



# Wellington Herald

Spring 2020



## Spring Term Highlights



*We hope you are all safe and well inside your homes. We only had a couple of days to say goodbye to you all and put in place a virtual school!*

*The staff miss the children very much and we also miss greeting you all at the beginning and end of the day. The school is just a building without you!*

*We hope that this magazine will remind you of all the fabulous work that you did before the school had to be closed due to Covid 19.*

*The teachers will be contacting you all either via Google Classrooms or Tapestry, they will also try and call you to check that you can access all the online lessons. We apologise for the school telephone not always working recently and we have a temporary telephone number: 02082894699 whilst they fix our normal line.*

*We are saying a fond farewell to Miss Pal at the end of this term and Miss Gaffney will be covering Ebony class virtual learning until you all get back to school. We wish Miss Pal well, she has been at Wellington for a few years now and we will miss her baking.*

*Thank you parents for all you are doing at home to keep the children focused on their learning, we know it is extremely difficult for you during this time. Please encourage the children to do as much work on Doodle English as they are on the Doodle mathematics!*

*Take care of each other and stay safe. We look forward to seeing you all again as soon as possible.*

*Mrs Norton & the Wellington Team*



# Year 3

## Sapphire and Topaz Class

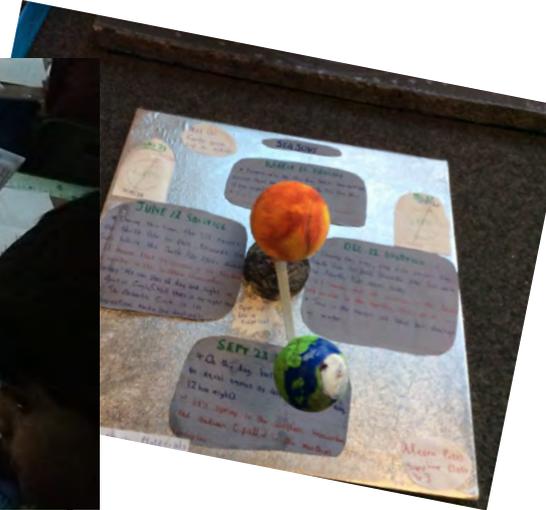
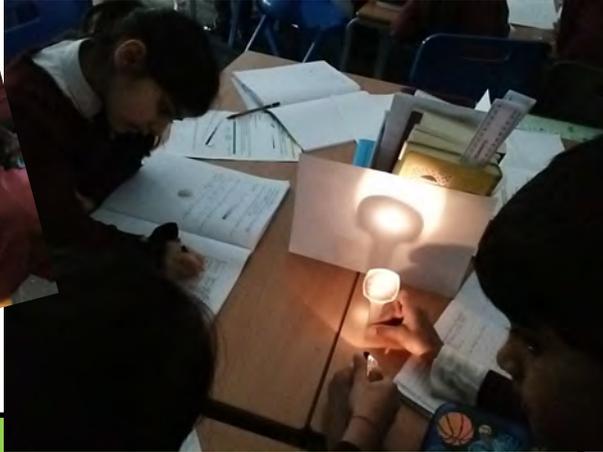
This term, Sapphire and Topaz have been engaging in a wide range of curricular activities including learning about plants in Science and learnt how different variables affect the growth of plants. PE has been very exciting as we have upskilled our skills in football and enjoyed learning some new moves in our Dance lessons. For our Volcanoes topic, we have learnt so many amazing facts and now feel confident sharing the facts learnt. We celebrated National Science Week and took part in an outstanding workshop all about science which was very exciting. We have been using Google Classrooms and iPads to help us in a range of learning including Spanish and ICT.

## Topic and more...

In ICT we have been learning to programme using MSW Logo and created snow flake patterns. In PSHCE we have been learning to set targets and looked at how to recognise and deal with feelings of guilt. During Spanish we have learnt about masculine and feminine nouns along with the names of animals. In Art we have constructed models of the coliseum in Rome, using plasticine. In RE, we have explored all religions and recently we have been learning about Christianity.



# Science



In Science we have learnt about Light and Shadows and carried out a variety of investigations to see how light travels and how shadows are formed. In the second half term, we explored parts and functions of a plant. We also learnt how different factors and variables affect the growth of plants. We also ran a scientific investigation with biscuits for Science week.

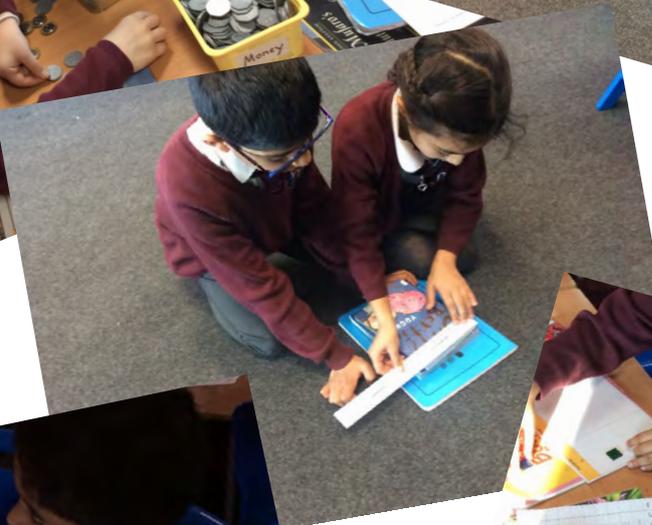




# Mathematics

We have continued to work on our mental maths skills using Fluent in Five on a daily basis and have developed new strategies to help us calculate more quickly. Becoming more confident with our times tables has also benefited us. Thanks to times tables rockstars. In Statistics we explored pictograms and bar charts. It has been fun learning about money, british coins and all about perimeters. We also learnt about fractions and how to understand what tenths are and tenths as decimals.

