

Year 4, 5 & 6 Newsletter



Year 4 Team: Mr Yousaf, Mr Muneem (Year Leader), Ms Virk, and Ms N Hussain

Year 5 Team: Ms Kaur, Mrs Hamid, Mrs Begum, Ms A Hussain and Ms S Hussain

Year 6 Team: Mrs Lyons, Mrs A Hanif, Ms Javed (Year Leader), Mrs S Hanif, Mrs R Begum, Ms Sultana and Mrs Kauser

**'If we want to teach real peace in this world,
we should start educating children.' Mahatma
Gandhi**

It has been a very productive half-term and we would like to share some highlights with you, but please do ask your son or daughter to provide you with further details. We have many success stories to share and good news items to celebrate together.

A few headlines include:

- *A celebration of our English, Maths and Topic outcomes for Autumn 1
- *Y4 trip to the Walsall Art Gallery
- *Y4 Greece Day
- *5A Class assembly on 'World Peace'
- *Y5 Viking Day
- *Y6 trip to a Buddhist Pagoda

We are delighted with the effort our pupils are putting into these hands-on activities and are very pleased with the outcomes being produced.

However, we would like to urge parents to ensure children have amazing attendance and make sure they are always on time as every day learning is taking place.

Thank you to all parents/carers for your continued support with this and we hope you have a restful half-term.

Y4, 5 & 6 Team

October 2022



School Target	97%
Year 4, 5 & 6 Winning Attendance	96.1
4A Attendance	94.2
4B Attendance	86.6
4C Attendance	90.4
5A Attendance	96.0
5B Attendance	96.1
5C Attendance	96.0
6A Attendance	88.7
6B Attendance	94.0
6C Attendance	93.2

Dates for your diary
1st & 2nd November—Parents Evening
3rd November—5B Class assembly on Diwali
7th November—Teacher training day
14th

Website:

www.waverley.bham.sch.uk

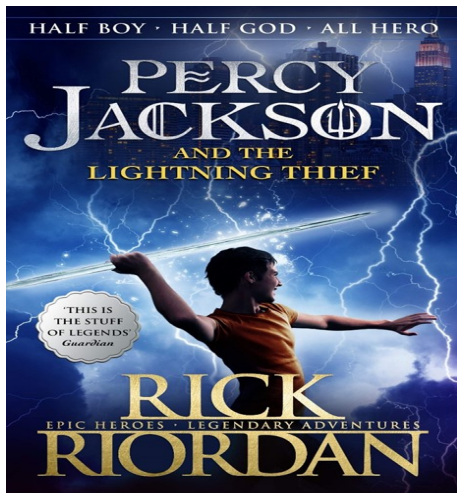
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0121 566 6600

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Learning Through Diversity

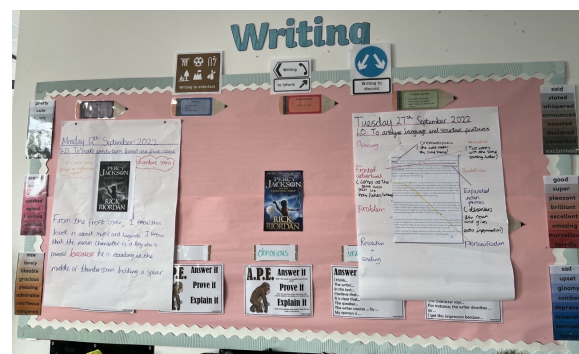


Pupil Writing Outcomes

In 4B, we looked at writing a setting description based on our topic: The Greeks.

(IA)

In an area as secluded as space, there is not another soul to be found from the lonely, enchanting palace. Stretching higher than the clouds, the spectacular palace sits proudly on the colossal mountain. As the darkness devours the light, the blinding sun sets above the castle. Almost instantaneously, you can see ferocious thundering and lightning strike down on earth with a vengeance.

