

Year 5/6
Spring Term 1
Chocolate

Stunning Start

Ancient
Mayan
temples



Digital chocolate bar
artwork



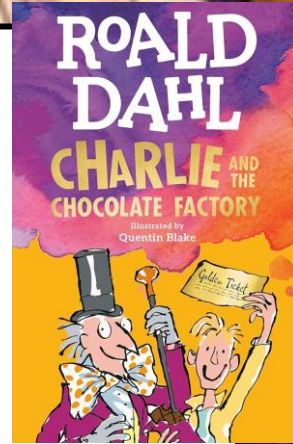
To kickstart our new 'Chocolate Topic', we enjoyed a Stunning Start in our classes. Here, we completed chocolate challenges and created three pieces of artwork inspired by chocolate and our historical time period for this half term: Ancient Maya!



Ancient
Mayan
headdresses

English - Y5

This half term, we have immersed ourselves in the world of 'Charlie and the Chocolate Factory', using this classic text as our Whole Class Read. We love Roald Dahl's characterisation and were inspired to write our own narrative extract in his style.



Friday 21st January 2023
Using description and dialogue in a narrative

circled around
eagerly ask Ques
knelt on ground
crouched
Staring hopefully, the lucky boy, despite the appearance around him, focused on his beloved television host in another world, the cowboy dressed sheriff cried "Oh shut up you blithering idiots. I'm watching television! Wearing his mother's scarf (Bandana) and a cowboy hat (to big for him) he didn't have a care in the world.

Within the Teavee household reporters were crowded around the fourth ticket finder, eagerly asking questions. So Mike had to discover this fourth golden treasure asked an overexcited reporter. Everybody was crouched, kneeling on the livingroom carpet, jostling down notes, desperate for attention.

Staring hopefully, the lucky boy, despite the appearance around him, focused on his beloved television host in another world, the cowboy dressed sheriff cried "Oh shut up you blithering idiots. I'm watching television! Wearing his mother's scarf (Bandana) and a cowboy hat (to big for him) he didn't have a care in the world.

However, Mr and Mrs Teavee were completely different to the young boy, boastful and chatty. Our Mike is the most exciting part of my life explained Mrs Teavee and he's never been to the table said Mr Teavee. Unpazed by Mike's behavior, they must be used to pistols.

lost in another world.
Proudly smiling
unpazed by Mike's behavior
boasting used to pistols

There was great excitement in the Spotlight mansion on Dunnington Street at 4:00pm exactly. Inside the great house, there were 5 interviewers - all Taylor Swift fans. Pushing and shoving, hustling and jostling Swiftys plus 100 reporters at the gates, what a squeeze!

Standing on a KING sized, four poster bed, the lucky top dog-of-a-girl, was posing for camera, knowing she was a famed star. The title holder missy had her make-up on, designer clothes aswell, flicking and flipping her perfect hair back and fourth, twisting and turning for the video camera. Her shining teeth were as white and glossy as a swan. The barbie pink curtains were radiant.

"So, how did you feel when you discovered the golden ticket?" a swiftly asked breathlessly "and could we please see it?" CeCe took one look one look at the reporter, sniggered mischievously and said, "Oh doesn't my hair look lovely today. Slay! Yaz queen it does!" she announced delightfully. "Um, sweetie," she added, glancing at the same reporter who had asked her the question "before-hand, "not meaning to be rude, but, sheesh, you might need to update on yours." All the people in the room looked startled, bewildered by the young lady applying red lipgloss and blush to her rosy cheeks. What a girl!

Meanwhile, the gossiping that had come upon the room had drowned out Mr and Mrs Spotlight at the back of the room, smiling broadly at their only daughter. Beaming with pride, Mrs Spotlight was gleaming and glowing, agreeing with everything CeCe said. Mr spotlight however, stood broadly, showing of his artefacts from his successful company.

For this piece of writing, we practised weaving both description and dialogue to bring a scene and our brand new character to life!

English - Y5

Challenged by Willy Wonka himself, we set about designing and advertising a brand new chocolate treat! We had to practise our persuasive language skills to ensure that we grabbed our readers' attention!

BOUNTYBOOM

10 stars
"Sweet like chocolate, but
"It gives you energy like the end
of the world"

Title

Do you like chocolate? Do you like coconut? Do you like them both together? Well then you will love this crazy creation! On the Bounty, you will find a thick piece of pure chocolate. When you bite into it your favourite chocolate will melt out BOUNTY! In the centre the yummy chocolate chip melts and waits and waits for you. And the best bit you will start to see the superpowers coming into your body!

Ingredients

Do you want to know where it originates from? The Fair For Away Land Treats Fight from your favourite home SHRED! I tell you and company is the best!