For Maths, we have started learning how important it is to understand



# YEAR 4 SPRING

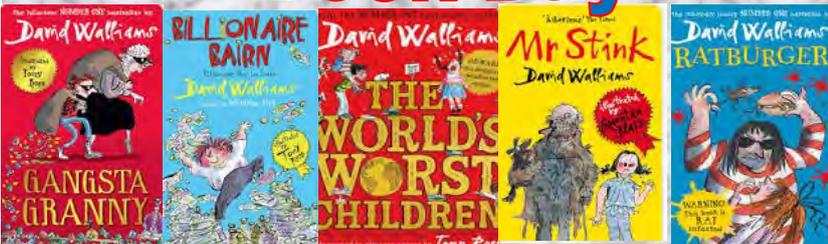
This Spring term we have been incredibly busy, from performing poetry, to learning how to test which biscuits are best for dunking. We also celebrated World Book Day completing lots of activities based in the author David Williams and his books.



On Thursday 5<sup>th</sup> March, the whole school took part in World Book Day. We enjoyed dressing up as David Williams characters.

We watched 'Gangsta Granny', a David Williams favourite and read some of our own books.

## World Book Day 2020



We really loved making and eating our fruit kebabs!



I think it is good to be a vegetarian because of the meat that causes the coronavirus so if we stop eating meat we will be very healthy.



It's good to have no meat because you might start to understand the animal's view. And that it is being killed just so it can be eaten. How would you feel if you were in the animal's situation.



There might be consequences when you have certain types of meat. But then again meat is protein. Meat like snakes and bats might give you cancer in various parts of your body. Or even high blood pressure.

**PLEASE BE A VEGETARIAN !!!**

This term we have been learning a new way through Google classrooms and through this we researched the benefits of becoming a vegetarian...



### Become a vegan.

The reason to become vegans is because vegetables are very healthy and also by becoming a vegan you are saving lots of animals lives like a chicken, a pig, a sheep and even a cow and many other animals.



This is the delicious vegan food that you can eat instead of eating meat related food. Also you can eat the food that contains all the good nutritious food inside vegan food like a veggie is the burger or a soya sausage. This food you can eat as a vegan.

### What's good about it?

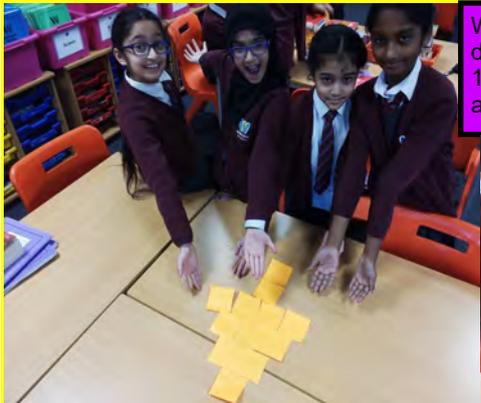
The good thing about becoming a vegan is that you can get nutritious items from them, mostly vegetables, soya and no fat



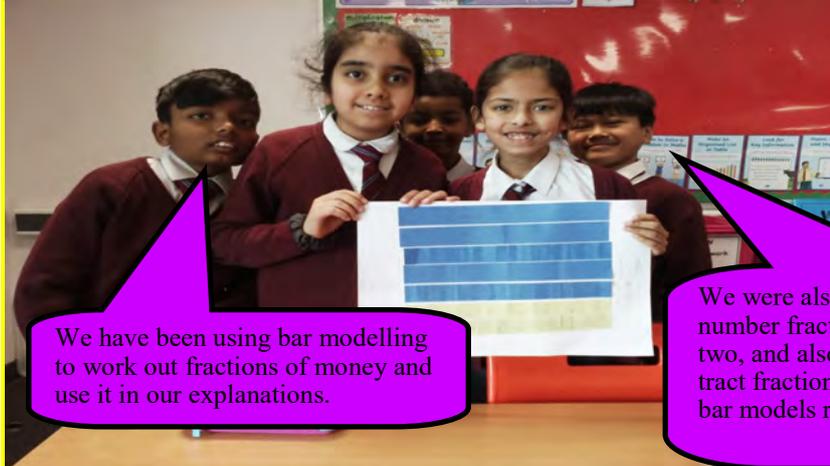
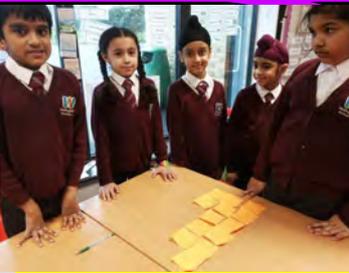
That's why you should become vegans!



