

Welcome to Falcons

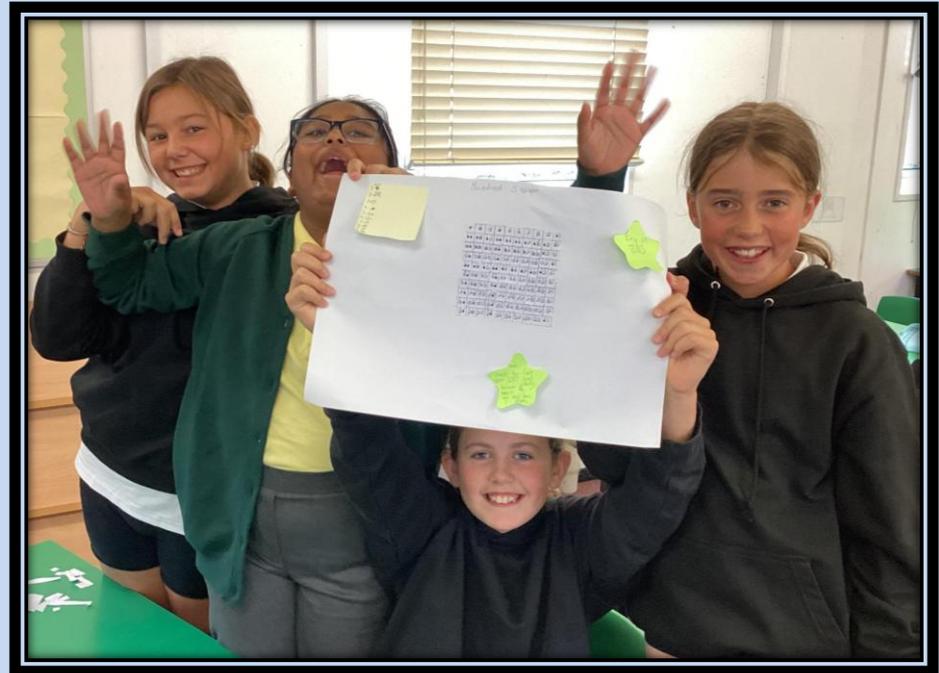
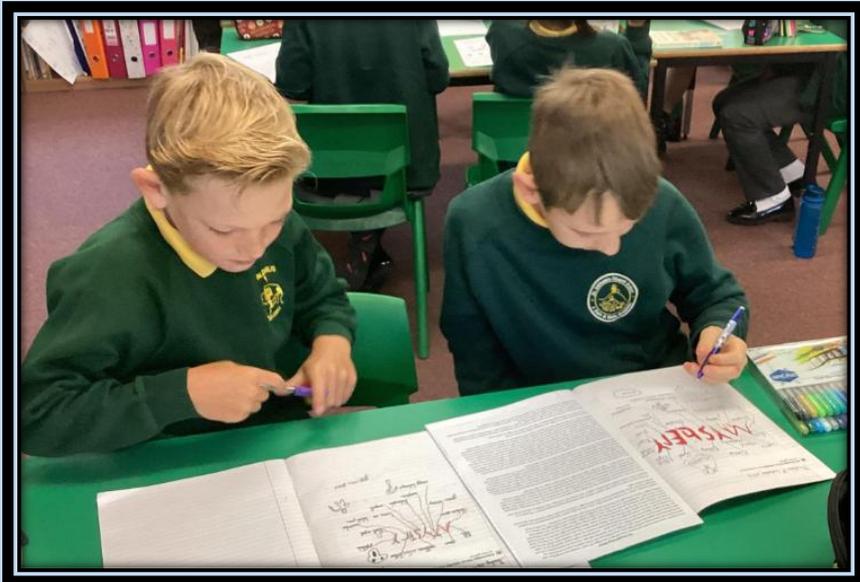
(Year 5/6)





