



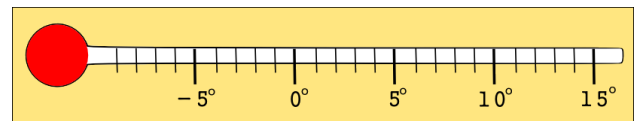
## Wessex Class Newsletter Term 1



**English-** This term, in Year 6, we will be using the book 'Skellig' in both our reading and writing lessons. We will explore the themes and vocabulary within the book before producing some setting descriptions based on the story. We will recap on grammar and punctuation as well as descriptive techniques such as figurative language. Our non-fiction unit will be using the picture book 'The Viewer' to write diary entries.



**Maths-** We will be consolidating and developing our knowledge of place value, using 7 digit numbers, decimals and negative numbers. Our counting work will revolve around this as well. Also, we will practise our written methods for multiplication and division. Finally, we will build on our work using multiplication and division by learning about the order of operations.



**History-** Our history topic this term is about the Anglo Saxons. We are going to develop our history skills to learn about how and why they invaded Britain and how their lives compared to modern day. We will learn about different sources which give us information about the Anglo-Saxon people, including about who their leaders were.



**Science-** Our Science topic will be Properties and Changes of Materials. Within this chemistry unit, we will investigate solids, liquids and gases as well as learning about reversible and irreversible changes.

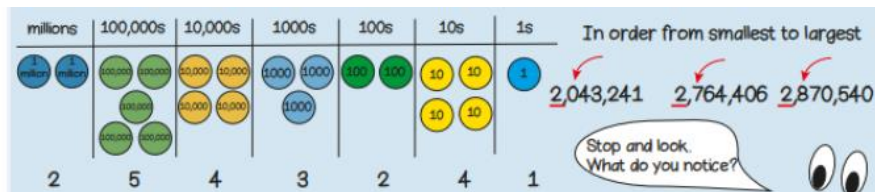
### What else are we learning?

In **DT**, we will be creating a digital CAD model to produce and market a navigating tool. Our **PSHE** learning this term is Being Me in My World. We will be reflecting on our own worries, hopes and goals for Year 6. In **PE**, we will be developing our teamwork skills along with throwing and catching through rugby. Our **RE** lessons will explore Muslims' commitment to God and consider philosophical questions about religion. In **Computing**, we will be learning about how data is transferred over the internet as well as developing our understanding of online safety. In **Music**, we will be combining our understanding of instruments and technology to listen to and produce our own compositions.

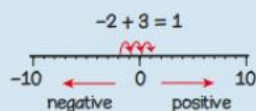
### What do we need to remember?

It is important for every child to read every day at home. They will have a reading book matched to their reading level and a reading for pleasure book. Reading books and reading records should be in school **every day**. Children need to come to school ready for PE on **Tuesdays** and Outdoor Learning will be on Friday morning. They need to be prepared for all weather in Forest School, including waterproofs, wellies and green forest school hoodies. Please ensure children have a **white t-shirt and black trousers** for PE and forest school.





two million, five hundred and forty-three thousand, two hundred and forty-one  
2 millions, 5 hundred thousands, 4 ten thousands, 3 thousands, 2 hundreds, 4 tens and 1 one



5 or more - round up  
4 or less - round down

Round to the nearest million.

2,643,278 → 3,000,000

2,000,000 3,000,000

Multiplying and dividing by 10, 100 and 1000

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
				1	3	6			
			1	3	6				
		1	3	6	0	0			

Ten times greater

Ten times smaller

136 x 10  
move digits one place left

136 x 1000  
move digits 3 places left

136 ÷ 10  
move digits one place right

136 ÷ 100  
move digits 2 places right

millions digit round  
multiple positive  
negative

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number has exactly 2 factors:  
2, 3, 5, 7, 11, 13, 17, 19...

15 and 21 have the common factors 1 and 3

15 and 21 are common multiples of 3

prime common factor multiplier divisor

If I know... then I also know... because...

$0.8 \times 7 = 8 \times 7 \div 10$

$4.2 \times 5 = 42 \div 2$

$56,000 \div 80 = 700$

2427  
x 38  
19416  
72810  
92226

0139r3  
24 3339  
0139 125  
24 3339 000

1	24
2	48
3	72
4	96
5	120
6	144
7	168
8	192
9	216
10	240

$3339 \div 24 = 139 \text{ r}3 = 139 \frac{3}{24}$   
 $= 139.13 \text{ (to 2dp)}$

Year 6 Term 1

## Order of Operations

$6 + 4 - 2 = 8$

Only addition and subtraction - complete the calculation from left to right

$6 \times 4 \div 2 = 12$

Only multiplication and division - complete the calculation from left to right

$6 + 4 \times 2 = 14$

Complete multiplication before addition or subtraction

$(6 + 4) \times 2 = 20$

Complete the calculations in brackets first

$6^2 + 4 \div 2 = 20$

Calculate indices before other operations

## Who were the Anglo Saxons and how did they live?

### Who were the Anglo Saxons and where did they come from?

The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands. These people were from 3 tribes: the Angles, the Saxon, and the Jutes. The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as the Anglo Saxons.