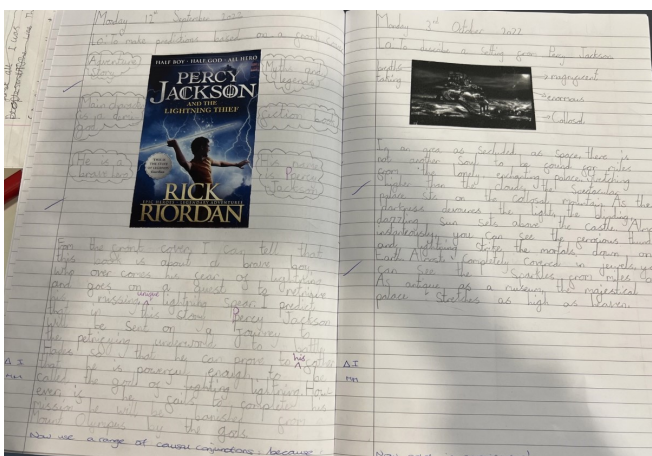


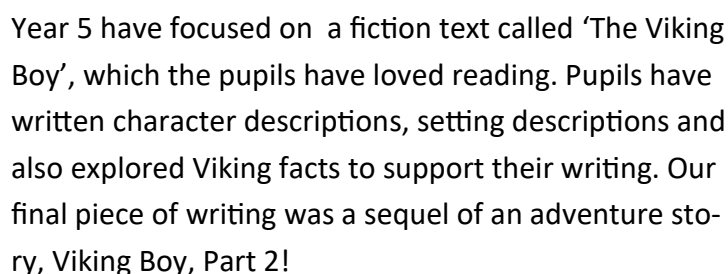
Pupil Writing Outcomes

In 4B, children wrote a character description.

Hades is a merciless, ruthless and horrible villain who is blood-thirsty, he is as powerful as a wolf when they see a full moon. He is malicious, devilish and is on the hunt for extreme death and blood. He is mischievous and villainous as he causes murder and misery.

(MM)

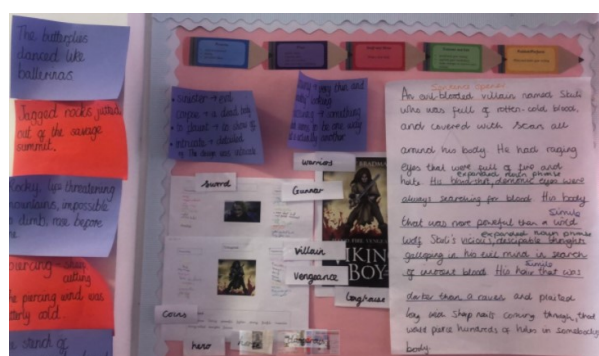




In 5B, we explored writing a setting description based on our topic: The Vikings.

Misty fog, in the gloomy, dangerous forest there's no soul found. The abandoned forest has a blanket of fog all around the sky. Creepy sounds and animals screaming another after another for help or signs of danger. Would you be creeped out if you heard animals screaming like birds? I felt petrified! Below the sea it was pitch black, but the sea just went down and down and there was no end. The fog was everywhere and the people in the forest must be thinking they are blind.

(NG)



I enjoyed reading about the adventures of Viking boy

Pupil Writing Outcomes

In 5C, pupils wrote a character description.

Skuli is a merciless, ruthless and horrible villain who is blood-thirsty, he is powerful as a wolf when they see a full moon. He is malicious and devilish and is on the hunt for extreme death and blood. He is mischievous and villainous as he causes murder and mischief and does a lot of misery . He is killer which is cold hearted. He has black blood-shot demonic eyes. He has evil surging through his veins with hatred and anger on his mind. He has an enormous, dark pony tail and he is vicious and determined to kill Gunnar.

(MM)



Focus: Instructional writing

Year 6 have been learning to write instructional texts. The challenge was to identify the language and structural features of an instructional text. A range of instructional texts have facilitated learning and acted as the vehicle to drive learning forwards for this unit. Year 6 pupils made their own cupcakes and cheesecakes and then, planned, drafted and edited their own instructional text.

Pupil Outcomes

Would you like a tasty treat to tickle your fancies? Well oh boy do I have the perfect thing for you! Surely, these mouth-watering cupcakes will do the trick. Soft and creamy, these cakes will blow you out of this world! I assure you these cupcakes will gift you a life time supply of happiness. Try these yummilicious god like treats today.

KG



Method:

1. To begin with, thoroughly wash your hands (with soap).
2. Then, gather all your ingredients and equipment.
3. Next, ask an adult to pre-heat the oven at 200 degrees.
4. After that, crack two large eggs (make sure there are no eggshells in the bowl).
5. Then, add caster sugar and softened butter into the bowl and gently mix.
6. Afterwards, add self-raising flour to the mixture and mix until all the lumps have gone so its light and fluffy.
7. Carefully, add the cupcake cases to the tin and gently transfer the mixture into them (make sure its only one tablespoon).
8. Then, ask an adult to put them in the oven for 15-20mins.
9. Once cooked ask an adult to take it out and leave to cool.