In **Mathematics** we built upon our previous learning of multiplication and division to explore more formal written methods using models and images to secure our learning. We learnt about perimeter and area, investigating how many different shapes could be made using an area of 12 cm squared. We then went on to learn more about fractions, we made fraction walls to find as many equivalent fractions as we could, calculated problems about unit and non-unit fractions, too!



We are investigating how many different shapes could be made from 12 squares! We really had to think about recording all the possibilities!!!



We have been using bar modelling to work out fractions of money and use it in our explanations.



Year 4 need to raise £100 for their school trip. By doing a sponsored walk they raise  $\frac{6}{10}$  of the amount. At the cake sale they raise  $\frac{5}{8}$  of the remaining target. How much do they still need to raise?

We were also introduced to improper and mixed number fractions and how to convert between the two, and also used our knowledge to add and subtract fractions. Sometimes it was tricky but using bar models really helped.

In **English**, we learnt how to perform poetry, in the style of Valerie Bloom and began reading Charlotte's Web this term. We learnt how to write a story with a dilemma. We analysed poetic devices, characters through other character's points of view, wrote diary entries and developed our grammar by learning how to use inverted commas, synonyms for said, embedded and relative clauses and much more. Our work also included lots of drama work.

We created a conscious alley, where the character had many thoughts.....



Timing, rhythm, tone, and keeping our audience entertained was quite hard!!!

Here we were rehearsing our performance poetry using a Success Criteria.



The actual performance was not easy, but we thoroughly enjoyed it!!!

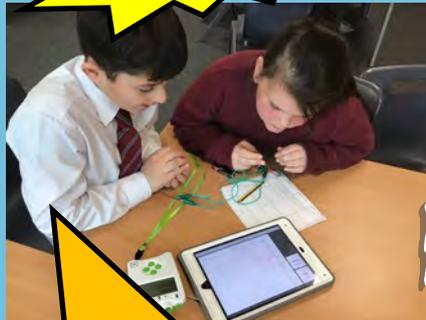


# Science

We investigated how sound is made, how we hear sound and used data loggers to record sound waves, when we tested a range of materials for sound proofing. We also had Science Week and we took part in the Great Dunking Debate!!! Which biscuit was the best for dunking?

Hear All About it!!!

The Great Dunking Debate!!!



We are measuring the time it took for the biscuit to break in warm water.

## FAIR TESTING

Here we are setting up the equipment and testing to see if we can measure the sound waves—this was very interesting!!!



Accurate measuring and recording was very important.



## OBSERVATIONS

In science you can see here we are busy carrying out our experiment to test which materials are best for sound proofing. The data loggers helped as we could see the sound, measure it and print off a graph too!



## RECORDINGS



We also had a Science workshop where we took part in various activities. We learnt about fire, aerodynamics and how to make rockets. We have had so much fun during that week.

What, learning about, air pressure, and aerodynamics is amazing!!



Learning about how rockets take off!

Now we have LIFT OFF!

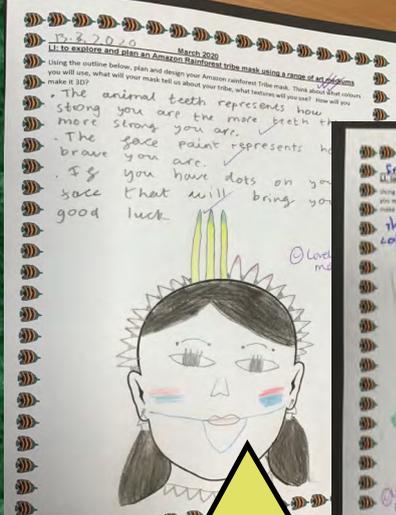


In topic we learnt about climate change, we investigated and researched the effect it was having on different biomes and what we could do to protect these environments to illustrate our learning.

Through our **topic work** we have taken a journey through the Amazon Rainforest, learnt about the different tree layers, met tribes and learnt about their way of life, as well as discussed how we can prevent deforestation.



Our trip to the Living Rainforest was excellent.



We planned our head-dresses to show different roles in the Amazon



We are very proud of our research on rainforests—we used a lot of natural materials.



This term we went out for a local walk to learn about road safety and crossing the roads carefully. We were reminded about the potential dangers around us and what we can do to protect ourselves and others. We later went on to make Road Safety Leaflets for younger children.



<p><b>Distractions</b></p> <p>Food and electronics such as phones and ipads can easily distract you.</p>  <p>You should stay alert and concentrate. You will have to listen to sounds coming from the engine and look for green lights.</p> 	<p><b>Crossings</b></p> <p>There are different types of crossings.</p>  <p>Zebra crossings have white stripes. You have to wait for cars to stop before you cross.</p> 	<p>At a pelican crossing you have to press the button and look at the lights. If it is green you can cross. Some lights have a countdown to cross, you have 10 seconds and it makes a sound.</p>  <p>Some crossings have a lollipop lady or lollipop man to help you cross.</p> 
---	---	--





# Science

Learning about materials and their properties.

