

The Wellington Herald

Summer Term 2019



We hope you enjoy reading our termly magazines and talking to your children about the variety of activities and events that they have taken part in this term.

We were very pleased to share with you that Wellington outcomes in all Key Stages this year are significantly above outcomes nationally. All our pupils had a fabulous year and we were particularly pleased that our challenge for able pupils has once again helped them to achieve impressive outcomes. Our recent results for these children were double that of national and local expectations and will be published externally in the Autumn term.

The pupils have enjoyed a very busy term with lots of extra-curricular activities, trips and visitors which have enriched the learning experience. These magazine are also on our website each term, if you wish to share them with your wider family.

We are fortunate to have retained all our staff for the next academic year. Many of our staff have been at Wellington for over a decade and enjoy making a difference every day to our pupils. We welcome the following new staff to our team and look forward to working with them:

Teachers: Miss Melissa Topal Mrs Zahra Syed Miss Sharanjit Bhamra

Support staff: Mr Philip Rogers Mrs Tracy Milivojevic

Thank you for all your support this term, you have helped make models, find costumes, ensure the children complete homework tasks and much more. We appreciate the opportunities to work together to give the children the best possible learning experiences.

I would also like to thank our Governors who work tirelessly with the school to challenge and support us. Mr Fulford is stepping down as our Chair of Governors next term after undertaking this important role for many years, we would like to thank him for his commitment to the school in so many ways. Thankfully he will continue to be a Governor at Wellington and will work closely with our new Chair, Mrs Pearmain, as she takes over the role.

We hope you have an enjoyable summer holiday and we look forward to an exciting new academic year.

Mrs Norton

Year 3



Sapphire and Topaz Class

Well we made it to the Summer Term! Sapphire and Topaz have had a super and busy time. We have had our much anticipated trip to the Roald Dahl Gallery in Aylesbury which was a tremendously phizz-whizzing day! Some members of the year represented the school at the Tennis Festival in Chiswick and everyone took part in our own fantastic Sports Day organized by Miss Kundu on the St Mark's School playing field. Our Rights Respecting representatives have continued to teach us (and the teachers!) about the rights of children, and even had a visit from representatives from Unicef UK. We have explored different painting techniques through different artists and took part in an amazing visit to St.Pauls church to look at the beautiful Stain glass windows. In ICT we have been learning about programming with the Edison robots, and in Topic we have been learning all about the Roman invasion of Britain and the impact it had of the way of life. We even became members of the Roman army and took part in training at Bucks County museum. With the help of Mr. Ashton from Hounslow music service we performed a recorder concert to parents and year 2 pupils. Mrs Salim, Mr. Short, Miss Flora and the whole team want to wish all of Year 3 a wonderful summer and good luck in Year 4!



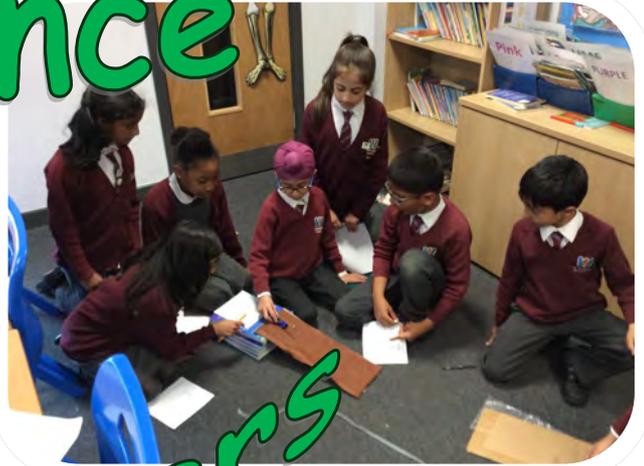
Science

&

Computers

In Science this term we have been learning about the different forces all around us. We experimented with the impact of different surfaces in friction and with magnets.

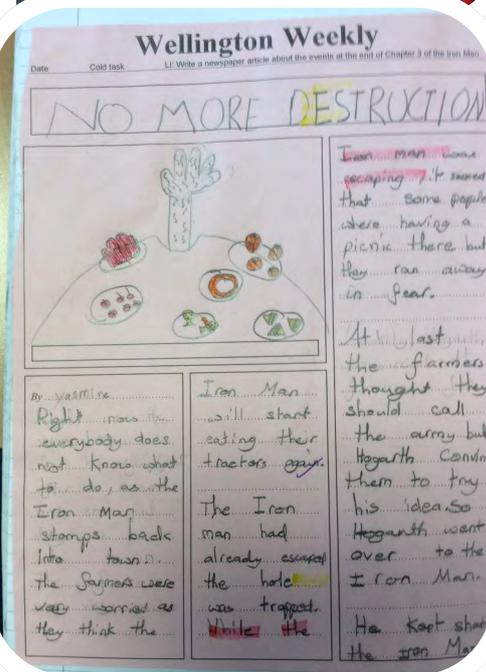
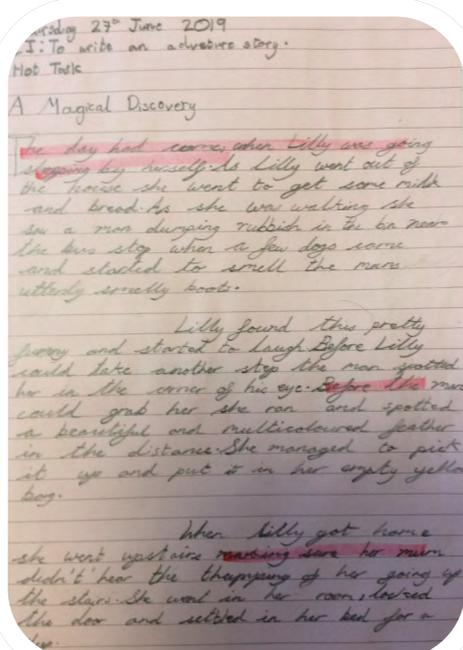
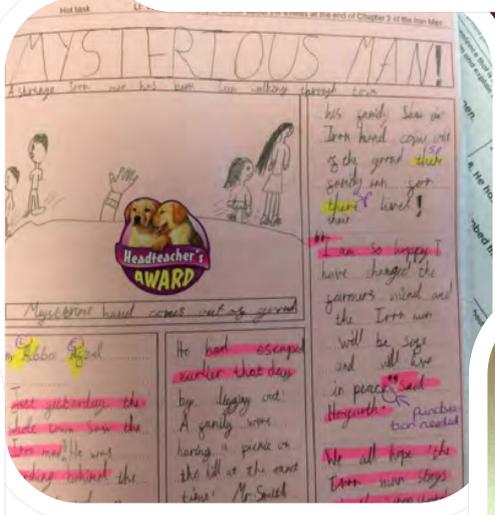
In Computers we looked at how automation is changing the world we live in and learned to control our own robots.



