

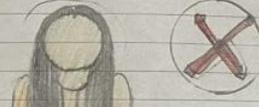
Year 5

Writing: This half term in writing the children have been focusing on balanced arguments. They learnt about formal register and using the correct language to convey an expert voice. They worked hard on adding in additional and oppositional conjunctions as well as creating supporting points to back up their ideas. They produced cohesion, linking all their paragraphs and added some emotive language to make the reader feel passionate about the two sides of the argument. Below is an excellent example of some work.

Should We Wear School Uniform

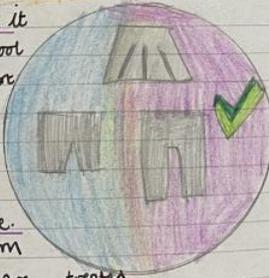
Formal tone
Point
Both sides
Rhetorical question

We are encouraged to believe that wearing school uniform makes us look smart. As a result, most all schools have a certain uniform for their school. Conversely, some families may not be able to afford the right school uniform. Many families ask, why is school uniform so expensive?

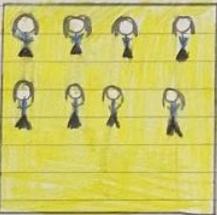
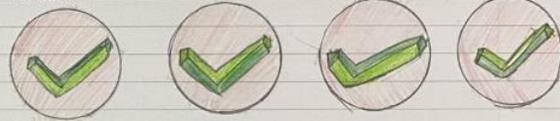
Formal tone
Supporting point
Vocab
Additional conjunction
Supporting point

To address this question, it is important to wear school uniform because you look smart and professional. When asked, 9 out of 10 headteachers agree that school uniform is an acceptable way to keep all children inclusive. In addition, wearing uniform makes sure all children are treated the same which means no children are bullied for what they are wearing. 90% of teachers believe that wearing school uniform is acceptable for the children.



Oppositional conjunction
Supporting point
Additional conjunction
Supporting point

On the other hand, uniform makes everyone look the same. On average, 60% of parents say that their children come home saying I can not express myself wearing school. Furthermore, uniform is very uncomfortable to wear six days a week. A high percentage of students feel very odd wearing the same things every day a week.

Conclusion
Opinion
Vocab

I conclude that both sides of the argument have good opinions. However my decision is we can compromise with both sides.



Ingredients for Success: 75 Balanced Arguments (Diana All)			
Ingredient	Example	My work shows...	My teacher thinks...
Introduce the context of the debate	Should we better employ endangered species?		✓
Adopt and sustain a formal tone	Consequently, it can be argued that it is essential that we do whatever we can to protect every single species.		✓
Devise cohesion throughout the text by referring to previous points	To address this question...		✓
Represent both sides of a debate, using oppositional and additional conjunctions to do so	On the other hand, rarely we have a responsibility to... Furthermore, there have already been only the most visible victims.		✓
Give clear examples to support your points	For millions of years, orangutans were thriving quite happily in the rainforests of south east Asia.		✓
Defuse possibility and emotion by using modal verbs	While we might think that in a great achievement, it also makes you wonder only we better.		
Collaboratively select suitable language to convey strength of feeling	Extinctness are not only a tragedy but quite possibly a makeup call too.		
Exploit your own points of view in the conclusion	Perhaps compromise is the way forward.		✓
Re-evaluate your use of the rhetorical device	After all, the threatened species will be killed here the threatened species will die.		
Consider to what end?	We are not here to just protect the animals.		
Consider to what purpose?	We are not here to just protect the animals.		
Consider to what effect?	We are not here to just protect the animals.		

History: In this half term in History been learning all about the Anglo-Saxons. They have worked hard on creating a timeline of why the Anglo-Saxons came to Britain and where they came from. We have also been exploring how the Anglo-Saxons lived and what life was like for them in Britain. They have all have been enjoying this topic and are keen to learn more about it. Below is an example of the amazing work they have been doing.

1. Why did the Anglo-Saxons come to Britain?

Romans had already built Shore Forts to protect against Anglo-Saxon invasions.

Romans left Britain AD 410

Britain was left unprotected from invaders

Scots and Picts

Ireland Scotland



raided Britain

Britons weren't trained to defend
became an easy target

Germanic warrior tribes were asked to help
(many of these warriors had been paid by the Romans to protect their Empire already)

Anglo-Saxons

fought off the Scots and Picts in return for money and land



Scots

remained in Northern Ireland

Picts

remained in lands north of Hadrian's wall

AD 450

Anglo-Saxons liked Britain (began to settle)
Kingdoms formed with powerful chiefs and kings

Monday 20th Saturday

Why did the Anglo-Saxons come to Britain?

1. Roman	2. Romans ✓
3. Forcible ✓	4. Not the first stone age.

1.C / 2.B, D
3.D / 4.B

AD 410

The Roman's left Britain unprotected

Scots and Picts raided Britain

Germanic warrior tribes asked for help

were

The Anglo-Saxons fought off the Scots and Picts in return for money and land

The Anglo-Saxons liked Britain and began to settle and kingdoms formed with powerful chiefs and kings.

AD 450

COVER 2B

2. Where did the Anglo-Saxons come from?

Anglo-Saxons invited to repel Scots and Picts

Jutes + Angles + Saxons

AD 410



Britain Norway

Scots Picts

Denmark

Jutes Angles Saxons

Germany

Germany and Netherlands

Saxons

southern Denmark

Angles

northern Denmark

Jutes

Did you know...

