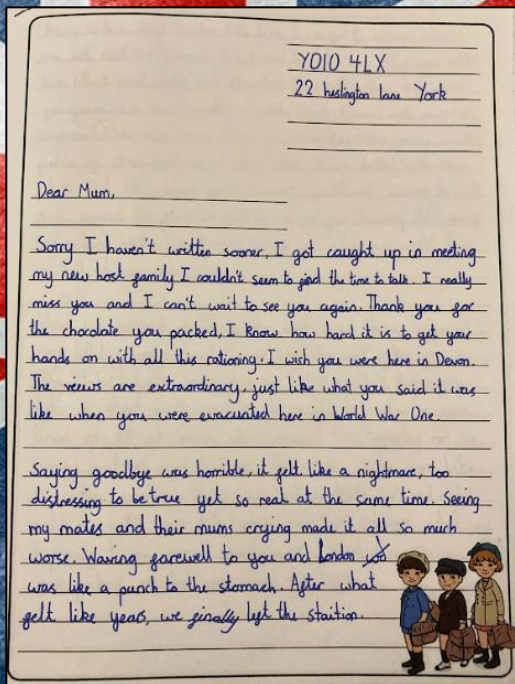
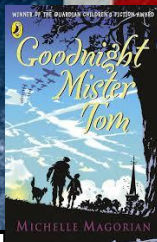
Year 5/6  
Autumn Term 2  
Britain at War

World War Two

# English

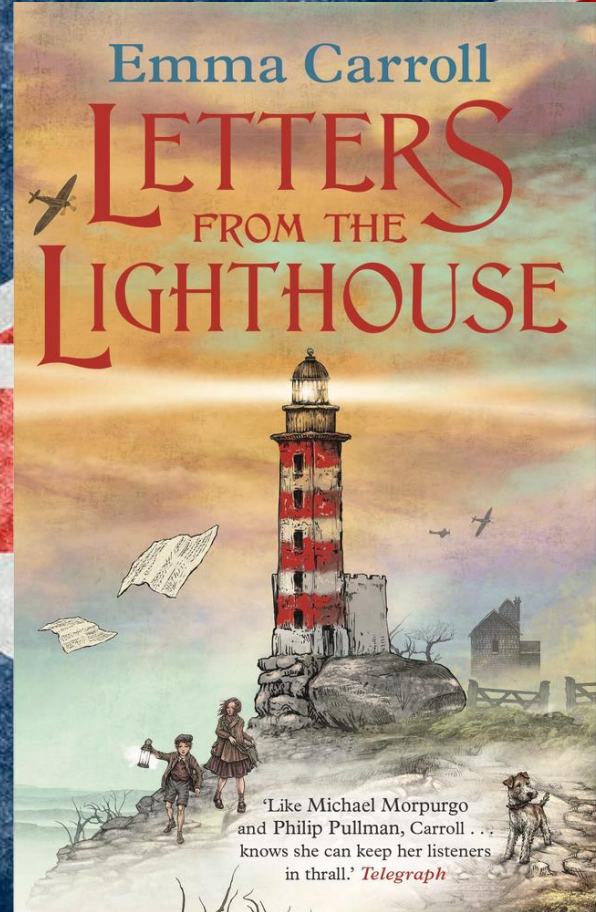
Two of our favourite pieces of writing this half term have been an informal diary entry and a formal letter. We imagined that we were evacuees during the second World War and that we were writing about our experience of travelling to a new home.

For these pieces of writing, we were inspired by many classic texts including 'Goodnight Mr Tom', 'The Lion, the Witch and the Wardrobe' and 'Carrie's War', which we enjoyed reading in our Whole Class Read lessons.



# Class Story

We have continued to enjoy reading Emma Carroll's 'Letters from the Lighthouse' in our classes this half term. It has given us a good understanding of evacuation during the wars. We have spent a lot of time discussing what it might have felt like to be an evacuee and to travel somewhere far from home without our families.



# Maths - Y5

This half term, we have focused on our Multiplication and Division skills.

We started by focusing on our fluency within each written operation (column multiplication and short division).

Once we had built our confidence, we enjoyed applying this understanding to reasoning and problem solving questions. Eventually, we were solving multi-step questions that made use of all four operations.