Packaging

Are you looking for something where packaging doesn't go to waste? Well our new product is a bit like that. On the one you will see that there is a girl. On the other will come in handy! It is also specially for your funny and the world because Strawberry packaging is the lovely sugar paper.

It is highly recommended to parents because on the packaging it has games prices and more.

Intro

Would you like to experience having real superpowers instead of pretending? Are you sick and bored of having to choose to do the right one? If you ever wondered what it would be like to never be late to work? Well then people, this is your chance! The Newtons' company invented a new piece of gum, BOUNTYBOOM!

Special offer

For a limited time only, we have a special offer. For 20p you can get 10 pieces of gum. In each pack of gum, there is one chocolate chip. Now, this chocolate is not any chocolate chip, it's one that gives you ANY KIND OF POWER! This lasts for the whole day, so don't delay - buy it today!

For a limited time only, we have a special offer. For 20p you can get 10 pieces of gum. In each pack of gum, there is one chocolate chip. Now, this chocolate is not any chocolate chip, it's one that gives you ANY KIND OF POWER! This lasts for the whole day, so don't delay - buy it today!

Can you spot our use of repetition, alliteration, powerful adjectives, superlatives and rhetorical questions?

THE CHOCOLATE MAGIC'S

Are you a big family who seems to get messier by day? Do you have kids who don't eat their fruits? And you often keep buying you? Or you just want to have fun? Have no fear as THE CHOCOLATE MAGIC'S is here.

For us for their magical inventions, Magic Mystery's Have created a fun chocolate for you and your kids. Buy this giant chocolate strawberry with a mystery hiding in it. This chocolate is the creamiest chocolate in the whole world! It is a game changer!

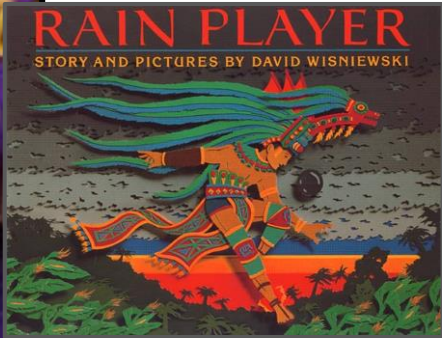
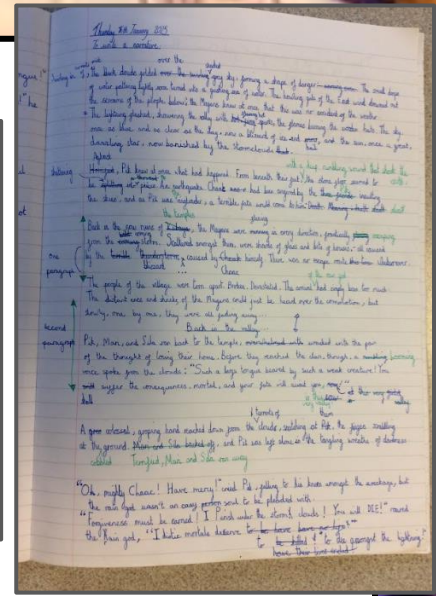
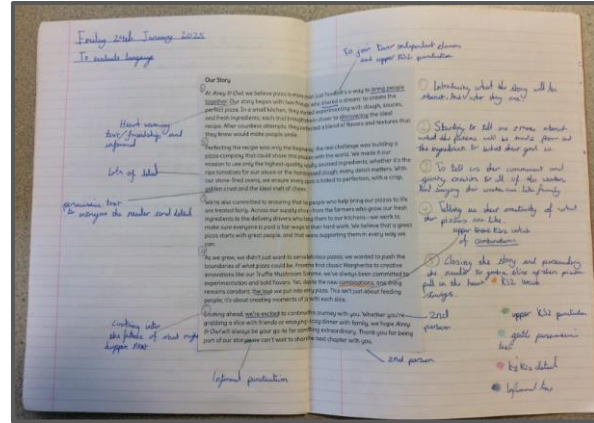
Delightful Tastes

Magic Mystery's New product (THE CHOCOLATE MAGIC'S) is only made from the finest of cacao beans. The Cacao Beans are hand picked from the trees growing on the sun! Then we turn the cacao beans into the creamiest milk chocolate you will ever try. After, we grow our strawberries on a land far far away, Candyland! Then we add our secret ingredient to our milk chocolate. We take the strawberries and dip it in the milk chocolate. On top of the strawberries we have gummy bears which are little packets that hold toppings. Some are sweet some sour. Once we have completed the first piece of chocolate, we travel to Antarctica to cool it down. We repeat the process till we have a thick coat then we travel to our chocolate factory and carve it so it would look like how the inside of the strawberry would look like. Doesn't this process sound amazing?

English - Y6

In Mr Airey's group, we've been taken ourselves back in time to Ancient Maya and have rewritten our own versions of David Wisniewski's *Rain Player*.