### Where did the Anglo-Saxons come from?

- The Anglo-Saxons left their homelands in
- northern Germany

- Denmark

- The Netherlands

and rowed across the North Sea in wooden boats to Britain.



### Invasion!

In the AD400's, towards the end of Roman Rule, Britain was being attacked by the Picts and the Scots from the North and the Anglo Saxons from the sea. The Romans had built forts along the coast to fight off the sea raiders and Hadrian's wall defended the North but in AD410 the last roman soldiers left. Britain no longer has strong army to defend it. There were many battles and, over time, the Anglo Saxons took control of Most of Britain.

When did the Anglo Saxons arrive? The Anglo-Saxon age in Britain was from around AD410 to 1066.

### How did they get here?

#### Why did they come?

To fight! Some were warriors who enjoyed fighting.

To Farm: Many came to find land to farm.

To make new homes: Whole families set sail to live in Britain.

They were invited: When the Picts and Scots invaded the Britons invited some Anglo Saxons to help defend them but they didn't leave.



### Who ruled in Saxon times?

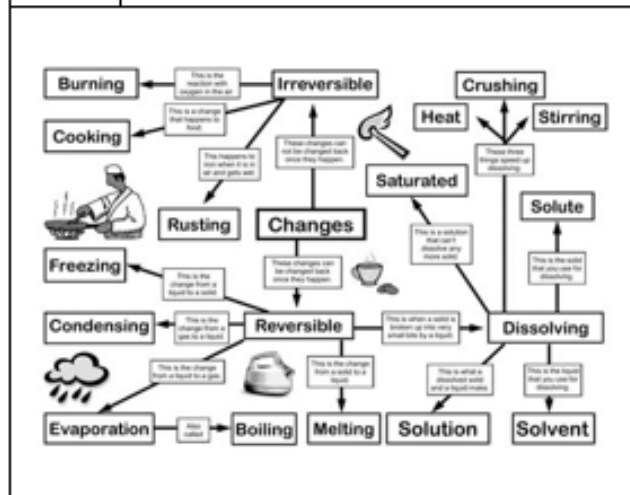
Alfred the great: 871-899: Alfred was one of the great Anglo-Saxon kings. After years of fighting, Alfred made peace with the Vikings.





Edward: the Confessor: 1042-1066

When Edward died without an heir in 1066, there was a fierce battle for control of England which resulted in the Battle of Hastings.



What I will know about changes by the end of the unit:	
What is a reversible change?	A change that doesn't last forever. For example, water can turn to ice when frozen, but can be turned back to water by heating it.
What is an irreversible change?	<ul style="list-style-type: none"> <li>- Lasts forever</li> <li>- Usually caused by heat.</li> <li>- E.g. Eggs, flour, butter and sugar heated to make a cake. The original ingredients can't be recovered.</li> </ul>



What else I will know about materials by the end of the unit?	
What thermal insulators and conductors are	<ul style="list-style-type: none"> <li>✓ Materials which are good thermal conductors allow heat to move through them easily.</li> <li>✓ Thermal conductors are used to make items that require heat to travel through them easily, such as a saucepan which require heat to travel through to cook food.</li> <li>✓ Thermal insulators do not let heat travel through them easily.</li> <li>✓ Examples of thermal insulators include woollen clothes and flasks for hot drinks.</li> </ul>
	
thermal insulator	thermal conductor
What electrical insulators and conductors are	<ul style="list-style-type: none"> <li>✓ Electrical conductors allow electricity to pass through them easily while electrical insulators do not.</li> <li>✓ Electrical insulators have a high resistance which means that it is hard for electricity pass through these objects.</li> </ul>
	
electrical insulator	electrical conductor

How to group materials based on their properties



### Investigate!

- Find the best material to stop an ice cube from melting. Remember to keep it a fair test by using the same number of ice cubes, or same size and thickness material.
- Place the same amount of a hot liquid in a thermal insulator and conductor. Measure the temperature over time and plot these on the same line graph. Use the line graph to ask and answer questions.
  - Find out if thermal conductors also make good electrical conductors.
  - Explain the difference between dissolving and melting.
  - Investigate which materials are soluble and insoluble.
- Design an experiment that investigates dissolving-consider which variables you could change including: size of beaker, amount of liquid, number of stirs, size of solid, temperature of solid (remember that for a fair test all other variables must remain the same).
- Create a variety of mixtures using materials such as salt, sand, water, paper clips and rice and use a variety of methods to separate them.