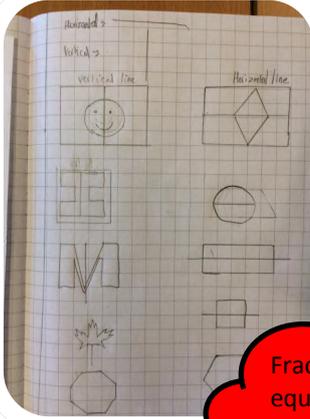
English



This term we have focused on our journalistic skills by writing newspaper reports based on our class text, The Iron Man by Ted Hughes, as well as writing our own adventure stories inspired by the work of other writers. We also went to the Roald Dahl Gallery in Aylesbury to support our English and cross-curricular learning.



Mathematics



Fractions and equivalent fractions



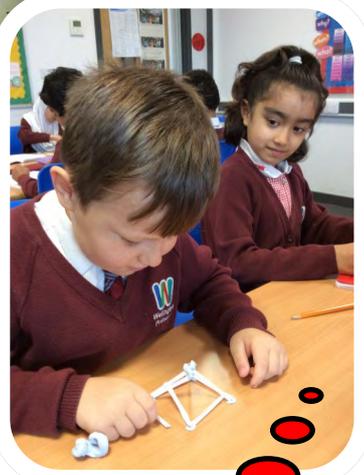
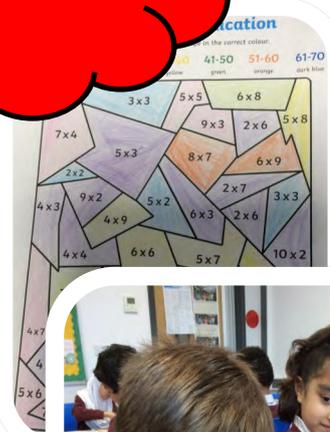
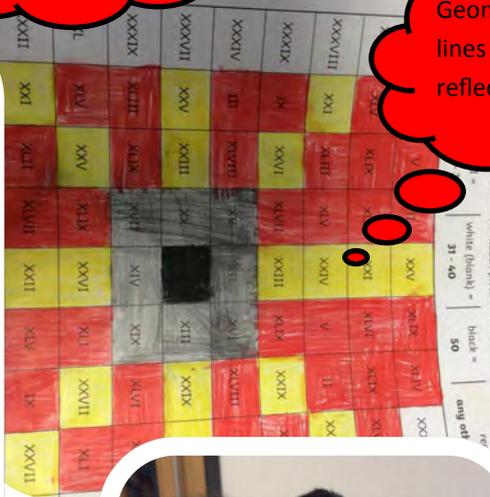
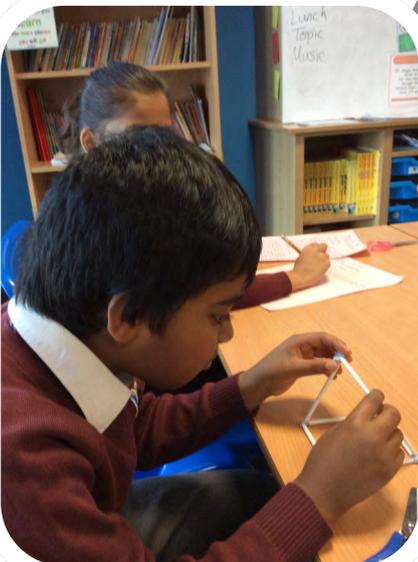
Units of measurement including the time and Grams and Kilo-



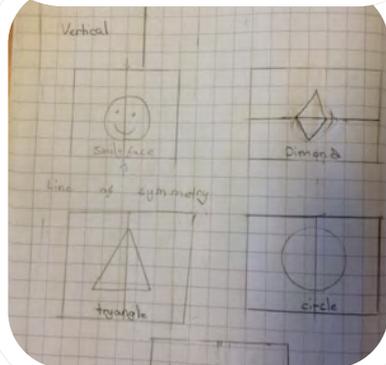
Using IPADS to explore MyMaths in order to enhance our learning



Geometry- shapes, lines of symmetry and reflection



Building our own 3D shapes.



Year 4 Summer

Goodbye Year 4 - Mrs. Sherriff, Mrs. Laci and Mr. Norman have enjoyed teaching you this year. You've all worked really hard developing your writing, mathematics and higher order thinking skills. We all wish you a safe summer holiday and good luck in Year 5.



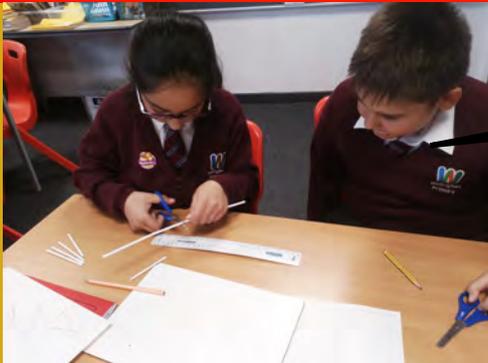
For my summer project I made a pyramid to describe ancient Egyptian daily life.



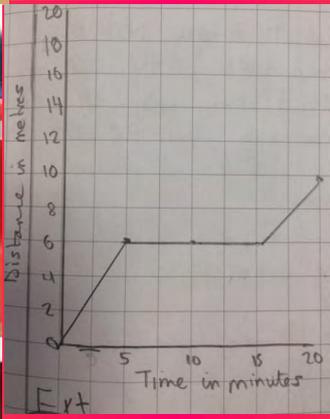
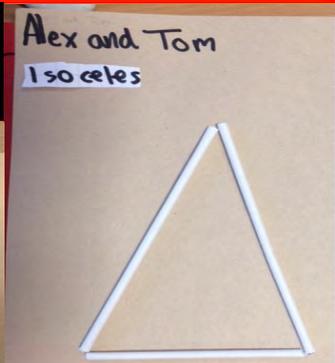
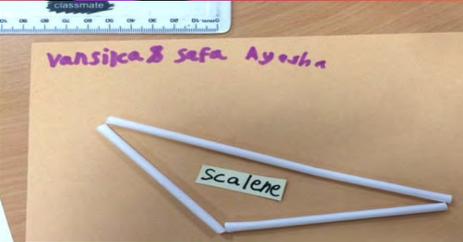
We made a collage to describe why the River Nile was so important to the ancient Egyptians and how it was central to life.



Our Mathematics work this term has focused on developing our reasoning and challenging ourselves to think deeply about our work. We have worked on 24 hour clock and intervals of time plus two dimensional shapes and their properties. We have also investigated types of angle whether acute obtuse or right angles. Our shape work continued investigating symmetry using a mirror to identify the number of lines of symmetry in regular shapes.