Not only have we been showing our ability to weave description and action together, we've also focused on including powerful dialogue to convey character and advance the action.



In our second unit this half term, we've been using persuasive language to create our very own luxury chocolate brand 'stories'.

We've then been designing products to appeal to different audiences, while carefully choosing language, grammar and punctuation to write using the appropriate 'register'.

Class Story

We have really enjoyed starting our new class story, 'Wonder' by R.J. Palacio.

In particular, we have found the main character (August) incredibly inspiring and have often reflected on how we might feel in his position, starting a new school for the very first time!



This story has also got us thinking about our school value this half term: friendship. We have discussed which characters show August friendship in the story and how they build trust together.



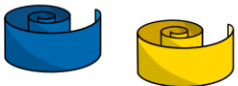
Maths - Y5

We have also been working on unpicking worded problems linked to fractions and deciphering which operation is needed to answer the questions.

This half term has been focused on 'Fractions' and we have now become experts in Year 5! We have learnt to add, subtract, multiply and compare fractions and mixed numbers both with the same and different denominators.

A blue ribbon is $2\frac{4}{9}$ m long.

A yellow ribbon is $3\frac{2}{3}$ m long.



a) What is the total length of the blue and yellow ribbons?

b) A red ribbon is $1\frac{5}{18}$ m longer than the yellow ribbon.



How long is the red ribbon?

165 children and adults go on a school trip.

Two-thirds of the people are children.

a) How many adults are there on the school trip?

b) $\frac{3}{5}$ of the children are boys.

How many boys are there on the school trip?

c) $\frac{7}{10}$ of the children have an apple for lunch.

How many children do **not** have an apple for lunch?

Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.



Alex



Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora



Who has more cake left?

Handwritten student work on grid paper showing various fraction problems and solutions.

Problem 1: Calculate the given quantity.
 Here are 12 counters.
 a) Draw to show the counters equally into 3 groups.
 b) Complete the sentences.
 When 12 counters are shared equally into 3 groups, there are $\frac{12}{3}$ counters in each group.
 12 shared equally between 3 is equal to $\frac{12}{3}$.
 $\frac{1}{3}$ of 12 is equal to $\frac{12}{3}$.

Problem 2: Alex and Dora each have two identical cakes. Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each. Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each. Who has more cake left?

Problem 3: Match the calculations to the correct answers.
 Calculations: $\frac{3}{4}$ of 48, $\frac{2}{3}$ of 45, $\frac{1}{2}$ of 48, $\frac{2}{3}$ of 45.
 Answers: a) 48 ÷ 3 = 16, b) 48 ÷ 3 = 16, c) 48 ÷ 3 = 16, d) 48 ÷ 3 = 16.

Problem 4: Try to using place value counters to find $\frac{1}{2}$ of 16.
 I can only use one $\frac{1}{2}$ of 16 is equal to 8.
 I do not have one to find $\frac{1}{2}$ of 16.

Problem 5: Explain how this can work out $\frac{1}{2}$ of 16.
 We know is $\frac{1}{2}$ of 16.

Handwritten calculations:
 a) $\frac{1}{5}$ of 20 = 4, f) $\frac{1}{9}$ of 81 = 9
 b) $\frac{2}{3}$ of 24 = 16, g) $\frac{5}{6}$ of 18 = 15
 c) $\frac{3}{4}$ of 44 = 33, h) $\frac{4}{7}$ of 42 = 24
 d) $\frac{2}{5}$ of 35 = 14, i) $\frac{5}{12}$ of 120 = 50
 e) $\frac{4}{5}$ of 30 = 24, j) $\frac{8}{9}$ of 63 = 56
 k) $20 \div 5 = 4$, l) $10 \div 2 = 5$
 m) $10 \times 5 = 50$, n) $45 \div 9 = 5$
 o) $5 \times 2 = 10$, p) $7 \times 8 = 56$
 q) $46 \div 4 = 11$
 r) $8 \times 3 = 24$
 s) $15 \div 5 = 3$
 t) $7 \times 2 = 14$
 u) $30 \div 5 = 6$
 v) $6 \times 4 = 24$
 w) $81 \div 9 = 9$
 x) $9 \times 1 = 9$
 y) $18 \div 6 = 3$
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Maths - Y6

In Year 6 we have been extending our knowledge of decimals and percentages and how they relate to each other and fractions.

We have also explored the wonderful world of algebra, and have practised writing and solving formulae, equations and expressions with multiple possible answers.

In preparation for our upcoming SATs test, we have also been practising our arithmetic skills on a weekly basis in our Friday maths lessons. We are now much more confident in our ability to solve questions involving calculating with fractions, decimals and using long division.