...to find and describe reversible changes.

	SOLIDS	LIQUIDS	GASES
Arrangement of molecules	Regular, close to each other	Random or irregular close to each other	Random and wide apart
Movement of molecules	Very little movement in the form of vibrations	Molecules can move around each other	Quick movement in random direction
Diagram			
Strength of bond between molecules	Strong bonding	Weak bonding	Very loose bonding
Examples	brick	water	smell water

Examples of reversible changes are:  
Ice, chocolate, boiled water, water vapour, egg yolk, fried, solution  
... appropriate for acids and solvents, iron, temperature.  
Melting: Heating a white solid converts into a liquid after heating.  
Freezing: Freezing is when liquid converts into a solid.

...to find and describe reversible changes.

Whenever we boil a liquid the vapour starts to form, as we place the water the water rises high up, suddenly and evaporates. This converts into gas. Sometimes the energy is added. Once the vapour touches a cold surface, the gas then condenses and converts back into liquid. As vapour seems to pass out.

**Solid, Liquid, Gas: effect of temperature**  
Fill in the right word for the process taking place.

SOLID + = LIQUID ✓  
LIQUID + = GAS ✓  
LIQUID + = SOLID ✓  
GAS + = LIQUID ✓



Thursday 27<sup>th</sup> February 2020  
To identify and explain irreversible changes

### CHANGING MATERIALS

Reversible	Irreversible
Chocolate melting ✓ Ice melting ✓ Sugar dissolving ✓ Water boiling ✓ Puddle evaporating ✓ Water condensing ✓ Butter melting ✓ Oil and water mixing ✓ Cakes baking ✓ Wax melting ✓	Bread toasting ✓ Candle burning ✓ Biscuits baking ✓ Wood burning ✓ Potatoes boiling ✓ Milk and vinegar mixing ✓ Oil and water mixing ✓

...to find and describe reversible changes.



Identifying reversible and irreversible changes.

We had lots of fun during our experiments!

...to find and describe reversible changes.



...to find and describe reversible changes.



4)  $\frac{50}{70} + \frac{7}{70} = \frac{57}{70}$

5)  $\frac{27}{36} + \frac{16}{36} = \frac{43}{36}$

6)  $\frac{20}{24} - \frac{6}{24} = \frac{14}{24}$

7)  $\frac{21}{30} - \frac{10}{30} = \frac{11}{30}$

8)  $\frac{55}{60} - \frac{12}{60} = \frac{43}{60}$

9)  $\frac{21}{24} - \frac{16}{24} = \frac{5}{24}$

10)  $\frac{36}{40} - \frac{30}{40} = \frac{6}{40}$

1)  $\frac{3}{15} + \frac{2}{15} = \frac{11}{15}$

2)  $\frac{6}{30} + \frac{25}{30} = \frac{31}{30}$

3)  $\frac{9}{30} + \frac{20}{30} = \frac{29}{30}$

1)  $\frac{1}{6} + \frac{5}{12} = \frac{7}{12}$

2)  $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$

3)  $\frac{5}{9} + \frac{3}{9} = \frac{8}{9}$

4)  $\frac{5}{9} + \frac{1}{9} = \frac{6}{9}$

5)  $\frac{1}{5} + \frac{8}{10} = \frac{9}{10}$

6)  $\frac{1}{5} + \frac{12}{15} + \frac{1}{30} = 1$

7)  $\frac{1}{3} + \frac{2}{9} + \frac{5}{18} = 1$

8)  $\frac{4}{8} + \frac{4}{16} + \frac{5}{16} = \frac{15}{16}$

9)  $\frac{1}{5} + \frac{8}{10} = \frac{9}{10}$

10)  $\frac{1}{5} + \frac{12}{15} + \frac{1}{30} = 1$

11)  $\frac{1}{3} + \frac{2}{9} + \frac{5}{18} = 1$

12)  $\frac{4}{8} + \frac{4}{16} + \frac{5}{16} = \frac{15}{16}$

7/0.2/2.0/2.0

1)  $\frac{0.94}{100} = 0.0094$

2)  $\frac{24}{100} = 0.24$

3)  $\frac{5}{10} = 0.5$

4)  $\frac{9}{10} = 0.9$

5)  $\frac{1}{10} = 0.1$

Round 1.0 to 5 to the nearest tenth and whole.

1.0 to 5 to the nearest tenth and whole.

1)  $\frac{32}{100} = 0.32$

2)  $\frac{325}{1000} = 0.325$

3)  $\frac{33}{100} = 0.33$

4)  $\frac{3}{10} = 0.3$

5)  $\frac{35}{100} = 0.35$

6)  $\frac{4}{10} = 0.4$

7)  $\frac{32}{100} = 0.32$

8)  $\frac{325}{1000} = 0.325$

9)  $\frac{33}{100} = 0.33$

10)  $\frac{3}{10} = 0.3$

11)  $\frac{35}{100} = 0.35$

12)  $\frac{4}{10} = 0.4$

1)  $\frac{32}{100} = 0.32$

2)  $\frac{325}{1000} = 0.325$

3)  $\frac{33}{100} = 0.33$

4)  $\frac{3}{10} = 0.3$

5)  $\frac{35}{100} = 0.35$

6)  $\frac{4}{10} = 0.4$

7)  $\frac{32}{100} = 0.32$

8)  $\frac{325}{1000} = 0.325$

9)  $\frac{33}{100} = 0.33$

10)  $\frac{3}{10} = 0.3$

11)  $\frac{35}{100} = 0.35$

12)  $\frac{4}{10} = 0.4$

Solving problems using decimals, fractions and percentages.