1. Pat has 1,170 British stamps in his collection. He has four times as many foreign stamps. How many foreign stamps does he have?
2. A school is holding a fundraising day. They have 6 jars full of sweets. Each jar holds 2,475 sweets. How many sweets are there altogether?
3. The Eiffel tower has 1,665 steps. Myself and 2 friends walked up and then went down in the lift. How many steps would we have climbed altogether?
4. New York has 7 'Must see Christmas Trees'. Each tree has around 45,000 lights. How many lights do all of the trees have in total?

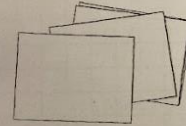
$$\begin{array}{r} 1170 \\ \times 4 \\ \hline 4680 \end{array} \checkmark$$
$$\begin{array}{r} 2475 \\ \times 6 \\ \hline 14850 \end{array} \checkmark$$
$$\begin{array}{r} 1665 \\ \times 3 \\ \hline 4995 \end{array} \checkmark$$
$$\begin{array}{r} 45000 \\ \times 7 \\ \hline 315000 \end{array} \checkmark$$

$$201124$$

## Multiplication Problem solving

### Two-Step Multiplication Word Problems All Multiplication

1. A school manager orders 12 boxes of A4 paper. Each box contains 5 reams, with each ream containing 500 sheets of paper. How many sheets of paper are ordered?



$$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$$
$$\begin{array}{r} 500 \\ \times 60 \\ \hline 000 \\ 3000 \\ \hline 30000 \end{array}$$

### Two-Step Multiplication Word Problems All Multiplication

2. Apples are cut into 8 pieces to be shared among some children. Twenty-two bags of seven apples are used. How many pieces of apple are cut?



$$\begin{array}{r} 22 \\ \times 8 \\ \hline 154 \end{array}$$
$$\begin{array}{r} 154 \\ \times 7 \\ \hline 1078 \\ \hline 1078 \end{array}$$

$$\begin{array}{r} 25310 \\ 317595 \\ \hline 21410 \\ 48587 \\ \hline 13120 \\ 516562 \\ \hline 05620 \\ 73026 \end{array}$$

# Maths - Y6

This half term we have explored everything to do with fractions. We can find fractions of amounts, and multiply and divide them too. We are experts now at comparing them and ordering them and using common denominators to add and subtract them.

**Ordering fractions**

a) Colour the bar models to show the fractions.

b) Use the bar models to sort these fractions in order from greatest to smallest.

c) Order the fractions from smallest to greatest.

**Arrange in ascending order.**

a)  $\frac{74}{100}, \frac{4}{5}, \frac{5}{4}, \frac{7}{10}, \frac{140}{200}$

b)  $\frac{11}{12}, \frac{5}{6}, \frac{2}{3}, \frac{15}{5}$

**Sallie insists she had more pizza than her sister because she had  $\frac{6}{8}$  of hers and her sister had  $\frac{5}{6}$ . Is she correct? Explain how you know.**

**A family were eating tea. The dad ate everything on his plate; the mum ate half of what Dad ate. The sister ate a quarter of what Mum ate and the brother ate a half of what the sister ate. What fraction of their food did each person eat?**

Dad = 1  
 Mum =  $\frac{1}{2}$   
 Sister =  $\frac{1}{4}$   
 Bro =  $\frac{1}{8}$

$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{4}{8} + \frac{2}{8} + \frac{1}{8} = \frac{7}{8}$

$\frac{1}{8} = \frac{1}{8}$

Mary-Kate solved this calculation:

Can you spot and explain her mistake?

How many different ways can you balance the equation?

$$\frac{5}{9} + \frac{1}{9} = \frac{8}{9} + \frac{1}{9}$$

**Esther cycles 70 miles over 4 days.**

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km. = 20 miles

On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

Give units with your answer.