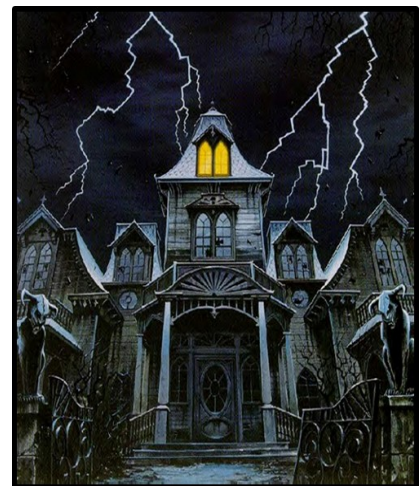
Focus: Ghost stories

Following instructional writing, Year 6's learning challenge was to identify the language and structural features of a ghost story. Over the past couple of weeks, 'Dark Grave Caves' and 'The Mystery of Dark Sands Beach' has facilitated learning and really enthused pupils about ghost stories. Pupils have completed many outstanding writing activities, such as: analysing the themes within the story, setting and character descriptions. Year 6 pupils have planned, drafted and edited their own ghost story featuring vivid descriptions of characters, settings and the atmosphere. To enrich the learning of ghost stories, children have explored other texts related to this topic. This has allowed pupils to learn more about ghost stories and has provided additional exposure to interesting and ambitious vocabulary.

Pupil Outcomes

It was a cold, foggy night. As I cautiously walked towards the ancient house, I could hear the spirits hissing in the shadows. As the clock struck midnight, the colossal rush of wind sent a blood curling sinister shiver down my spine. The billowing clouds of dust hovered over the house as it poured down with rain. At this point, I felt the presence of many souls...

SS



It was a dark, sinister, cold night. As I ran towards the ancient, silent, hideous house, I heard the wind howling. Anxiously, I crept closer and closer towards the house as the petrifying thunder darkened the sky with billowing blankets of darkness. Suddenly, the lightening struck the jet black sky filling it with a single light as the rain had poured down. As I arrived at the fragile door, the rain poured down like daggers from the sky.

FQ

It was a dark, windy, rainy night. As I quietly tip-toed near the dull, smashed ancient house, I heard the wind whistling in my ears. I hesitated as the grumpy, angry, fierce rain screeched loudly in my ears. The jet black sky roared as the grumpy clouds ran slowly above. As I crept towards the fragile door, the fierce rain struck above my head and quickly tricked down my arms. I hesitated. As I shivered, I crashed into the abandoned, old, haunted house. I felt horrified. I sat in front of the door thinking of what I was going to do, when I heard a creep, terrifying, creak from the hallway.

Y4 Mathematics



We believe that Mathematics equips pupils with a uniquely powerful set of tools, through developing an ability to calculate, reason and solve problems. It enables pupils to understand and appreciate relationships and patterns in both number and space in their everyday lives.

This half-term, children have been learning about place value, roman numerals and rounding to at least the nearest million. Pupils have developed strong fluency skills, which they have been able to apply to reasoning and problem solving challenges. We have started to focus on column addition and subtraction using various concrete and pictorial representations.



The Multiplication Tables Check (MTC) is a statutory assessment in schools, for children in Year 4, administered in the Summer Term. The purpose of the MTC is to determine whether pupils can recall their times tables (up to 12×12) fluently, which is essential for future success in mathematics. You can support your child at home through the use of TTRS

Useful Tips



- Stick to one table at a time to minimise confusion. □
- Start with chanting and writing them out slowly in order. □
- Then move on to completing the answers quickly in order – on paper or verbally with your child. □
- Finally, move on to completing the answers in any order. □
- Keep reminding your child that 3×4 is the same as 4×3 – this effectively halves the number of tables facts children have to learn. □
- Each table has a square number 3×3 , 7×7 etc. These are special numbers that can act as a memory hook – emphasise them! □
- Talk about the numbers as you are encountering them “ $5 \times 7 = 35$ that's our house number” – this makes more memory hooks.