1) There are 2 oranges in a box. Tom and his sister eat  $\frac{1}{2}$  an orange each. How many oranges have they eaten in total?  $\frac{1}{2} + \frac{1}{2} = 1$  orange.

2) Four friends are having a chocolate. They eat  $\frac{1}{4}$  of a chocolate bar each. How many bars of chocolate have they eaten in total? They eat  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$  whole chocolate bar in total.

3) Mum buys pizzas for her four children. They each eat  $\frac{1}{4}$  of a pizza. How many pizzas did they eat altogether? They ate  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$  pizza.

4) Charlie is confused about how to multiply fractions. He is trying to work out  $\frac{1}{2} \times \frac{2}{3}$ . Show Charlie how to work this out.  $\frac{1}{2} \times \frac{2}{3} = \frac{1 \times 2}{2 \times 3} = \frac{2}{6} = \frac{1}{3}$ .

5) Bilal is trying to work out the answer to  $2\frac{1}{2} \times 4$ . What should his answer be?  $2\frac{1}{2} \times 4 = 10$ .

6) Miss Andrews asks her 5 to work out this calculation:  $56 \times 8 = 448$ . What should the answer be?  $56 \times 8 = 448$ .

7) There are 5 people in the Brown family and each person has a pie on their dinner plate. They each eat three quarters of their pie. How many pies have been eaten? Write your answer as a mixed number.  $5 \times \frac{3}{4} = 3\frac{3}{4}$ .

1)  $\frac{1}{2} \times \frac{2}{3} = \frac{1 \times 2}{2 \times 3} = \frac{2}{6} = \frac{1}{3}$

2)  $2\frac{1}{2} \times 4 = 10$

3)  $56 \times 8 = 448$

4)  $5 \times \frac{3}{4} = 3\frac{3}{4}$

Fluency, reasoning and problem solving in maths.

# MATHEMATICS

2)  $\frac{4}{5} > \frac{3}{4}$

3)  $\frac{3}{4}$  is bigger and  $\frac{4}{5}$  is bigger.

4)  $\frac{3}{4} > \frac{2}{3}$

5)  $\frac{2}{3}$  is bigger than  $\frac{3}{4}$  because it has a bigger amount.

6) Charlie has the least amount. Tom has most.

7) X

8) She is coloring because it has bigger amount and it doesn't matter if it's small numbers.