3/12/25 I can find equivalent Fractions, Decimals and Percentages

Fill in the missing boxes in the table so that each row contains equivalent values:

Fractions	Decimals	Percentages
$5 \frac{8}{10}$	0.8	80%
$5 \frac{2}{10}$	0.2	20%
$\frac{1}{8}$	0.125	12.5%
$5 \frac{45}{100}$	0.45	45%
$5 \frac{14}{100}$	0.14	14%
$5 \frac{5}{100}$	0.05	5%
$\frac{2}{5}$	0.4	40%
$5 \frac{2}{100}$	0.02	2%
$5 \frac{6}{10}$	0.6	60%
$\frac{3}{4}$	0.75	75%
$5 \frac{95}{100}$	0.95	95%

Handwritten notes: $0.125 = \frac{1}{8}$, $0.125 = \frac{12.5}{100}$, $5 \frac{9}{95}$

Percentage increase and decrease

(a) How much money does have? £60
 (b) How much money does have? £80
 (c) How much money does have? £120

CHALLENGE
 25% of $\frac{100}{4} = 25$ % of 60 = 15
 100
 116

Calculate the discounted price.

(a) 10% discount £40 → £36 ✓
 $4 \times 27 = 84$

(b) 25% discount £50 → £37.50 ✓
 $4 \times 25 = 100$

(c) 20% discount £8 → £6.40 ✓
 $4 \times 16 = 64$

True or False?
 A 5% decrease in price from £30 means there is £1 off.
 Explain your reasoning

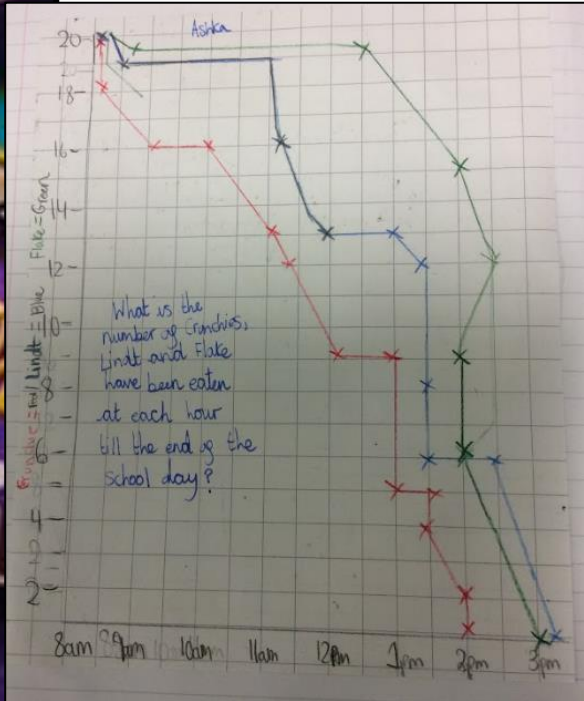
False!
 $5\% \text{ of } £30 = 1.50 = £1.50$

A golf club has 200 members.
 58% of the members are male.
 50% of the female members are children.

(a) How many male members are in the golf club? 116
 (b) How many female children are in the golf club? 42 ✓

Science

We have been focusing on our 'Working Scientifically' skills this half term. This has included learning to plan and conduct a fair test (considering different variables), take accurate measurements and record and interpret results.



Tuesday 21st January 2025 Planning a fair test

Your challenge: Design a scientific investigation to do with chocolate that is a fair test!

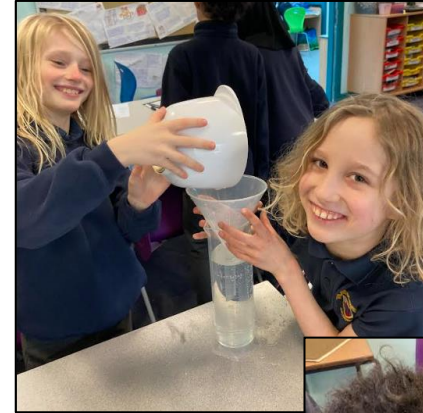
Hypothesis (a statement or question that you are going to explore)
Does the type of melted chocolate affect how long it takes to go down?

Method (how will you conduct your investigation)
First, we will melt different types of chocolate and pour them into equal containers. Then, one by one we will pour them down the whiteboard and time how long it takes for it to run from the top to the bottom. Finally, the board will be cleaned and we'll repeat the process by changing the type of chocolate.

Dependent variable (what are you measuring?)
How long it will take for the chocolate to go down

Independent variable (what is the one aspect that you will change?)
The type of melted chocolate.

Control variables (what will you keep the same and why?)
The distance as where the chocolate runs, The amount of chocolate it is on long loop it we melted the chocolate more hard.



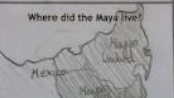




History

As part of our 'Chocolate' topic, we have been learning about the Ancient Maya civilisation who inhabited central America for thousands of years!