Some Anglo-Saxons were already in Britain

part of the Roman army fought with the Romans

Romans left in AD 410

Germanic warriors stayed

Monday 22nd September 2021

Where did the Anglo-Saxons come from?



Britain Norway

Scots Picts

Denmark

Jutes Angles Saxons

Germany

The Scots and Picts tried to invade Britain because it was defenceless. Then were three tribes in the Anglo-Saxons. The Saxons were from Germany and Netherlands, the Angles came from southern Denmark and the Jutes came from northern Denmark. The Anglo-Saxons took advantage of Britain and they sailed the south. The Anglo-Saxons were rewarded with gold, silver and food because they defeated the Scots and Picts. The Anglo-Saxons decided to stay in Britain but some went back to war they lived before.

Science: In science we have been focusing on properties and changes of materials. The children have been learning vital vocabulary such as atom, molecule and particles. They have been describing materials using different language and practising how to separate different mixtures. They worked scientifically when writing their experiment up and have produced some fantastic pieces of extended writing. Below is a piece of work showing their incredible effort!

4. How can we separate materials from a solution?

Working Scientifically

TEST IT

separating materials from a solution



evaporation

sugar or salt from water

Kitchen Disaster!

separate

sugar + raisins + flour mixture



Use what you know

soluble

materials that dissolve

↓

solution



insoluble

materials that don't dissolve

↓

separate

Wednesday 20th September 2021

How can we separate materials from a solution?

Do now

1. table, flour and raisins ✓
2. crushers and grinders ✓
3. a seasoning which has dissolved ✓
4. They can change back to the normal form ✓

Kitchen disaster!

Equipment:

- Mixture (flour, sugar, raisins)
- Spoon
- 2 bowls
- Filter paper
- Beaker
- Filter
- Water
- Beaker

My Hypothesis

I think I will use the sieve to remove the sugar. Then I will use the filter to remove the flour. I will be left with the raisins.

Method

1. Pour the mixture into the sieve.
2. Shake the sieve side to side the flour and the sugar will come out.
3. Add water to the flour/sugar mixture.
4. Put the filter paper in the filter.
5. Under filter, place the beaker.
6. Pour the sugar/water mixture into the beaker.
7. Pour the sugar/water mixture into a saucepan.
8. I will then heat the mixture.
9. The water will evaporate in vapour, while the sugar will be left in crystals.

Conclusion:

My hypothesis was incorrect ✓

Quiz

5. E ✓ 6. A ✓ 7. C ✓ 8. D ✓ 9. E ✓ 10. B ✓ 11. C ✓ 12. A ✓ 13. B ✓ 14. F ✓
 15. C ✓ 16. D ✓ 17. A ✓ 18. E ✓ 19. A ✓ 20. A ✓ 21. B ✓ 22. A ✓ 23. B ✓
 24. A ✓ 25. B ✓ 26. A ✓ 27. A ✓ 28. C ✓ 29. B ✓ 30. A ✓ 31. B ✓ 32. A ✓

Maths: This half term in Maths the children have been focusing on reasoning with large numbers and rounding numbers to the nearest 10, 100, 1,000, 10,000 and 100,000. They have learnt about different methods to work out a sum and continuing to work on the place value of numbers. They have worked really hard on partitioning numbers to the correct digits. Below are some samples of their work.

81921

To recognise the place value of each digit in a 6-digit number.

Denise:

30,000	9,000	1,000	200	10
4000	5000	400	20	1

243

7-9

Key Learning: To recognise the place value of each digit in a 6-digit number
Fill in the missing information.

The number is 127470

The digit 2 has a value of 20. ✓

The other digit 2 has a value of 2000. ✓

The digit 4 represents four hundreds. ✓

The digit 1 has a value of 10000. ✓

There is a place holder in the ones place. ✓

10000 + 2000 + 7000 + 400 + 20

The number is three hundred and fifty two thousand and forty one

The digit 5 has a value of 50,000. ✓

The digit 2 represents 2000. ✓

The digit 3 has a value of 30000. ✓

There is a place holder in the hundreds place. ✓

30000 + 5000 + 2000 + 40 + 1

The number is 305679

The digit 7 has a value of 70. ✓

The digit 5 represents five thousands. ✓

The digit 3 has a value of 30000. ✓

There is a place holder in the hundreds place. ✓

305679 = 300000 + 5000 + 600 + 70 + 9

310620 = 300000 + 1000 + 600 + 20

10921

To identify the value of each digit.

Denise:

30,000	9,000	200	10
1,000	200	90	1

7000

242336 = 200,000 + 40,000 + 2000 + 300

711511 = 700,000 + 10,000 + 1,000 + 500

542431 = 500,000 + 40,000 + 2,000 + 400

869623 = 800,000 + 60,000 + 9,000 + 600

368733 = 300,000 + 60,000 + 8,000 + 700

10921

To compare and order 6 digits.

Denise:

29200

thirty nine

211921

To add and subtract multiples of 10. ✓

Denise:

1980000 2876642 ✓

3435131 + 4638

5186

45231

46231

8231

6231

75231

67257

68257

69257

70257

71257

72257

Independent tasks

1) 473962

473963

473964

473965

473966

2) 473963

473972

473982

473992

474002