9)  $\frac{3}{4} > \frac{2}{3}$

10)  $\frac{3}{4} > \frac{2}{3}$

11)  $\frac{3}{4} > \frac{2}{3}$

12)  $\frac{3}{4} > \frac{2}{3}$

13)  $\frac{3}{4} > \frac{2}{3}$

14)  $\frac{3}{4} > \frac{2}{3}$

15)  $\frac{3}{4} > \frac{2}{3}$

16)  $\frac{3}{4} > \frac{2}{3}$

17)  $\frac{3}{4} > \frac{2}{3}$

18)  $\frac{3}{4} > \frac{2}{3}$

19)  $\frac{3}{4} > \frac{2}{3}$

20)  $\frac{3}{4} > \frac{2}{3}$

21)  $\frac{3}{4} > \frac{2}{3}$

22)  $\frac{3}{4} > \frac{2}{3}$

23)  $\frac{3}{4} > \frac{2}{3}$

24)  $\frac{3}{4} > \frac{2}{3}$

25)  $\frac{3}{4} > \frac{2}{3}$

26)  $\frac{3}{4} > \frac{2}{3}$

27)  $\frac{3}{4} > \frac{2}{3}$

28)  $\frac{3}{4} > \frac{2}{3}$

29)  $\frac{3}{4} > \frac{2}{3}$

30)  $\frac{3}{4} > \frac{2}{3}$

31)  $\frac{3}{4} > \frac{2}{3}$

32)  $\frac{3}{4} > \frac{2}{3}$

33)  $\frac{3}{4} > \frac{2}{3}$

34)  $\frac{3}{4} > \frac{2}{3}$

35)  $\frac{3}{4} > \frac{2}{3}$

36)  $\frac{3}{4} > \frac{2}{3}$

37)  $\frac{3}{4} > \frac{2}{3}$

38)  $\frac{3}{4} > \frac{2}{3}$

39)  $\frac{3}{4} > \frac{2}{3}$

40)  $\frac{3}{4} > \frac{2}{3}$

41)  $\frac{3}{4} > \frac{2}{3}$

42)  $\frac{3}{4} > \frac{2}{3}$

43)  $\frac{3}{4} > \frac{2}{3}$

44)  $\frac{3}{4} > \frac{2}{3}$

45)  $\frac{3}{4} > \frac{2}{3}$

46)  $\frac{3}{4} > \frac{2}{3}$

47)  $\frac{3}{4} > \frac{2}{3}$

48)  $\frac{3}{4} > \frac{2}{3}$

49)  $\frac{3}{4} > \frac{2}{3}$

50)  $\frac{3}{4} > \frac{2}{3}$

51)  $\frac{3}{4} > \frac{2}{3}$

52)  $\frac{3}{4} > \frac{2}{3}$

53)  $\frac{3}{4} > \frac{2}{3}$

54)  $\frac{3}{4} > \frac{2}{3}$

55)  $\frac{3}{4} > \frac{2}{3}$

56)  $\frac{3}{4} > \frac{2}{3}$

57)  $\frac{3}{4} > \frac{2}{3}$

58)  $\frac{3}{4} > \frac{2}{3}$

59)  $\frac{3}{4} > \frac{2}{3}$

60)  $\frac{3}{4} > \frac{2}{3}$

61)  $\frac{3}{4} > \frac{2}{3}$

62)  $\frac{3}{4} > \frac{2}{3}$

63)  $\frac{3}{4} > \frac{2}{3}$

64)  $\frac{3}{4} > \frac{2}{3}$

65)  $\frac{3}{4} > \frac{2}{3}$

66)  $\frac{3}{4} > \frac{2}{3}$

67)  $\frac{3}{4} > \frac{2}{3}$

68)  $\frac{3}{4} > \frac{2}{3}$

69)  $\frac{3}{4} > \frac{2}{3}$

70)  $\frac{3}{4} > \frac{2}{3}$

71)  $\frac{3}{4} > \frac{2}{3}$

72)  $\frac{3}{4} > \frac{2}{3}$

73)  $\frac{3}{4} > \frac{2}{3}$

74)  $\frac{3}{4} > \frac{2}{3}$

75)  $\frac{3}{4} > \frac{2}{3}$

76)  $\frac{3}{4} > \frac{2}{3}$

77)  $\frac{3}{4} > \frac{2}{3}$

78)  $\frac{3}{4} > \frac{2}{3}$

79)  $\frac{3}{4} > \frac{2}{3}$

80)  $\frac{3}{4} > \frac{2}{3}$

81)  $\frac{3}{4} > \frac{2}{3}$

82)  $\frac{3}{4} > \frac{2}{3}$

83)  $\frac{3}{4} > \frac{2}{3}$

84)  $\frac{3}{4} > \frac{2}{3}$

85)  $\frac{3}{4} > \frac{2}{3}$

86)  $\frac{3}{4} > \frac{2}{3}$

87)  $\frac{3}{4} > \frac{2}{3}$

88)  $\frac{3}{4} > \frac{2}{3}$

89)  $\frac{3}{4} > \frac{2}{3}$

90)  $\frac{3}{4} > \frac{2}{3}$

91)  $\frac{3}{4} > \frac{2}{3}$

92)  $\frac{3}{4} > \frac{2}{3}$

93)  $\frac{3}{4} > \frac{2}{3}$

94)  $\frac{3}{4} > \frac{2}{3}$

95)  $\frac{3}{4} > \frac{2}{3}$

96)  $\frac{3}{4} > \frac{2}{3}$

97)  $\frac{3}{4} > \frac{2}{3}$

98)  $\frac{3}{4} > \frac{2}{3}$

99)  $\frac{3}{4} > \frac{2}{3}$

100)  $\frac{3}{4} > \frac{2}{3}$



1)  $\frac{3}{4} > \frac{2}{3}$

2)  $\frac{3}{4} > \frac{2}{3}$

3)  $\frac{3}{4} > \frac{2}{3}$

4)  $\frac{3}{4} > \frac{2}{3}$

5)  $\frac{3}{4} > \frac{2}{3}$

6)  $\frac{3}{4} > \frac{2}{3}$

7)  $\frac{3}{4} > \frac{2}{3}$

8)  $\frac{3}{4} > \frac{2}{3}$

9)  $\frac{3}{4} > \frac{2}{3}$

10)  $\frac{3}{4} > \frac{2}{3}$

11)  $\frac{3}{4} > \frac{2}{3}$

12)  $\frac{3}{4} > \frac{2}{3}$

13)  $\frac{3}{4} > \frac{2}{3}$