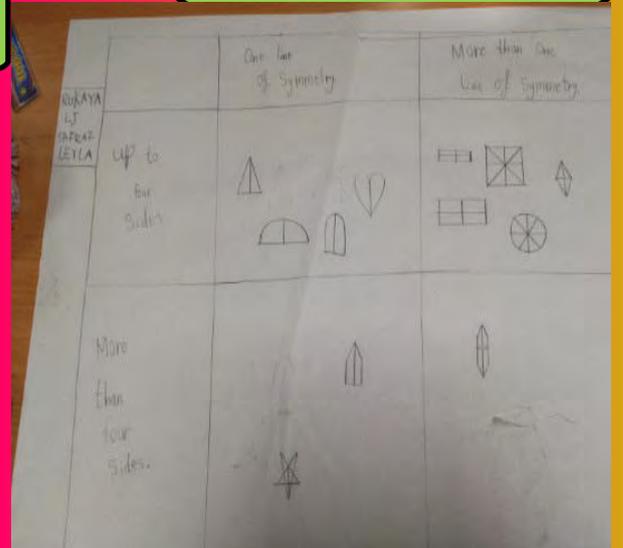
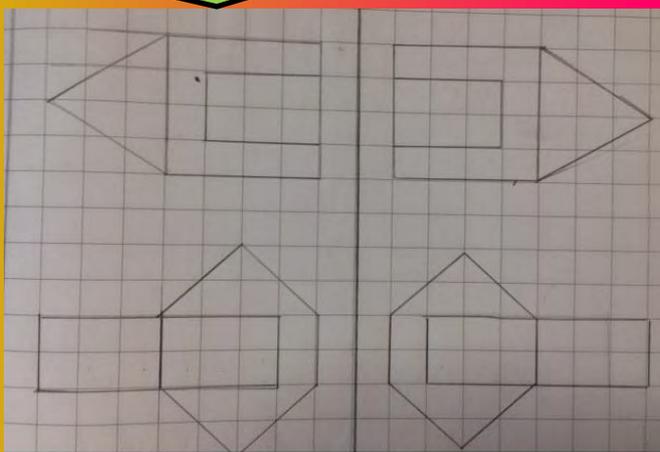


We are learning to make different types of angles.



We have been using Carroll diagrams to sort shapes based on the number of sides and the number of lines of symmetry.

We used mirrors to identify symmetry, drawing carefully a symmetrical shape.

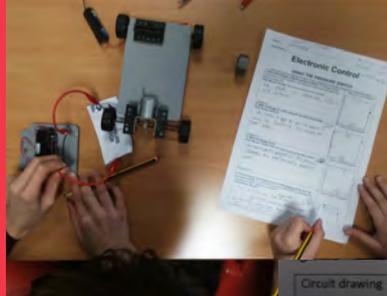
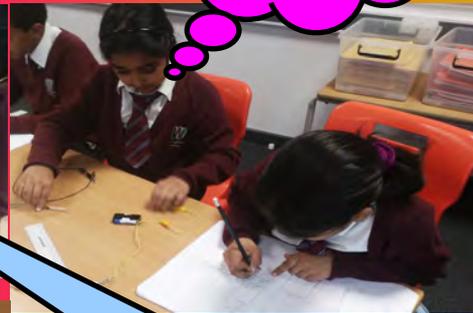
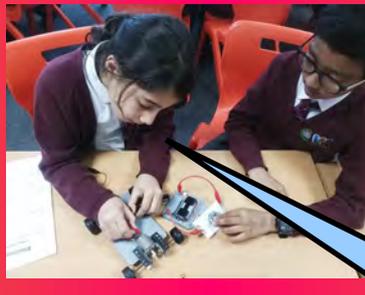


While Amber were learning to swim, Obsidian have been learning to pass and catch accurately in preparation for sports day.



In science we have identified sources of natural and man made electricity. We planned and carried out investigations looking at conductors and insulators and the rules that allow us to use electricity safely in the home.

Use electricity carefully to avoid electrocution



We made a switch to make a buggy move forwards and backwards. We combined our science and DT to learn and make connections in our learning.

We used electrical notation to draw open and closed circuits for our partners to test and explain why it was a complete or incomplete circuit.

We also had to overcome small problems on the way.

Circuit drawing	Will the bulb light yes / no	Reasons for your decision
	Yes	This circuit works as there are two wires, each one is form connected to each side of the battery.
	No	The bulb won't light because there is only one wire in the whole circuit and you need to use two wires.
	Yes	The circuit will light since the cable is connected to another wire leading to a battery.

In Art we made collages using ICT and also designed our own Canopic jars. In Design Technology we made a healthy smoothie using fresh ingredients. We learnt how to chop and use a blender.



In ICT we have learnt more about Internet Safety and also learnt about programming. We worked in groups to make a carousel go round. These are important life skills.

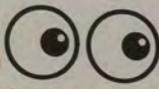
In English we have read the Egyptian Cinderella and also The Village that vanished. We have used drama to help us understand characters and write character descriptions.



<p>Shocked</p> <p>His heart was beating fast. His eyes dropped as the boy's mouth widened. He took a big gasp and sighed.</p>	<p>Cold</p> <p>She rubbed her hands as she trembled and her teeth started to chatter. A frosty puff came off of her mouth.</p>	<p>Nervous</p> <p>Butterflies in my stomach. He had sweat running through his arms, biting his lips.</p>
<p>Excited</p> <p>The girl excitedly jumped with joy. The girl excitedly cheered with joy and a big smile.</p>	<p>Angry</p> <p>He clenched his hands harshly. The boy was red and put his hands on his hips.</p>	<p>Embarrassed</p> <p>She hung her head low as her face turned smooth red.</p>
<p>Sad</p> <p>Tears trickled down his smooth cheeks. His eyes started to quiver.</p>	<p>Shy</p> <p>The girl whispered as she hid behind her dad.</p>	<p>Afraid</p> <p>The boy shivered with fear as he hugged his imaginary friend.</p>

We have been developing our writing skills and learning many new techniques. We have applied show not tell in our writing to give the reader more information, but without giving away the answer. Can you read between the lines?

To improve our reading skills we have been using our content domains to practice inference.