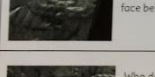
Throughout the topic, we have used our prior knowledge to examine a range of primary sources from the era, before using secondary sources to check our ideas.

Along the way, we have compared and contrasted Ancient Maya to other civilisations we have studied.

Monday 13th January 2025
To understand how our knowledge of the past is constructed from a range of sources.

My first ideas:	Key question:	My research:
In small houses made from mud and sticks between Mexico/Guatemala Honduras and El Salvador	Where did the Maya live? 	Scholars divided the years into 3 main periods - Pre Classic (2500 B.C - AD 250) Classic (AD 250 - 900) and Post Classic (900 to 1517)
1100 B.C. → AD 500	When did the Maya exist? Classic - Pre Classic and Post Classic	The Maya lived in an area of North America known as Mesoamerica (Now central of Mexico/Guatemala/Honduras, El Salvador and Belize)
They wore elongated head dresses to show importance	What did the Maya wear? 	Men typically wore tunics around the waist with sometimes cotton cloths. Short, women wore a huipil, a loose fitting tunic with an opening for head and arms.
Coars Cocoa beans and biscuits	What did the Maya eat? 	Hunting and fishing was important. The Maya would first mix the seeds out of a cocoa fruit and roast them to make chocolate.
They believed in animal gods and worshipped them greatly.	What did the Maya believe in? 	Some gods/goddesses included: Itzamna (creator god) Chaac (rain god) and Yum Kaax (nature god). They worshipped them daily.
They were good at art and skilled with tools	What were the Maya good at? 	The Maya developed a system of counting using numbers as well as hieroglyphic writing using over 500 characters.

Tuesday 11th February 2025
To interpret information from evidence from the past.

Evidence	My Interpretation	Actual, presumed Interpretation by Historians
 What is this by the figure's mouth?	I presume the person by the figure's mouth is possibly a priest or someone of high excellence because you can see a very large headdress.	It depicts a Maya ruler with a special headdress from his mouth.
 What are they sitting on?	I presume that they are sitting on a raised platform because it is quite thick and raised platforms generally mean that it is an important person. It should be a throne.	He is sitting upon a throne.
 What about the head?	I have realized the piece is quite and presume that it is yet another headdress. I think this one is special, it is in the shape of a bird.	He wears heavy ear spools and an elaborate headdress in the shape of a bird.
 What could this be around the wearer's wrist?	It looks like some sort of bracelet or earring to ward off demons, e.g. in Mayan times they would use masks with that sort of piece on to ward off evil spirits.	He carries a shield depicting the T'hoor God of the underworld.
 What could the face be?	I am presuming it is a warrior or general because that person looks well armoured. The whole scene could be a part of a war scene.	He is attended by a servant.

History


We have also learnt about our own, local history through the lens of chocolate! York has an incredible history of chocolate factories and shops and we have loved learning about the people and places that helped our city to develop.

York's chocolate story


York has a fascinating and interesting history of chocolate. Many companies that are known around the world originated in York, including Terry's, Rowntree's and Cadbury's!

Rowntree's

York was an incredible place to set up companies as you're able to easily ship things in from the east coast of Europe. There are also many trains from York about to important cities such as Leamington and London.



In the 17-1800s (when chocolate began in York), people did not have machines to do stuff for us like we do now. I think they had to do things by hand. This made it quite unpleasant, yet quite social!



York is still, in fact, known for chocolate and today we have many companies such as Nestlé factories set up now!

Nestlé

Monday 3rd February 2022

York's chocolate story

Which chocolate factories were set up in York?

There were three factories set up here in York. These were for Terry's, Rowntree's and Cadbury's.

- Rowntree's founded in 1862.
- Cadbury's founded in 1824.

Why was York a good location to set up the factories?

York was a good place to set up chocolate factories because goods could be easily transported down and across the river by boat.

- Sir John and Elizabeth Ann Gaskell in the first quarter of the 19th century.

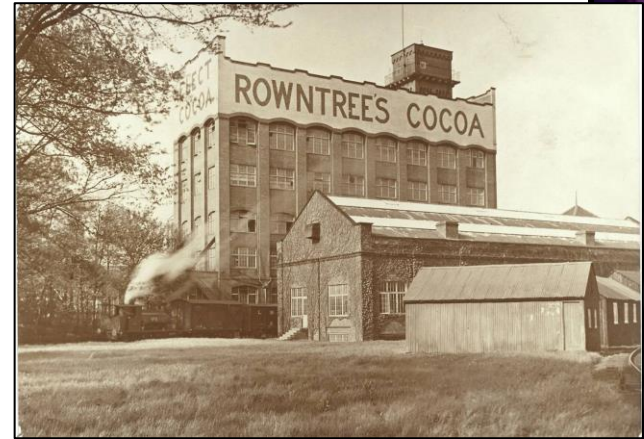
What was it like to work at a chocolate factory?