**Complete the conversions.**

a) 160 miles = 160 km

b) 45 miles = 72 km

c) 400 miles = 640 km

d) 95 miles = 152 km

e) 7.5 miles = 12 km

f) 2 miles = 3.2 km

**Complete the conversions.**

a) 5 miles = 8 kilometres

b) 10 miles = 16 kilometres

10 miles = 16 kilometres

1 mile = 1.6 kilometres

15 miles = 24 kilometres

0.5 miles = 0.8 kilometres

Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km. = 20 miles

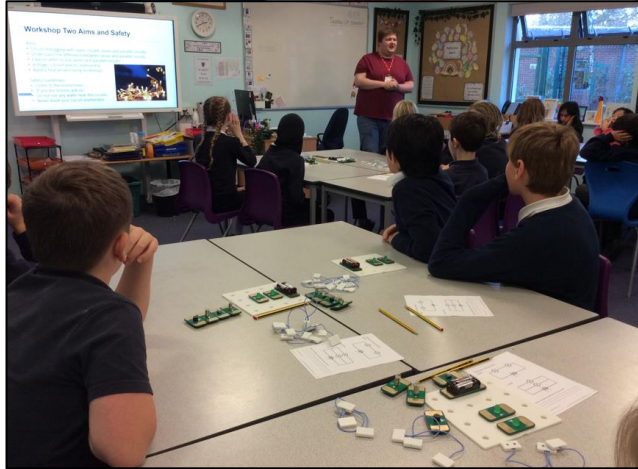
On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

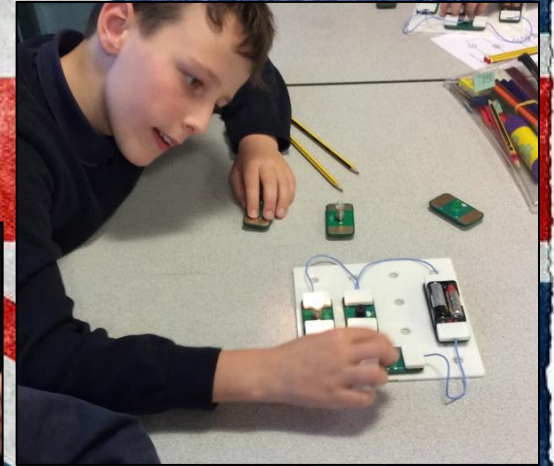
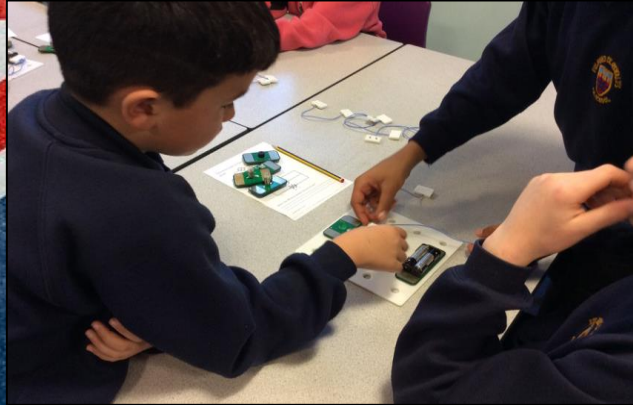
Give units with your answer.

# Science

We have been very lucky this half term to be visited by students from the University of York who ran some exciting 'Magnetronics' sessions for us. These included brand new technology that the students had designed to make working with circuits even easier for primary school pupils.

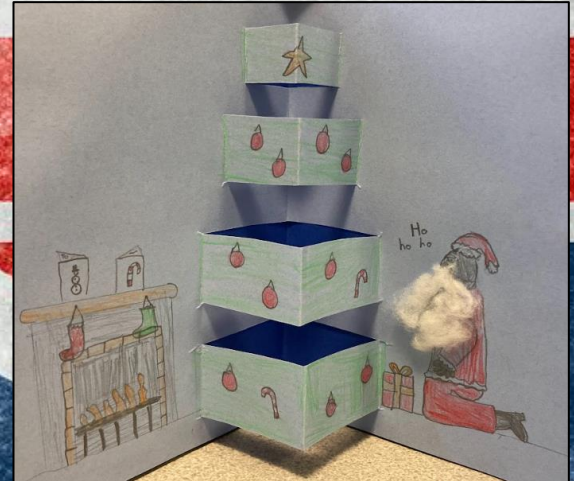
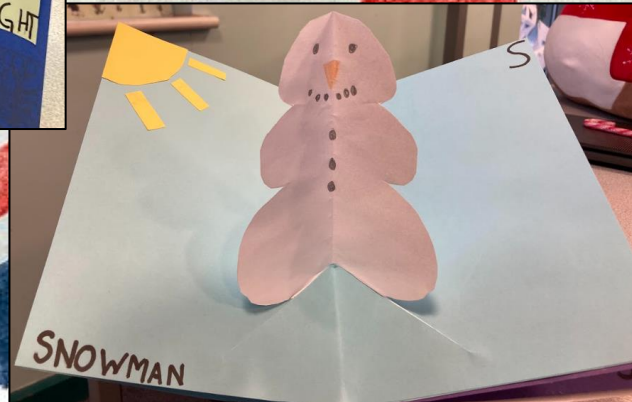
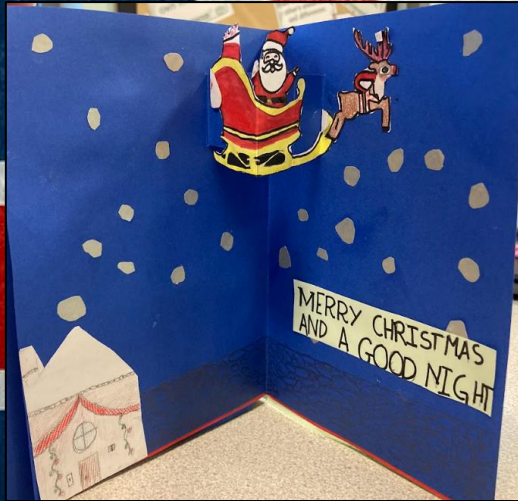