<p>Just the Facts! What is there on the page?</p> <p>See </p> <p>What information can you see?</p>	<p>What questions do you have?</p> <p>Wonder </p> <p>I wonder why.....?</p>	<p>I think that....</p> <p>Infer </p> <p>I believe.... Maybe.....</p>
<ul style="list-style-type: none"> In the book I can see that it could be evening and the sunset is happening making the sky a crimson colour. I can observe that there is a child carrying a bowl on to her head. I can also spot lots of plants around her and a small, beautiful butterfly flying about. It somehow looked like there's figures in the sky, shaped with the clouds. I can also see that the sky might be very windy and soggy. The day could be turning into dusk. 	<ul style="list-style-type: none"> Why is this child looking at another direction? Where could this child be? Does she have a home/village to get back to? What could she be carrying in that bowl? Why does it look as if there's multiple figures of human beings in the sky and she's looking towards it? Where could she be heading of to? Does she have parents with her? Could she be a slave? 	<p>I believe that maybe this child's father mother might of sent her to go and get food and what to feed her family because it looks as if she lives in a poor country, and have no money with them to buy food. Then she suddenly found the other way to the sky and saw figures of human beings trapped, then as soon as she looked forward again her village had vanished along with all the people as well.</p>

On National History Day, we dressed up as a historical character with a connection to London, we also created fact files about our person of choice and presented them to the class.



When was he born?
He was born in London, the palace of Placentia, on the 28th June 1491 and died in palace of Whitehall, London, on the 28th January 1547. He was buried in St George's Chapel, Windsor. In 1547.

Who is Henry VIII?
Henry VIII was king of England from 1509 until his death in 1547. Henry VIII was the second Tudor monarch, succeeding his father Henry VII. Henry is best known for his six marriages. In particular his efforts to have his first marriage to Catherine of Aragon annulled.

His family
Henry VIII had:
• six wives
• A man and a child
• his daughters and sons
• his grandmother and grandfather
• his sisters and brothers

Henry VIII
Born on 28th June 1491
Died on 28th January 1547

His life style
He was slim and athletic for most of his life. He stood two inches tall. Henry VIII loved food and he ate a lot of it. He had an athletic physique and excelled at sports such as jousting and hunting. He was a great hunter and he loved to hunt.

Fact!
Henry VIII had a big family.

Year 5



magazine



Triumphant trumpet concert



Goodbye Year 5 !
Mr Laming, Miss Ratcliff
and Mrs Pintili



Super slippers in DT



CAMOUFLAGING CLAWED PARROT!!!!!!

Introduction!
Have you ever heard of a 55cm clawed parrot? There are many peculiar creatures in this world and one of them is the camouflaging-clawed parrot. Living in the canopy of tropical trees, only a very particular amount of these species have been found by the Brazilian discovery team. Read this fact-filled information text to find out about this brilliant eye-catcher animal.

Habitat!
Like many other tropical birds, the camouflaging-clawed parrot lives in the Amazon rainforest. This type of species is very shy so it likes to conceal itself behind canopies of trees. The also note about when they have a tingling sensation that they may be attacked. With its extremely long claws, the camouflaging-clawed parrot perches itself on a branch or a thick twig and curls its claws around it. This bird is a sensitive type so if you see one, don't take a picture as it'll fly away from your sight, thinking you're a predator. If not, then this bird will scratch your face, painfully.

Appearance!
This breed of parrot has camouflaging colour-changing skin. Its name also gives away the fact that it has a claw 55cm long. Their original skin colour is said to be apple green with streaks of hot pink. This intelligent animal also has sparkling violet eyes which make them look gentle and calm.

Reason and protection!
Since the camouflaging-clawed parrot usually hides itself, it is not likely to have those many predators. When moving, it may be grabbed by the leg. However, the extreme sharpness will hurt the animal's predator and it will be forced to let go of the parrot's foot. Generally, they try to avoid the predator in the first place by camouflaging itself between bushes or canopies of trees. Although they are beautiful, they are also quite fierce.

Conclusion!
So nature has learnt about the camouflaging-clawed parrot. They are really brilliant creatures, and are endangered. Let's help them!

Why 55cm?
Camouflaging-clawed parrots have long claws. Why? Why not 50cm or 60cm?

So long!
Baby camouflaging-clawed parrots have claws which are more than 75cm long. This is because the baby parrots are easy to get by predators.



Thursday 9th May 2019
L.I: To investigate the other mother character.

The other mother seems to be quite controlling over people. For example the other father said to Caroline that the other mother told him not to talk to to Caroline.

At the start of the book, the other mother is kind and polite towards Caroline since she wants to convince her to stay in the other world with her other parent.

At times, the other mother can become aggressive and threatening due to her anger and frustration towards Caroline. When Caroline's other mother seems to be being described as egotistical, it is being described as egotistical due to her own was better eyes, popping skin, glowing hair that grows longer when she becomes angry, and she eats beetles. Also, she has long fingers and nails and her nails seem to be very sharp.

As Caroline becomes braver and knows that the other mother is not her real mother, the other mother gets more and more angry. It shows us that the other mother is quite cruel.

When Caroline's other mother seems to be angry and I of her spirit seems to be...

Information Texts

Analysing a character based on evidence from the text

In English this term we have read across different genres, including traditional tales, myths and play scripts.

English

We have used our 8 strategies to improve our reading skills.

We have written several different types of texts to develop our skills.

Wednesday 1st May 2019
L.I: To utilise dramatic techniques to create tension and atmosphere.

This key was heavier than the others, this key was colder than the others. This key was ancient.

Caroline was alone. She knew what she was about to do was wrong - but her curiosity took better of her. Looking both ways ~~nervously~~ nervously, she shuffled the key in.

The door opened with an ancient creak. The air was dusty and cold. A dark hallway had opened. So dark it was like blindness.

The bricks were never to be seen. Caroline ran her finger along the sides. It was as smooth as silk. They couldn't have been ~~knocked~~ knocked down.

Despite this, Caroline didn't back down. As she walked down the corridor, she felt darkness lurk upon her, and curses descend upon her. There was something familiar - very familiar. The carpet under her feet was the same she had in her flat. The walls on the left and right were the exact same had in her flat. The paint was the same paint. She hadn't left - she hadn't left her flat - had she left?

Thousands of thoughts filled her head.

Friday 7th June 2019
L.I: To explain the thoughts and feelings of a Greek soldier during the events of the Trojan Horse.

Dear Diary,
We are finally victorious! We have been fighting the Trojans for about 11 years and we all are fed up. Now, we have defeated them, and we will stay victorious for many years!

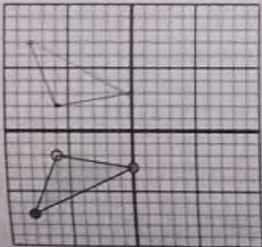
The commander, or THE greek commander, the one who came up with an excellent idea, the silly Trojans have took it way too far. They captured our beautiful Princess Hellen, and demanded war to get her back. So, the idea for victory was that we'd build a wooden horse, of a gigantic size. This would be a gift for them, telling the Trojans that we surrendered! But we didn't!

The grand horse was so big that it was able to fit me, and our 25 soldiers into it. We decided to hide out in the darkness of the horse, and as the Trojans took it to Troy, we'd have a secret way of entering. We would never except loss, only victory! They knew something was going to happen, and they'd sneak out and get our horses for the brick completely. Their enemies left a gift for them as planned, the decided to take it all the way to Troy! What fools! The soldiers felt the boring horse being slowly moved as we cramped in our hiding place.