Working conditions in a chocolate factory would have been better than those of other, as machines weren't needed as much. In fact, Joseph Rowntree built a small village for his workers.

- York Chocolate Story opens in 2012.

Is York still well-known for its chocolate today? What has changed?

In York, we are still known for our chocolates as we have an enormous Nestlé factory, but it has also changed because companies like Cadbury's and Rowntree's have shut down.



York Chocolate Story

To conclude our 'Chocolate' topic this half term we were lucky enough to visit York Chocolate Story. On our visit we learnt lots about the history of chocolate in York and also where chocolate originated from.



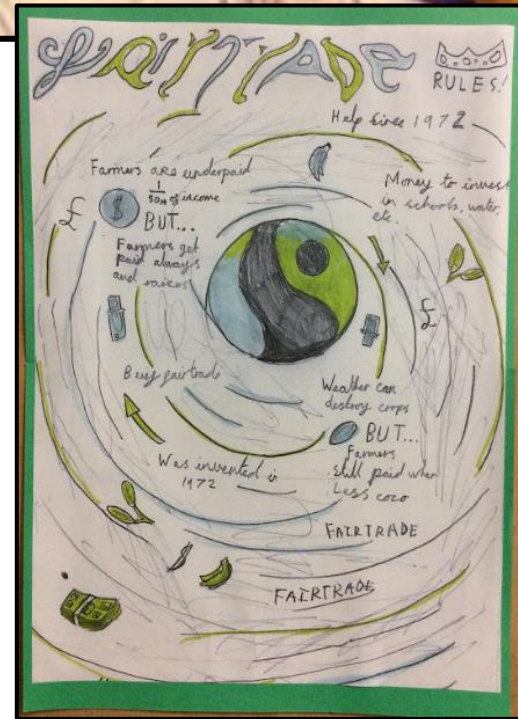
We had many tasty treats along the way (and some not so nice too!) and we were able to make our very own chocolate lolly!

Geography

We have thought carefully about the production of chocolate as part of our work on globalisation and trade.

We learnt about the global supply chain that transforms raw materials (such as cacao beans) into the products we as consumers buy in shops today.

Most importantly, we learnt about the need for fair trade within the global supply chain and the ways in which we can support this process ourselves.



RE

Our big question this half term has been: "What difference does it make to believe in Ahimsa, Grace and Ummah?"

We have really enjoyed learning about what these special words mean and their importance within a range of world religions.

Thursday 16th January 2025
Mahatma Gandhi

Peace Evangelist


April almost 19, Gandhi went to study law in England. He returned to India and became a lawyer in present-day Mumbai.

He lived in India 100 years ago.

He believed in peaceful protest.

Gandhi was assassinated in 1948, aged 78.


Gandhi was born Mohandas Karamchand Gandhi in 1869 in Porbandar, India.



Britain had a non-white ruling India since 1858. He became President of the Indian National Congress in 1920s.

In the 1930s Gandhi led a famous protest called the Salt March. Africans and he was arrested.

In Africa he got experienced discrimination from many white people including being beaten and kicked off the train.



Whilst learning about the concept of 'Grace', we explored the Christian story of 'The Prodigal Son' and reflected on who showed real forgiveness and grace to the son.

Thursday 23rd January 2025

The prodigal son

There was once a man who had two sons. One day the youngest son asked his father for his inheritance money.

The father thought about it and divided what he owned between them, giving his sons their inheritance.

The youngest son moved far away and very soon spent all of his money.

He was very hungry and had no place to live, so he decided to get a job. He was given a job feeding pigs but no-one gave him anything to eat.

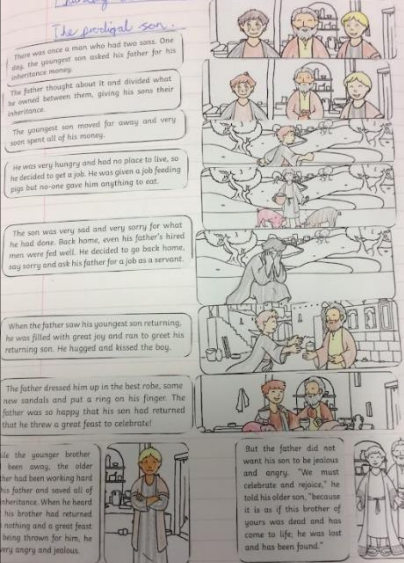
The son was very sad and very sorry for what he had done. Back home, even his father's hired men were fed well. He decided to go back home, very sorry and ask his father for a job as a servant.

When the father saw his youngest son returning, he was filled with great joy and ran to greet his returning son. He hugged and kissed the boy.