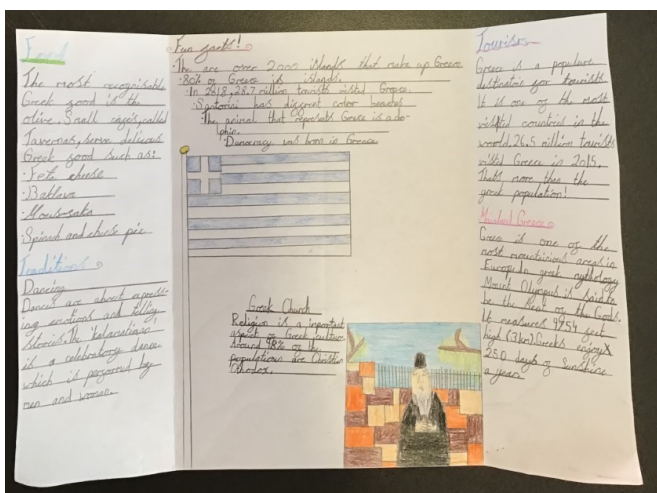
Y5 Topic

This term pupils in Year 4 have been learning all about Greece! Pupils have learnt key information such as climate, tourist attractions, rivers and the food! Pupils have enjoyed researching all about Greece and as a result, have created information posters and their own travel brochure. This topic ties in with their next topic, Ancient Greece.

Pupil Writing Outcomes

In Year 4 pupils wrote about the climate in Greece.

The climate in Greece is around 33 degrees in the summer months of June, July and August. Rainfall in Greece peaks in Decembers and January but lowers in July and August. Greece is a popular holiday destination because of the warm weather.



Y5 Mathematics



In Year 5, pupils have been learning about place value, roman numerals and rounding to at least the nearest million.

Pupils have used this knowledge to develop mental and written strategies for the four number operations; addition, subtraction, multiplication and division. Pupils have developed strong fluency skills, which they have been able to apply to reasoning and problem solving chal-

Multiplication: Year 5

$$\begin{array}{r} 643 \times 8 \\ 3 \quad 2 \\ \hline 5144 \end{array}$$

$$\begin{array}{r} 21 \\ 11 \\ 643 \\ \times 54 \\ \hline 2572 \\ +32150 \\ \hline 34722 \end{array}$$

Division: Year 5

Further secure pupils' understanding of compact short division.

$$218 \div 8 =$$

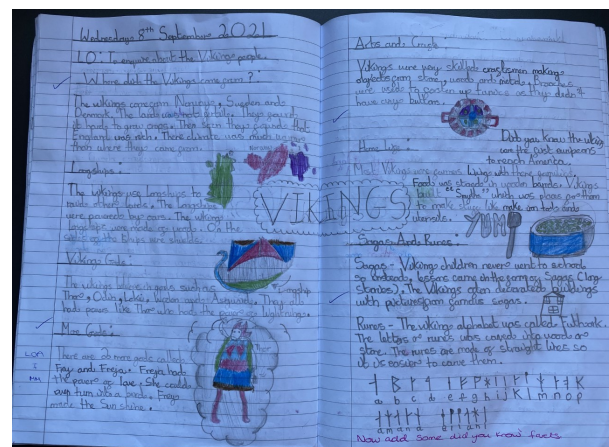
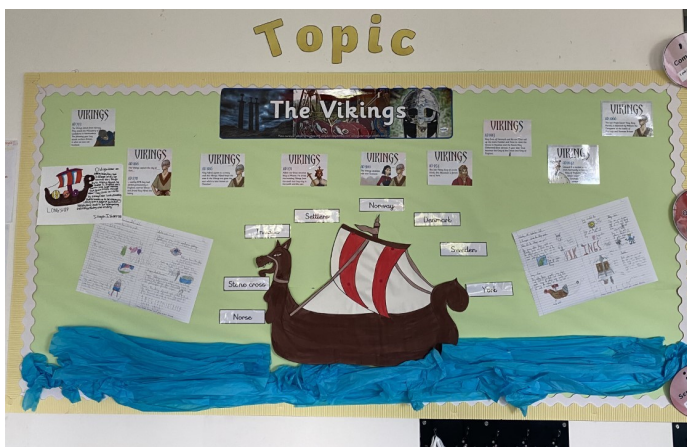
$$\begin{array}{r} 27 \text{ r } 2 \\ 8 \overline{) 218} \end{array}$$

Extend to expressing results in different ways according to the context, including with remainders as fractions, as decimals or by rounding. For example:

- Whole number remainder = $27 \text{ r } 2$
- Fraction remainder = $27 \frac{2}{8} = 27 \frac{1}{4}$
- Decimal remainder = $27 \frac{1}{4} = 27 \frac{25}{100} = 27.25$

Y5 Topic

This term children in Year 5 have been extremely busy in Topic as they have been learning about the vicious Vikings. Here they began by learning about the Viking timeline and then collected information to write a lengthy information text. Here they were introduced with the vital skill: 'note-taking'. As the term went on, they looked at the famous Viking raid on Lindisfarne and it's significance. Children thoroughly enjoyed this topic and produced some high-quality work which formed the working wall. Furthermore, children were able to use their Topic knowledge into their English subject where they wrote a story set in the Viking era.