Atmospheric writing as a recount

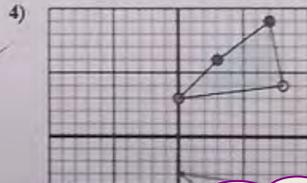
Writing a Diary in first person, based on an Ancient Greek Myth from our Topic work

effect each shape as described.



The shape above has the following coordinates:
 A. (0,-3)
 B. (-6,-2)
 C. (-8,-7)

Reflect the shape over the X axis



The shape above has the following coordinates:
 A. (0,3)
 B. (3,6)
 C. (7,9)
 D. (3,6)

Reflect the shape over the Y axis.

Translations and reflections

Li To translate shapes in the first quadrant

Rule = $x+2$ $y+2$

We translated the triangle to make 3 congruent triangles

A = (1,2)
 B = (1,4)
 C = (5,4)
 B2 = (5,6)
 C2 = (7,6)
 A3 = (5,6)
 B3 = (5,8)
 C3 = (7,6)

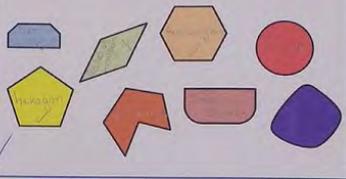
Plotting coordinates in all 4 quadrants

24.5.19

L1 - To distinguish between regular and irregular polygons

Fluency

1. Tick the regular polygons. Write the name of each shape inside the shape



2. Write whether each shape is regular or irregular. Give reasons next to each shape why it is regular or irregular.

Regular because the sides are equal.

Regular because all the sides are equal.

Irregular because the sides are not equal.

Maths

Measuring and calculating interior angles of polygons

Calculating missing angles around a point

1) $a = 60^\circ$
 $70 + 50 = 120$
 $180 - 120 = 60$

2) $b = 50^\circ$
 $110 + 20 = 130$
 $180 - 130 = 50$

3) $c = 45^\circ$
 $80 + 55 = 135$
 $180 - 135 = 45$

4) $d = 70^\circ$
 $70 + 40 = 110$
 $180 - 110 = 70$

5) $e = 43^\circ$
 $47 + 90 = 137$
 $180 - 137 = 43$

6) $f = 43^\circ$
 $83 + 54 = 137$
 $180 - 137 = 43$

7) $g = 38^\circ$
 $122 + 75 = 197$
 $180 - 197 = -17$

8) $h = 44^\circ$
 $44 + 90 = 134$
 $180 - 134 = 46$

9) $i = 60$
 $130 + 30 = 160$
 $180 - 160 = 20$

Drawing to scale

Calculate the missing angles

1) $a = 60^\circ$
 2) $b = 64^\circ$
 3) $c = 66^\circ$

Fluency

Calculate the missing angles

Problem Solving

1) Calculate the missing angle. Is there more than one way to calculate the missing angles?

Reasoning

Nery's says: It is impossible to find out the missing angles! Is she correct? Explain your answer.

10

82 + 25 = 107

107 + 19 = 126

126 + 117 = 243

243 + 90 = 333

333 + 207 = 540

Missing angle: 153

11

135 + 25 = 160

160 + 120 = 280

280 + 255 = 535

535 + 105 = 640

Missing angle: 52.5

12

90 + 73 = 163

163 + 166 = 329

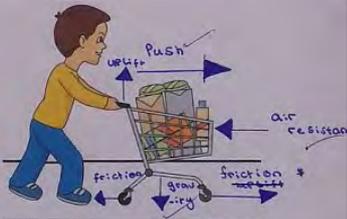
329 + 194 = 523

523 + 97 = 620

Missing angle: 97

Science

We investigated different forces: friction, gravity, air resistance and air pressure



Look at this picture. Draw arrows to show any forces happening in the picture. Label these forces.

Explain these forces and what they are doing.

The push force happens when the boy is pushing the trolley, they are making the trolley go forward. Air resistance pushes the trolley backwards. The push force is working against this. Finally, gravity stops the trolley from going into space.

The force friction makes sure the trolley does not slip away. Finally, weight keeps the items and trolley stay and not slip through the ground.

Friday 10th May 2019

LT: To investigate air resistance using an autogyro

Will the size of the autogyro affect the air resistance?

What will we measure and how?

We will measure how long the autogyro will fall and we will time it by the iPad stop watch

How will we make it a fair test?

To make it a fair test, we need to drop it at the same time. Also, we have to turn the stop watch on at the same time, to make it a fair test.

Prediction:

I think that the large autogyro will take a short amount of time in the air.

Size of autogyro	Time taken to fall (in seconds)			Average time
	Drop one	Drop two	Drop three	
small	1.09sec	1.35sec	0.86sec	1.1
medium	1.33sec	1.25sec	1.60sec	1.393
large	2sec	1.66sec	1.46sec	1.706

Conclusion:

We have found out that the large autogyro took a long amount of time and our prediction was correct. Air resistance has made the smaller autogyro go far down.

To investigate air pressure

LOW AIR PRESSURE

High air pressure pushing up

pressure equal above below the strip

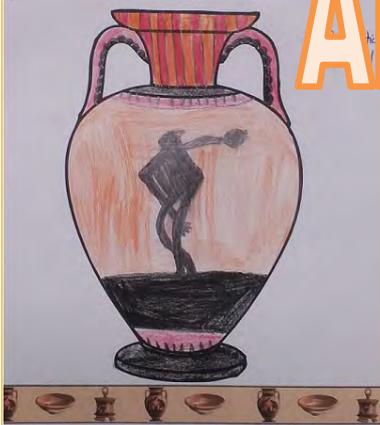
air pressure pushes down

air pressure pushes up

The tiny bit of air that is trapped between the water and card has low air pressure. However outside this the air pressure is high. Both the high air pressure and low pressure are making it equalize there so the card is stopping them. What happens is the atmospheric air pushes upon the card. It is strong and it can hold the card and water up and stop it from falling.

Shoe of person	Height of ramp (cm)				Force in Newtons (N)
	test 1	test 2	test 3	Average	
Sudhika	56cm	50cm	55cm	53.6cm	2N
Mahammed	69cm	60cm	64cm	64.3cm	3N
Adnan	66.6cm	67cm	71cm	68.2cm	2.1N
Keira	63cm	58cm	61cm	60.7cm	1.5N
Shrishi	67cm	55cm	61cm	61cm	2N

Ancient Greece



Olympics in Ancient Greece

- Don't have any gold, silver, bronze medals.
- Awarded with wreath of leaves.
- Only unmarried girls, men, and boys were allowed to go.
- In the Ancient Greece the Olympic games held in Olympia. They were in honor of Zeus.