The father dressed him up in the best robe, some new sandals and put a ring on his finger. The father was so happy that his son had returned that he threw a great feast to celebrate!

But the younger brother, when seeing the older son had been working hard, the father and saved all of his inheritance. When he heard his brother had returned, he was angry and jealous.

But the father did not want his son to be jealous and angry. "We must celebrate and rejoice," he said to his older son, "because it is as if this brother of yours was dead and has come to life, he was lost and has been found."



We also reflected on times when we have shown grace to others or had grace shown to us.



Whilst learning about the concept of 'Ahimsa' (non-violence), we were inspired by the work of Mahatma Gandhi and his peaceful protests.

RE

As part of our exploration of 'Ummah' (community) we were able to reflect on last term's RE topic: 'What does it mean to be a Muslim in Britain today?'

We were really excited to be invited to visit our local mosque by the Imam who kindly showed us around and taught us about the special features you would expect to find in these places of worship.



RHE

We explored the NHS' 'Five Ways to Wellbeing' and considered what we could do to help ourselves feel happy, calm and positive.



This half term's topic has been 'Caring and Responsibility'. We have focused on thinking about how we can take responsibility for caring for ourselves. This includes our physical and mental health.



We have also enjoyed using the 'Zones of Regulation' to help us consider the emotions we are feeling. Although we know that all emotions are okay (and even useful at times), we have thought about strategies to help us to regulate feelings that are uncomfortable or worrying.

PE

In PE this term, we have been trying to improve our fitness by completing various circuit training exercises on a weekly basis. For some of the sessions, we used the school hall and for others we used our classrooms. One of our sessions took place outside despite the cold, wet and windy weather. During this session, the children showed fabulous resilience and determination to work hard despite the conditions not being the best.

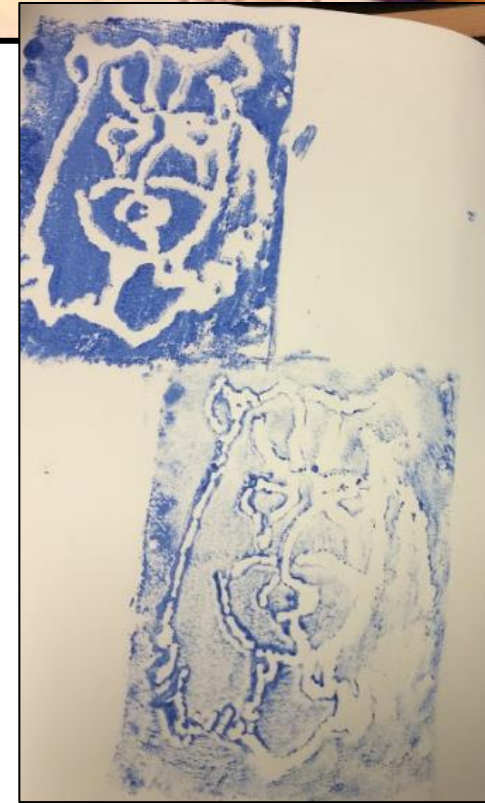
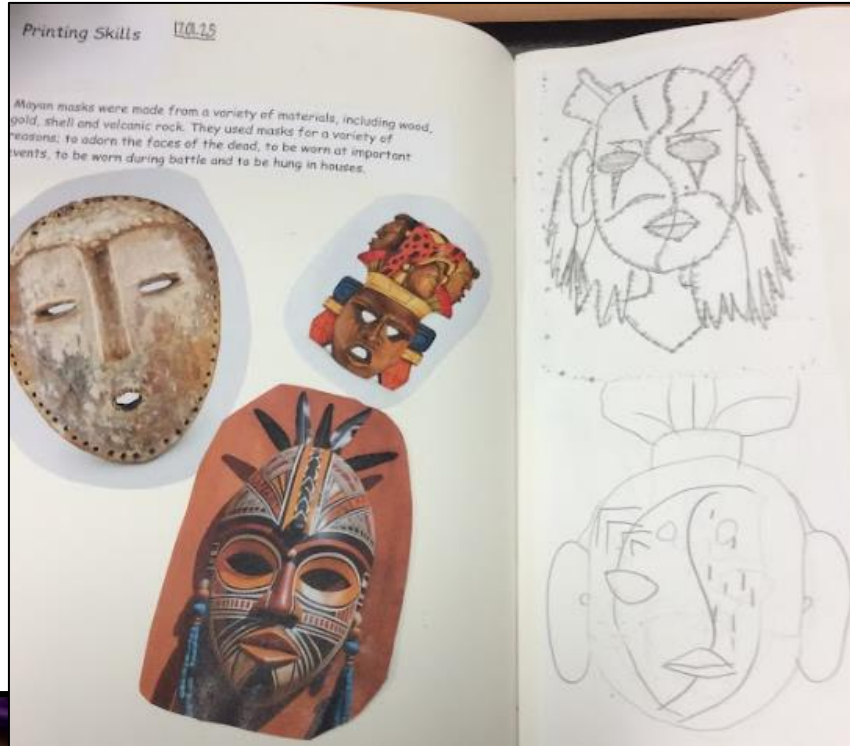


This term, we also enjoyed a 'Box 2B Fit' session with Dave from 'Skip 2B Fit'. The children once again enjoyed 'getting fit without being hit', showing great effort at each activity. Dave then spoke to the children about the importance of having a growth mindset.