14)  $\frac{3}{4} > \frac{2}{3}$

15)  $\frac{3}{4} > \frac{2}{3}$

16)  $\frac{3}{4} > \frac{2}{3}$

17)  $\frac{3}{4} > \frac{2}{3}$

18)  $\frac{3}{4} > \frac{2}{3}$

19)  $\frac{3}{4} > \frac{2}{3}$

20)  $\frac{3}{4} > \frac{2}{3}$

21)  $\frac{3}{4} > \frac{2}{3}$

22)  $\frac{3}{4} > \frac{2}{3}$

23)  $\frac{3}{4} > \frac{2}{3}$

24)  $\frac{3}{4} > \frac{2}{3}$

25)  $\frac{3}{4} > \frac{2}{3}$

26)  $\frac{3}{4} > \frac{2}{3}$

27)  $\frac{3}{4} > \frac{2}{3}$

28)  $\frac{3}{4} > \frac{2}{3}$

29)  $\frac{3}{4} > \frac{2}{3}$

30)  $\frac{3}{4} > \frac{2}{3}$

31)  $\frac{3}{4} > \frac{2}{3}$

32)  $\frac{3}{4} > \frac{2}{3}$

33)  $\frac{3}{4} > \frac{2}{3}$

34)  $\frac{3}{4} > \frac{2}{3}$

35)  $\frac{3}{4} > \frac{2}{3}$

36)  $\frac{3}{4} > \frac{2}{3}$

37)  $\frac{3}{4} > \frac{2}{3}$

38)  $\frac{3}{4} > \frac{2}{3}$

39)  $\frac{3}{4} > \frac{2}{3}$

40)  $\frac{3}{4} > \frac{2}{3}$

41)  $\frac{3}{4} > \frac{2}{3}$

42)  $\frac{3}{4} > \frac{2}{3}$

43)  $\frac{3}{4} > \frac{2}{3}$

44)  $\frac{3}{4} > \frac{2}{3}$

45)  $\frac{3}{4} > \frac{2}{3}$

46)  $\frac{3}{4} > \frac{2}{3}$

47)  $\frac{3}{4} > \frac{2}{3}$

48)  $\frac{3}{4} > \frac{2}{3}$

49)  $\frac{3}{4} > \frac{2}{3}$

50)  $\frac{3}{4} > \frac{2}{3}$

51)  $\frac{3}{4} > \frac{2}{3}$

52)  $\frac{3}{4} > \frac{2}{3}$

53)  $\frac{3}{4} > \frac{2}{3}$

54)  $\frac{3}{4} > \frac{2}{3}$

55)  $\frac{3}{4} > \frac{2}{3}$

56)  $\frac{3}{4} > \frac{2}{3}$

57)  $\frac{3}{4} > \frac{2}{3}$

58)  $\frac{3}{4} > \frac{2}{3}$

59)  $\frac{3}{4} > \frac{2}{3}$

60)  $\frac{3}{4} > \frac{2}{3}$

61)  $\frac{3}{4} > \frac{2}{3}$

62)  $\frac{3}{4} > \frac{2}{3}$

63)  $\frac{3}{4} > \frac{2}{3}$

64)  $\frac{3}{4} > \frac{2}{3}$

65)  $\frac{3}{4} > \frac{2}{3}$

66)  $\frac{3}{4} > \frac{2}{3}$

67)  $\frac{3}{4} > \frac{2}{3}$

68)  $\frac{3}{4} > \frac{2}{3}$

69)  $\frac{3}{4} > \frac{2}{3}$

70)  $\frac{3}{4} > \frac{2}{3}$

71)  $\frac{3}{4} > \frac{2}{3}$

72)  $\frac{3}{4} > \frac{2}{3}$

73)  $\frac{3}{4} > \frac{2}{3}$

74)  $\frac{3}{4} > \frac{2}{3}$

75)  $\frac{3}{4} > \frac{2}{3}$

76)  $\frac{3}{4} > \frac{2}{3}$

77)  $\frac{3}{4} > \frac{2}{3}$

78)  $\frac{3}{4} > \frac{2}{3}$

79)  $\frac{3}{4} > \frac{2}{3}$

80)  $\frac{3}{4} > \frac{2}{3}$

81)  $\frac{3}{4} > \frac{2}{3}$

82)  $\frac{3}{4} > \frac{2}{3}$

83)  $\frac{3}{4} > \frac{2}{3}$

84)  $\frac{3}{4} > \frac{2}{3}$

85)  $\frac{3}{4} > \frac{2}{3}$

86)  $\frac{3}{4} > \frac{2}{3}$

87)  $\frac{3}{4} > \frac{2}{3}$

88)  $\frac{3}{4} > \frac{2}{3}$

89)  $\frac{3}{4} > \frac{2}{3}$

90)  $\frac{3}{4} > \frac{2}{3}$

91)  $\frac{3}{4} > \frac{2}{3}$

92)  $\frac{3}{4} > \frac{2}{3}$

93)  $\frac{3}{4} > \frac{2}{3}$

94)  $\frac{3}{4} > \frac{2}{3}$

95)  $\frac{3}{4} > \frac{2}{3}$

96)  $\frac{3}{4} > \frac{2}{3}$

97)  $\frac{3}{4} > \frac{2}{3}$

98)  $\frac{3}{4} > \frac{2}{3}$

99)  $\frac{3}{4} > \frac{2}{3}$

100)  $\frac{3}{4} > \frac{2}{3}$

We all love Maths!!!

# Year 6 Magazine - Spring Term 2020

In January, Year 6 took part in a Heart Dissection workshop. They applied previous learning to identify and name the different parts of the heart.



# Maths

We have covered a range of topics in Maths this term, including position and direction, decimals, percentages, algebra, converting measures, area, perimeter and volume.

6.1.20

**11. The translation shapes in all four quadrants.**

1) Sketch the graph to describe the translations. One has been done for you. From A to B translated 8 units to the left.

From C to D translated 3 units to the right and 8 units down.