We used our prior knowledge of circuits and their components to create a range of outputs including sound, light and movement.



# DT

We have thoroughly enjoyed creating some fantastic pop-up books this half term! Inspired by Christmas, we have created festive stories and artwork to engage younger readers in the school. We used V-Folds, Parallel Folds and Sliders, along with many other mechanisms!



# RE

We have continued to learn about the Islamic faith this half term and have been able to apply our excellent knowledge of the Five Pillars.

We have particularly enjoyed exploring Islamic stories and considering how the Five Pillars are reflected in them. As well as this, we have thought about the messages that we might be able to learn from them and take forward into our own lives, regardless of our different faiths.

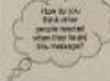
According to Islamic beliefs it was here, at age 40, in the month of Ramadan, that he received his first message from God. One day, Muhammad had a strange feeling that he was no longer alone. "Do not be afraid," said a voice. Muhammad rubbed his eyes and stared - it was an angel.



It was the Angel Gabriel. Gabriel showed Muhammad some words. 'Read!' the angel commanded. But Muhammad had never gone to school. He had never learned to read or write. Eventually, the angel began to read out the beautiful words. Muhammad immediately knew that these words came from God. He listened carefully and was able to remember everything the angel said.



Muhammad knew that the people needed to hear this message, so he started preaching what God had told him, that Allah is the one true God, and giving yourself to him is the only way to worship him. He said that he himself was only a prophet and messenger of God.



This reminds me of Sham because it in the Islamic beliefs it says contains Ramadan and the that's what ~~is~~ fasting is called as ~~an~~ event in ~~of~~ the Muslim beliefs.

This reminds me of Salah because Muhammad ~~is~~ has been told to read and it's like reading the holy book while praying.

This reminds me of Shahadah because back then they only believed in ~~one~~ ~~yes~~ different Gods but Muhammad spreaded the message that there ~~is~~ was only one God.



# RHE

This half term in RHE we have been learning about similarities and differences between us as individuals. We have been discussing what makes us unique as well as our individual identities.

Why did I do that?	try again.
I'm rubbish at this.	I didn't get on the team because I'm no good.
Everyone find things hard sometimes.	I'm really nervous about this but at least I'm brave enough to try it.
Everything always goes wrong for me.	Everyone else gets it right. Why can't I?
I want to be healthier so I'm going to find out how I can do that.	I didn't score a goal this time but I'm going to try really hard to next time.
I'm finding this tricky so I'm going to ask for some help.	I'll never be able to walk that far.
This is a disaster. I'm never going to do it ever again.	We didn't win but everyone really tried their best.
This is so hard to work out. I wonder if there's another way of doing it.	That's the worst thing that has ever happened to me, ever.



"While I'm far from an expert on the subject, I've learnt that there is a growing number of people who need to learn positive coping strategies and build resilience to deal with adversity."

We were lucky enough to be visited by local PC Victoria Brook whom shared some valuable information with the children regarding anti-social behaviour.

Children In Need. Our School council representatives helped to organise a fantastic day in school where we helped raise a significant amount of money to go towards supporting children less fortunate than ourselves.

# PE

In PE this half term, Year 5/6 have continued to focus on dance with Mrs Waind and rugby with Mr Sellers.