Olympics in the modern day

- Modern Olympic there are usually over ten thousand competitors.
- Awarded with gold, silver, and bronze medals and trophies.
- Everyone were allowed to go.
- Nowadays the games are there for enjoy most.
- There are very strict rules in the nowadays.
- People who don't listen to the rules will be punished.



Rivers

Wednesday 10th June 2019

LT: To explain the course of a river and identify its different features

All rivers have different stages such as a lower, middle and upper. The upper stage is called a source. The beginning of the generation of the river is from glaciers and they cut through narrow rocky hills. But the river is still flowing fast - it creates waterfalls where we see rocks we cannot see throughout time.

Once the river ages becoming and making it the middle of the river. Features like at this stage - meander but sometimes the curve are so big it can join back but the meandering river takes a short cut and slowly the curve becomes excluded. This is called the ox-bow lake. Two small river meet a tributary joins together. The middle age of the river is when flood plains start to grow.

Once the river starts to slow down it goes into the lower stage of its journey. This is the last part of the river journey. The point that the river collects all drops because the river can't hold it so it drops. It and it builds over island full of sand and gravel. Now it is an old river. The sand is normally called a mouth because of the gravel the river splits up making it a delta. The little new streams go into a river and then the sea pulls it in.

Create a glossary of these features

Source: The starting point of a river where the river water first came.

Tributaries: Tributaries are like small rivers that join upon separate from the main river and meet again.

Meander: a large curve in the river.

Confluence: The confluence is where the main river meet with a tributary.

Flood plain: A floodplain is the land next to the river and can form.

Delta: A delta is the place where all the rocks and sand that the river deposits. At the the mouth.

Mouth: The mouth is the end of a river's journey.

Wednesday 10th June 2019

LT: To explain the course of a river and identify its different features

Almost every river has an upper, middle and lower course. These are called courses. A river starts by rain on a high land, like a mountain where it trickles down to the under the surface. The upper part of a river starts normally at a mountain top it comes from rain falling rivers pick up stones to deposit in some level place. A bit further along, the deposition creates also a erosion gorges.

The river starts to form after by erosion. Small rivers that are called tributaries, join together to make a much larger river called a confluence. Sometimes these are a bit of four or streams that join together but mostly there are two smaller rivers that join together to make a larger river.

This is where the middle course begins. In the beginning the river is quite narrow, but in the middle the river gets a bit wider and deeper. Also, the river meanders. This is when it makes bends and curves. At the middle course mostly creates a lot of land and due to the rain, the river normally gets much wider to become the size of a full river. The river also goes deeper at the river first.

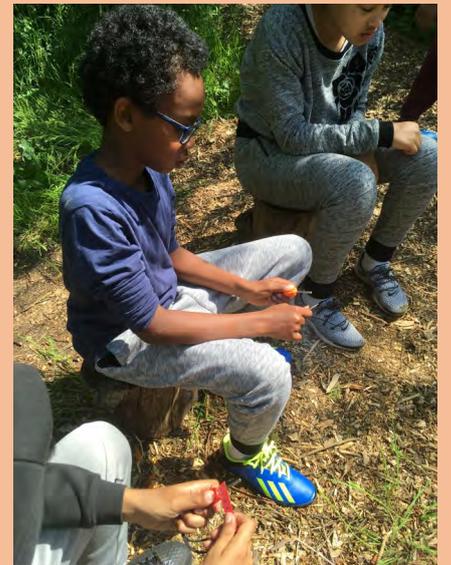
Year 6 Magazine

Summer Term

Year 6 enjoyed an exciting term with many trips. Some children went to JCA and took part in many thrilling activities such as abseiling, climbing, raft building, kayaking and the leap of faith!



The rest of Year 6 went to Whittle and Spark and learnt to survive the great outdoors! They learnt how to build fires, climb trees, build forts, make dream catchers and cook their own lunch on the campfire!



Maths

In Maths this term, year 6 have focused on calculating the perimeter, area and volume of shapes, using formulas. We have also been learning about ratio and proportion.

1) The volume of the cuboid is 32 cm^3 . What is the missing height? 4 cm



4) Clare says, "You can't calculate the volume of the cube because you don't know the width or the height."



Do you agree? **No**
Explain why.

5) How many different ways can you make a cuboid with a volume of 48 cm^3 ?

6) Calculate the volume of the shape.



Handwritten notes:

3) $4 \text{ cm} \times 2 \text{ cm} = 8 \text{ cm} \times 4 \text{ cm} = 32$

4) I do not agree with Clare. A cube has all same sides. It would be $2 \times 2 \times 2$ which equals 8 cm^3 . This proves you can do it because I just worked it out.

Length	Width	Height	Volume
3 cm	4 cm	4 cm	48 cm^3
6 cm	4 cm	2 cm	48 cm^3
6 cm	2 cm	4 cm	48 cm^3
1 cm	6 cm	7 cm	48 cm^3
1 cm	3 cm	14 cm	48 cm^3
1 cm	1 cm	48 cm	48 cm^3

There are many possibilities. I can go on forever.

6) $9 \times 5 \times 2 = 90$
 $7 \times 2 \times 4 = 56$

18.06.19

U1: To solve ratio and proportion problems.

1) The recipe to make soup for 6 people is given. How much of each ingredient will be needed to make the soup for:

- 3 people
- 9 people
- 1 person

Recipe for 6 people

- 1 onion
- 60g butter
- 2 tbs plain flour
- 24 litres stock
- 480ml tomato juice

2) Find the cost of one pen from each shop.

ASDA: 4 pens £2.88
TESCO: 7 pens £4.83

Which is better value?
Tesco

3) A smoothie contains three times as many strawberries as raspberries. The combined weight of the strawberries and raspberries is 640 g. What weight of strawberries is needed?

Handwritten notes:

1) $\frac{1}{2}$ onion
30g butter
1 tbs plain flour
1.2 litres stock
240 ml tomato juice

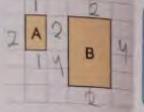
1b) 1.5 onion
90g butter
3 tbs.
3.6 litres stock
720 ml tomato juice

1c) 0.16 onion
1.0g butter
 $\frac{1}{5}$ tbs plain flour
0.4 litres stock
80 ml tomato juice

17.6.19

U1: To calculate scale factors.

1) Complete the sentences to describe the shapes.



Shape B is 4 as big as shape A.
Shape A has been enlarged by scale factor 2 to make shape B.

2) The rectangles in the table are similar. Fill in the missing lengths and widths and complete the sentences.