From A to E translated 2 units to the right and 3 units down.

**12. True or False?**

1) The green triangle has been translated 6 units to the left and 3 units down. (True)

2) The triangle is translated so that point A ends up at point B. Draw the triangle in its new position and describe its translation. (6 right, 2 down)

**Spot the Mistake!**

The green triangle has been translated 6 units to the left and 3 units down. (True)

**Describe the translation of ABCD to the blue square.**

ABCD is moved 2 units to the right and 8 units up. Which colour square is it translated to? Orange

Write the coordinates of the vertices of the translated shape. A = (-3, 6) C = (-1, 3) B = (-4, 6) D = (-4, 3)

5.2.20

**LI: To use simple formulae and find a two-step rule.**

1) Here is a function machine.



- What is the output if the input is 5?
- What is the input if the output is 19?
- What is the output if the input is 3.5?

2) Complete the table for the given function machine.



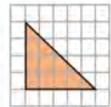
Input	1	2	3	4	5
Output					

- What patterns do you notice in the outputs?
- What is the input if 20 is the output? How did you work it out?

18.3.20

**LI: To calculate the area of triangles.**

1) Estimate the area of the triangle by counting the squares. Make the triangle into a rectangle with the same height and width. Calculate the area.



The area of the triangle is \_\_\_\_\_ the area of the rectangle.

2) If  $l$  represents length and  $h$  represents height:

$$\text{Area of a rectangle} = l \times h$$

Use this to calculate the area of the rectangle.

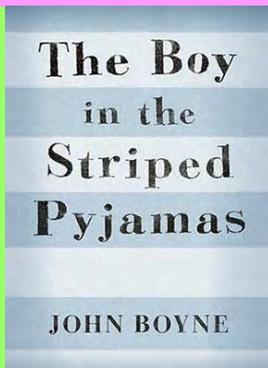


What do you need to do to your answer to work out the area of the triangle?

Therefore, what is the formula for the area of a triangle?

# English

In English this term, we completed reading *The Boy in Striped Pyjamas* and *Kensuke's Kingdom*.



Why does he keep lighting fires? I have told him to stop.

What happened too him?

What is that boy planning next?

**Angry** - Michael keeps lighting fires and disobeying his rules.

Kensuke may feel that Michael has disturbed his way of life - he is used to being alone and living the way he wants.

**Confused** - Why is Michael there? What happened to Michael?



**Scared/shy** - perhaps he hasn't had human interaction for a while, so isn't sure how to react.

**Wary** - He doesn't want to engage with Michael or answer his questions.

**Frustrated/annoyed** with Michael as he ignores Kensuke's warnings.

**Private** - He doesn't want anyone else coming to the island, he also sticks to his routine on the island.

**Grandmother's theatrical, playful side.**

"Grandmother never seemed old in comparison to the other boys' grandmothers."

"Grandmother made costumes for Bruno and Gretel.....they would be summoned to her house on a daily basis for rehearsals."

"Parties at Bruno's house were always dominated by Grandmother's singing..."

"Grandmother would hover by the piano until someone sat down and asked her to sing"

"Grandmother liked to think that Bruno or Gretel would follow her onto the stage."

**Grandmother disagreeing with what her son is doing.**

"That's all you soldiers are interested in anyway," Grandmother said, ignoring the children.

"Looking handsome in your fine uniform, dressing up and doing the terrible, terrible things you do."

"Ashamed she called out...that son of mine should"

"Handsome.....You foolish girl? Is that all you consider to be of importance in the world."

"To see you in that uniform makes me want to tear the eyes out from your"

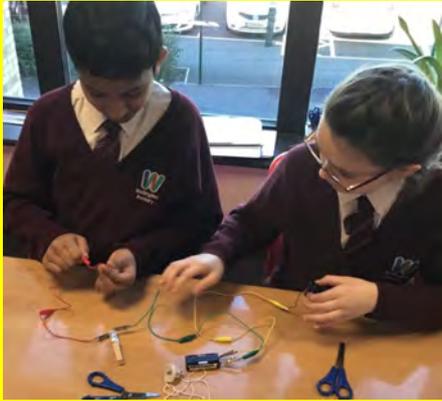
Michael, ns with

t thi



# Science

In Science this term, we have been learning about light and electricity. The children presented their own puppet shows explaining how shadows are formed, made periscopes from cereal boxes and created functioning burglar alarms.



We celebrated British Science Week with a super fun workshop and investigated how the sugar content of biscuits affects their dunking time.



# Topic

In Topic this term, we have been learning about the Amazing Americas. The children learnt about the Koppen system and the various climates of the Americas. They also compared the human and physical features of Death Valley to the Peak District. We have started learning about the Victorians and have been comparing life in the Victorian era to our lives today.



Earlier in the term, Year 5 and 6 took part in the Junior Roadwatch. They educated speeding drivers about road safety and the dangers of speeding.



On World Book Day, the children dressed up as characters from their favourite books and enjoyed completing a book token hunt.



For Sport Relief, the children came to school wearing active wear and complete a circuit to score points for their houses. The Year 6 Sport Leaders did a fantastic job demonstrating the activities, scorekeeping and encouraging their peers.