Some of the war dances the children have been learning were put into practise on our 'Fabulous Finish' day to our topic. Children enjoyed dancing the jive, jitterbug and conga with their friends to a variety of wartime classic songs.

With Mr Sellers, we have continued to practise our rugby skills and have applied them to several mini games such as rugby tennis, rob the nest and bull tag. The children in both Year 5 and Year 6 have impressed during their mini games.



# Art

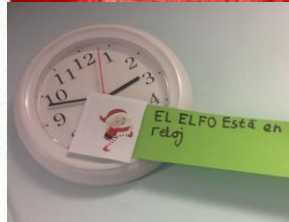
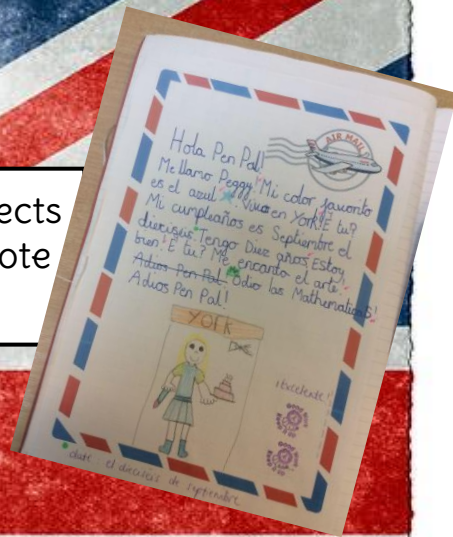
In art this half term, we have been exploring landscape artwork. Our final pieces were these beautiful winter scenes of natural landscapes. We used watercolours to blend colours and add a variety of depth to our work.



# Spanish

TODO SOBRE MI

We put our learning about school subjects alongside our prior knowledge and wrote either a book or a letter to a penpal.



We finished the year by having some Christmas Elf fun - and learning prepositions of place at the same time!



# Computing

Through our computing lessons, the Year 5/6 children have been developing their coding skills using the programme Rapid Router. Each week, the children had to create an algorithm to complete each of the problems, progressing through the increasing difficulty levels. Lots of perseverance, resilience and collaboration was on show throughout, with the children finding using a 'trial and error' approach to be really successful.

The image displays the Rapid Router coding environment. On the left, a code editor shows a script starting with a 'Start' block, followed by a 'repeat 2 times' loop containing a 'repeat 5 times' loop with 'move forwards' blocks, a 'repeat 2 times' loop with 'turn left' blocks, and another 'repeat 5 times' loop with 'move forwards' blocks. A palette on the far left contains blocks for 'move forwards', 'turn left', 'turn right', and 'repeat 10 times'. The center shows a maze with a car at the start and a yellow target at the end. On the right, a script is shown with a 'Start' block, a 'repeat until' loop with 'at destination' as the condition, and a 'do' loop containing an 'if' block for 'road exists left' with a 'turn left' block, an 'else if' block for 'road exists right' with a 'turn right' block, and an 'else' block with a 'move forwards' block.

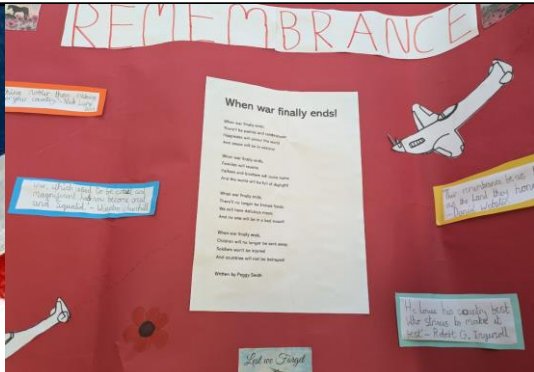


# Home Learning Gallery

We rounded off our 'Britain at War' topic by learning about the events that led up to the surrender of Germany, such as D-Day. We also enjoyed our own VE Day party with dancing, music and lots of red, white and blue!

We also tried out a rationing recipe for carrot cake muffins - they were surprisingly delicious!

Finally, we were hugely impressed with the effort and creativity that the children put into their first home learning gallery of the year!



# Christmas Carol Concert

Year 5/6 performed a wonderful christmas carol concert to a packed St Oswald's church on Wednesday 18th December 2024. They put smiles on so many faces.