Art












We have been inspired by the Ancient Maya in art this half term designing masks which we then transferred onto styrofoam to produce monoblock prints and multi coloured layered prints.



Spanish

Our topic this term is 'Fashion Show' and we started the term with a real live fashion show of our own - look at our amazing models!



				
	rojo	roja	rojos	rojas
	amarillo	amarilla	amarillos	amarillas
	negro	negra	negros	negras
	rosa	rosa	rosas	rosas
	naranja	naranja	naranjas	naranjas
	azul	azul	azules	azules
	verde	verde	verdes	verdes

We have been looking at the gender of nouns and how adjectives must agree - complicated stuff for our lessons on Friday afternoons but Year 5/6 have worked really hard and have nearly cracked it!



Un sombrero



Una camiseta



Un jersey



Una falda



Unos pantalones



Unas deportivas



Unos calcetines



Unas mallas

Computing

In computing this half term we have had a focus on word processing skills.

Google Docs and Google Slides were the first pieces of Software we used. We completed a series of challenges becoming progressively more difficult.

Year 5/6 Word Processing Skills

Change the title to font size 24.

Underline the title.

Change the text in the title to bold.

Align the title to the middle of the page.

Change the words in the title to the colour blue.

Change the text in this sentence to italics.

Change the colour in this sentence to purple.

Change this sentence to the font called "Oswald".

Align this sentence to the right side of the page



...so they're all roosting on the home keys...

We've also had a real focus on touch typing, using *Dance Mat Typing* from the BBC. To add that extra challenge, we've been keeping an A3 piece of paper over our hands and keyboard to keep us focussed on our screen. Why not try it out at home?

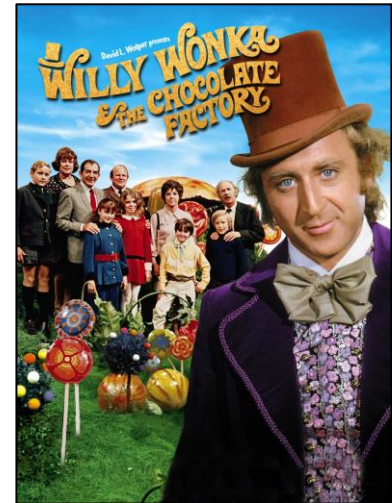
Music

We have been using our 'Listening and Appraising' skills to respond to music from two film adaptations of 'Charlie and the Chocolate Factory'.

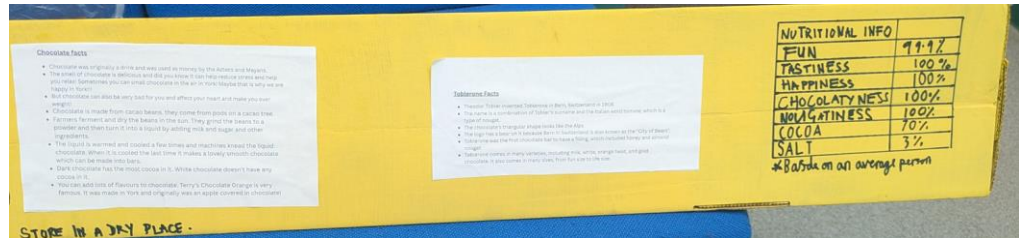


Using musical vocabulary, we have discussed the similarities and differences between the two adaptations, considering tempo, dynamics and style.

We also thought about why a composer might have chosen to change the original music for a modern retelling of the story.



Home Learning Gallery



As always, we really impressed our teachers with our fantastic Home Learning projects! These ranged from tasty chocolate treats, to beautifully presented research about Ancient Maya, chocolate quizzes and even life-size models of chocolate bars!

Value of Friendship



Our fantastic Year 5 'School Worship Team' planned and delivered a beautiful Whole School Collective Worship based around the theme of 'friendship' (this half term's school value). They showed confidence, empathy and thoughtfulness and gave us lots to both think about and celebrate here in school.



*To become a friend, simply be kind!
From sharing to caring we help each other here at St Oswalds.
Take a look at our value and reflect on what really matters
Forgive those who make mistakes and build a bridge of trust.
Deep within our hearts we know where to go.*