This half-term, pupils have been learning about place value and the four operations. Children have developed strong fluency skills, which they have been able to apply to reasoning and problem solving challenges.

07/10/22

0897✓
11 | 9867

0203✓
12 | 2436

0234✓
14 | 33276

0574✓
1 | 057461
845933 ✓

0215✓
2 | 021561
61291 ✓

1850✓
3 | 185061
473201 ✓

1482✓
4 | 148262
368900 ✓

031
5 | 031
2475849

10/10/22

To practice short division with whole numbers and decimals

2280 ÷ 5 = 5.6 ✓
231.2 ÷ 8 = 3.9 ✓
325.02 ÷ 9 = 2712.78

2281✓
24562

1349✓
34047

10: To be able to use short division to divide 4-digit numbers by 2-digit numbers.

Fluency 5

147✓
5735

54084
+ 7953
62037✓

6475000 ÷ 100 = 64750 ✓

3 × 5 + 6 × 6 = 126

$\frac{2}{11} + \frac{4}{11} = \frac{6}{11}$ ✓

Factor remainder share equally
Inverses
Divide by
Groups of
Take lots of
Divisor
long division

Halved
Divisor
Groups
Bus stop
method
Divisor

4. 031
2475849

10/10/22

To practice short division with whole numbers and decimals

2280 ÷ 5 = 5.6 ✓
231.2 ÷ 8 = 3.9 ✓
325.02 ÷ 9 = 2712.78

2281✓
24562

1349✓
34047

Amazing work

$$\begin{array}{r}
 643 \times 8 \\
 \hline
 5144
 \end{array}
 \qquad
 \begin{array}{r}
 \begin{array}{r}
 21 \\
 11 \\
 643
 \end{array} \\
 \times 54 \\
 \hline
 2572 \\
 + 32150 \\
 \hline
 34722
 \end{array}$$

Y4 Greek Day

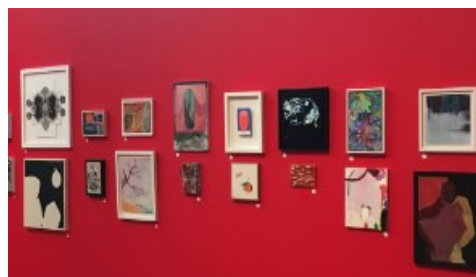


Year 4 enjoyed taking part in Greek day workshops where they learnt all about the history of Greece, famous Greek gods and took part in various story role-plays and historic Olympic games, where they all triumphed.



Y4 trip to the Walsall Art Gallery

As part of our Art topic, pupils had the opportunity to visit Walsall Art Gallery. Pupils enjoyed this experience, where they were able to analyse different Art pieces. As part of this, pupils discussed which Art work they liked and why. They also undertook different workshops, such as poly-printing, created sculptures and retrieved information about each Art piece including Artist, medium used and pricing. Pupils thoroughly enjoyed this trip and were excellent role models for our school.





Y5 Viking Day

Y5 enjoyed taking part in their informative, practical and exciting Viking Day workshop where they travelled back in time exploring the daily life of a Viking. Here they had the opportunity to try on amazing costumes and a chance to see all the Viking weaponry. Later, they worked in groups and re-enacted scenes from the Viking period with costumes and props. Even a duel between teachers took place!



5A Class Assembly on International Day of Peace

Year 5A were very fortunate to carry out a class assembly on such an important topic about peace. Children learnt that peace is a concept of societal friendship and harmony in the absence of hostility and violence. Fortunately, children were able to showcase their talents to parents in which we were all very excited about. There were a variety of elements such as acting, poetry reading and singing that all pupils took part in.



Y6 Topic




Year 6 started of their learning this half term with the Battle of Britain. The Battle of Britain was an important battle in World War II. After Germany and Hitler had conquered most of Europe, including France, the only nation left to fight them was Great Britain.

Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion.






Thursday 23rd September 2021
 10:30 To learn about who was involved in the war and why it occurred.