Rectangle	Length	Width
A	5 cm	2 cm
B	10 cm	4 cm
C	25 cm	10 cm
D	45 cm	18 cm

To enlarge A to B, use the scale factor 2
To enlarge A to C, use the scale factor 5
To enlarge A to D, use the scale factor 9
To enlarge B to D, use the scale factor 4.5

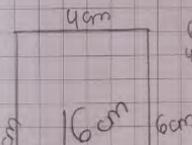
3) One rectangle has a perimeter of 16 cm. An enlarged version of this rectangle has a perimeter of 24 cm.

The length of the smaller rectangle is 6 cm.
Draw both rectangles.

Handwritten notes:

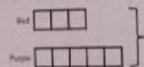
1. Shape B is twice as big as shape A. Shape A has been enlarged by scale factor 2 to make shape B.

2. To enlarge A to B, use the scale factor 2. To enlarge A to C, use the scale factor 5. To enlarge A to D, use the scale factor 9. To enlarge B to D, use the scale factor 4.5.

3. 

We then applied our learning of scale factors and measurement to a real life context, designing practical enclosures for zoo animals.

5) Emily has a packet of sweets. For every 3 red sweets there are 5 purple sweets. If there are 32 sweets in the packet in total, how many of each colour are there? You can use a bar model to help you.



Handwritten notes:

Red - 12
Purple - 20

$3 + 5 = 8$
 $32 \div 8 = 4$

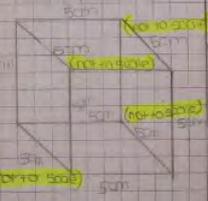
$4 \times (3, 5) \times 4$

1m = 1 square

1 dolphin = 3 squares
3 dolphins = 9 squares

DOLPHINS

50 x 10 land: there will be enough space for 5 x 5 m



My prior knowledge has helped me to create an enclosure for 300 quarter animals by using my area and perimeter. I needed to find clues about how much an animal measures.

Handwritten calculations:

1) 45 ✓
2) 27.06 ✓
3) $300 \div 2.5 = 120$
 $120 \times 2.5 = 300$
 $300 - 3 = 297$
4) $375 \div 2 = 187.5$
5) $620 \div 2 = 310$
6) $103 \div 5 = 20.6$

PA by Karen

My dolphin enclosure works as each dolphin measures 3m and my tank measures 6m so they will have enough room.

PORPOISES

1 porpoise is $2 \times 1 \times 1$
3 porpoises are $6 \times 3 \times 3$



NOT TO SCALE: $6 \times 3 \times 3$

TOO SMALL

The porpoises won't have any room to swim so it needs to be bigger so they have room to move around.

2nd try



NOT TO SCALE: $10 \times 5 \times 5$

Perfect!

This is better as they have enough space to swim and play.

Reflection point:

yesterday, I noticed that when I draw my enclosure for dolphins some of the sides were not to scale. I learnt not to draw my enclosures to scale as it was much more time consuming. Today, I draw all my designs not to scale.

Dolphins tank: $5 \times 5 \times 5 = 125$

Porpoises: $10 \times 5 \times 5 = 250$

$5 \times 5 \times 5 = 125$
 $125 \times 2 = 250$

English

In English this term, we have been reading Street Child which also overlaps with our current topic of Victorians. We have compared characters, analysed language, learnt through drama and written for a range of genres.

Quotation	Explanation
"His lungs were bursting and he thought he would never be able to gasp for air again, but he couldn't cry here."	This quote helps to show that Jim is feeling unhappy. The author has described the character's feelings using language, he has used the character's own words to show how he is feeling. Just telling the reader that Jim is unhappy.
"Jim went dumbly from room to room as he was told, from the sleeping boxes to the yard, the refectory, the yard, and back to his box..... It was like a slow dance, and the steps were always the same, repeated day after day."	The author is using a good use of repetition using the sentence 'day after day'. This shows that the same thing happens everyday with no change. He is showing that Jim is stuck in a routine and it is a slow dance.

Day by day, I feel like I am drowning in the sea of despair. I want to give up but I know that I must stay alive, for my children, what would I do. Now I've already lost my husband, and my own life is at risk. How much more can I lose? I had greedy Mr Spink, why did he have to throw us all out, now we're nowhere to go. At least my only friend Rosie saved my girls from that place. But my Jim, oh poor Jim. He's living somewhere worse than hell. I feel like I'm surrounded by a bubble of negativity. A bubble that just won't pop when I do.

ATOMIC BOMB LEAVES SCARING DESTRUCTION

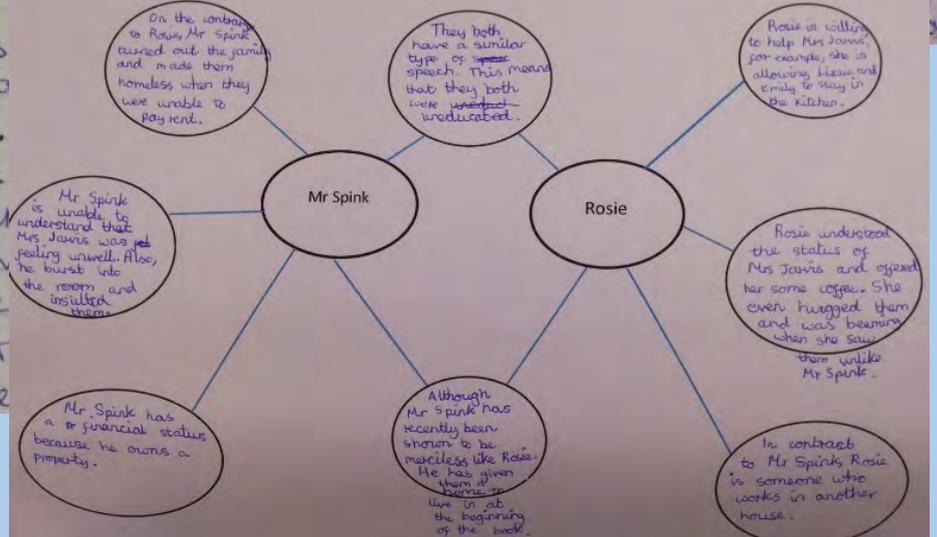
BY: Hania Sajjad, Journalist of big news

Yesterday, the second atomic bomb was dropped on Nagasaki by the Americans, at 11:02 am. It has been said that it caused many deaths and many buildings were burnt. It has been confirmed that the bomb was dropped about the city and the area. The bomb was 22,000 tons TNT. Tragically, the radiation killed 50,000 to 100,000 people and many bodies were not found or recognisable. Unfortunately, the blast destroyed 22.7% of Nagasaki's buildings and homes. Kensuke, 38, a farmer on the hills, stated: "It was the morning, I was looking after my sheep when suddenly everything went misty and..."

Dear Emily and Lizzie,

How are you two? It's been so long since I've talked to you guys. I miss you so much! I hope you haven't gone through my pains. Your sweet laughter haunts me as I try and convince myself to forget about our past and get on with my life. When will my tears of struggle and hurt stop gushing down my pale, sickly face?

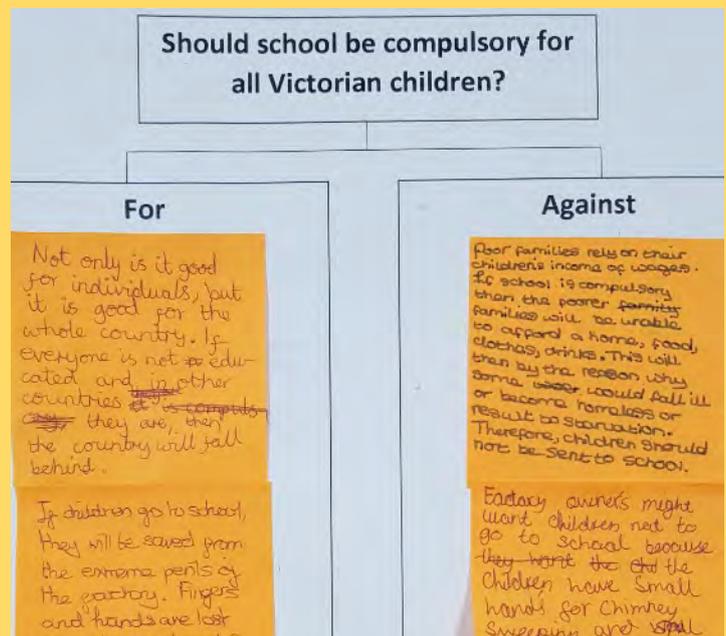
Did you know that as soon as with Rosie Chow I wish I was on the floor, unconscious sent us to a workhouse, other was better! You guys mustn't ain't ya? Well, I was in the over to them, either doing work or being whipped, like a lamb to the



Topic

Our Topic this term has been the Victorians. Year 6 have learnt about Victorian inventions, made comparisons between Victorian and modern schools, debated about the rights of Victorian children, created a fact file about Queen Victoria,

Date	Event
1837	Queen Victoria was crowned queen at the age of 19.
1840	In 1840 the Penny Black Stamp was made.
1841	The first railway excursion was made by Thomas Cook.
1854	Florence Nightingale went to Crimea to organise nursing during the war.
1855	The famous Victorian artist painted the Last of England. In 1863 the boneshaker appeared on the roads.
1863	
1864	Boys under 10 were banned from chimney sweeps.
1874	The 10 hour Factory Act was introduced.
1880	The safety bicycle was built.



Queen Victoria Fact File



Date of birth: 24th May 1819 London.
 Names: Lady in black, Queen Victoria, Grandmother of Europe.
 Children: 9 children called Victoria, Albert, Alice, Alfred, Maria, Louise, Arthur, Leopold and Beatrice. She had four sons and five daughters.
 Death: 22nd January 1901.
 Reign: for 63 years then died.
 Height: 5ft 6in tall.

Queen Victoria!

Queen Victoria ruled a huge empire. The empire included the following countries - New Zealand, Canada, South Africa and India. Islands such as Jamaica and Barbados were in the British Empire too. Victoria was the queen of the biggest empire in history. Yet, during her reign her cousin/husband died at the age of only 42 in 1861, his name was Albert. Due to this, the queen was so sad she didn't go out or see anyone after her husband who she married in the February 1840 died. She then wore black clothes for the rest of her life as a sign of mourning.

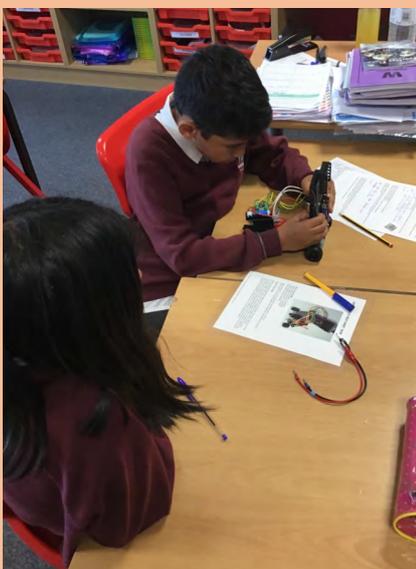
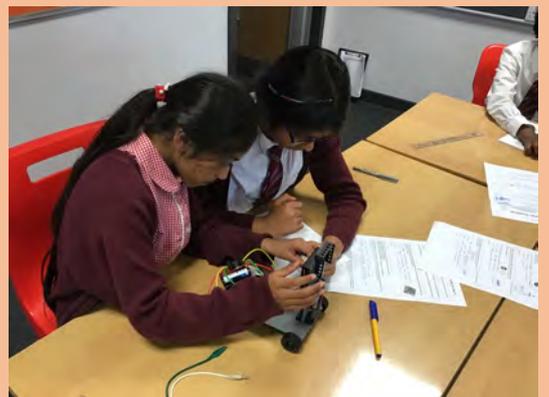
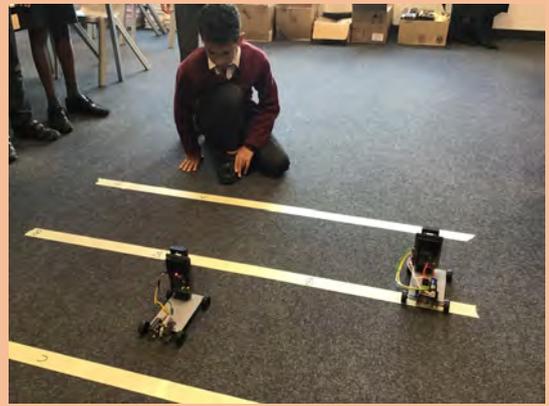
Dear Diary,

miserable

Another day has passed in my life as a prison inmate, which may drag on and on forever. I ended up in the workhouse at the when I was seven; if father lost his job as a farmer, and we had no choice but to come to this horrible place.

I wake up at 6am (like always), made my bed, prayed, washed myself, and cleaned my shoes. After doing this, the clock struck 7, which meant one thing: work. We were taken to the kitchens, where we learn to cook. On my way there, I started a stared longingly outside, where the boys were exercising. Why could us girls exercise too? However we were stuck cooking, while they got fresh air! I kept quiet, however. One sound and the ~~guardian~~ guardian - who was the prison captor, torturer - would beat us.

In Design and Technology this term, Year 6 participated in a Motor Workshop where they applied their Science knowledge and designed and built circuits using different switches. They then programmed buggies using their knowledge of programming and control systems from ICT.



Wellington Primary School Planner 2019-2020

September							October							November							December							
M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	
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2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29		
30																					30	31						
January							February							March							April							
M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
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18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	
																					31							
5	INSET Days							DIWALI – 27.10.19							RAMADAN – 25.5.20													
	Holidays																											
	Bank Holidays																											