WWII  

WW2 began after Germany (Hitler) invaded Poland leaving Britain and France to declare war on Germany.

Countries that were included in war!
 In the Allies side the countries that were included are twenty different countries. The main countries or leaders of the Allies are: Great Britain, The United States, France, The Soviet Union and China.

The main countries that ~~was~~ made up the Axis powers are Germany, Italy and Japan.

Did you know

- WW2 lasted from 1939 to 1945.
- WW2 was 6 years and 1 day.
- WW2 ended in Europe 8 May 1945, it was called 'VE day' (Victory in Europe day).
- Germany broke the Munich agreement.

Adolf Hitler made a Munich agreement with the Soviet Union, but broke the agreement by using the Blitzkrieg (or lightning war).

WORLD WAR II

What event do you think was the most important? Why?

1939 1st September Germany invades Poland

1939 3rd September prime Minister Neville Chamberlain declares war on Germany

1940 10th May Winston Churchill becomes the new resident

1940 14th May The 'Dunkirk' evacuation

1940 27th May 340,000 French and British troops are evacuated from Dunkirk

1940 10th June Italy declares war on Britain and France

1940 The Blitz begins 7th September

1941 7th December Japan attacks Pearl Harbor

1942 4th May The battle of Coral Sea between the USA and Japan

1943 20th April Jews massacred by the Germans at the Warsaw Ghetto in Poland

1945 2nd September Japan formally surrenders World War 2 is over

1945 7th May Germany surrenders to the allies

1945 8th May Britain celebrates VE day

1945 12th January The Soviets displaced the German army from Warsaw, Berlin and Budapest

Y6 Trip to Buddhist Pagoda

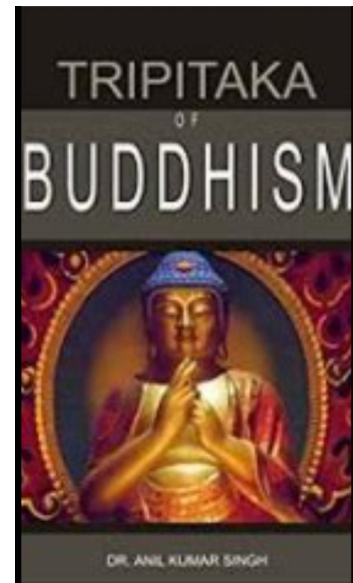


On Monday 26th September 2022, Year 6 children visited a Buddhist Pagoda. The visit consisted of a tour of the centre which was followed by a presentation of the main features of the Buddha's life and teaching and about the Triratna Buddhist Community. This led to a short Q&A session with meditation. The children developed their understanding on Buddhism.

"The Buddhist holy book is known as the Tipitaka which means 'three baskets.' This is because the original writings were made on palm leaves and stored in baskets."



"When entering a temple, Buddhists will take off their shoes, put their hands together and bow to the image of the Buddha. They may also use prayer beads called **malas**."



"*Triratna* is a Sanskrit term meaning 'Three Jewels': the Buddha, Dharma (his teachings) and Sangha (the community of all those who follow the teachings)."

Harvest Festival



'The roots of all goodness lie in the soil of appreciation for goodness.' Dalai Lama

Pupils and staff alike have celebrated the Harvest Festival. Harvest is a time when we reflect and are thankful for the plentiful food we have.

During the Harvest season, we are reminded to take time to consider how lucky we are and to be thankful for the farmers who have grown and collected food. Farmers continued to spend hours each and every day planting seeds, ensuring all the crops had enough water and nutrients to grow successfully, harvesting the fields from the plentiful crops and ensuring all the animals were provided for. Farmers across the nation have been very busy and in the Primary Phase we understand what an essential role they played during the pandemic.

At Waverley School, we wanted to show how thankful we are for what we have, so we were particularly mindful to not waste food during lunch time and to eat all the delicious food that parents and the school cooks prepared. Pupils Primary have been reflecting on the fact there are so many individuals and families that are less fortunate than themselves: the old, the poor, those in other countries and those locally in the community.

Pupils decided that they wanted to share what they had with those in the community and have started a food collection. Across the school, pupils have brought in tins, rice, dried pasta and treats that they donated for others. Their generosity received was plentiful and showed how caring and compassionate our pupils and parents are. The food collected will be shared with people in the local community and will make as big difference to those in need. Thank you.

'Thank you for the harvest, Thank you for your goodness,

For all of the fruit and vegetables, And the wonderful things that grow.'

Harvest Samba