Challenge

Explore



Creativity

DRIVE TO FIND OUT MORE

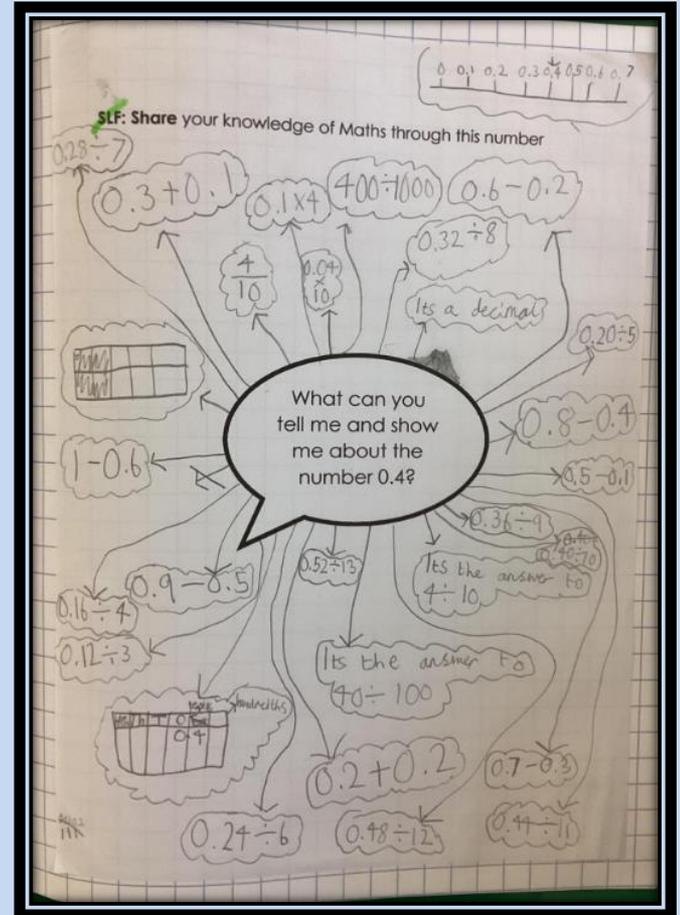
Investigation



Collaboration

Rehearsal

Discussion



Retrieval Games



Floor Books

We shared our knowledge of possible tales published by the Brothers Grimm. We explained why using the grid. We then listened to The Fisherman and his Wife and identified them.

Common characteristics grid

The short of the story once upon a time	three daughters or sons or events	once it has a warning, animal, fish, king and the fish girl
The funder (fish) animals that talk	a gruesome death	The fish granted her wishes a spell or enchantment
The sea gave her a warning and she was a warning	a witch	She was with the fishermen for the fish which makes a task or challenge

Common characteristics grid

The story started as a once upon a time	three daughters or sons or events	glamour (son) a royal person
The talking animals that talk	a gruesome death	a prince was enchanted into a flower or a spell or enchantment
Remember with the common we will have a a warning	a witch	the glander had made the king to be a challenge the animal

Common characteristics grid

The story started with the once upon a time	becoming three three daughters or sons or events	a royal person who had a royal person a for the people
The fish (funder) was animals that talk	a gruesome death	a spell or enchantment
a warning	a witch	The fish was in each the fish for a challenge

Common characteristics grid

Story start once upon a time	each one with the weather three daughters or sons or events or the king's daughter	the wife a royal person
The funder (fish) animals that talk	a gruesome death	a spell or enchantment
The weather got worse, the more times a warning	a witch	the wife to be with a task or challenge

Three Little Pigs: once upon a time, warning, animal that talk (Pigs), three sons, a task or challenge.

Three Little Pigs: once upon a time, warning, animal that talk (Pigs), three sons, a task or challenge.

We helped each other by sharing our prior knowledge and explaining to others.

Brothers Grimm: The Fisherman and His Wife

Experiences

Ancient Maya Workshop

We are very excited to offer a brilliant whole day workshop for Falcons on Friday 7th November. This will involve drama, arts and crafts, storytelling, artefact handling and exploration etc linked to our project on the Ancient Maya. The cost of this experience is £11 per child. This is a fantastic and interactive opportunity that the children wouldn't be able to experience in the same way at a museum.



However, for this to run, we ask that parents **pay the £11 by Friday 17th October through Arbor** for this experience to go ahead.

Kilve Residential

As you will know, we have arranged a residential in March. This will be at Kilve Court Outdoor Centre, where the children will take part in a range of outdoor adventurous activities. Thank you to so many of you for taking up this opportunity for your child. It is always an experience that is well-loved by the children. Although some of the children have been to Kilve before, we are staying in the Outdoor Centre this time, which gives us an even better experience and our own personal area to explore. There is still an opportunity to add your child to this experience if you have not already done so. Please come and speak to Mrs Newman for further details.



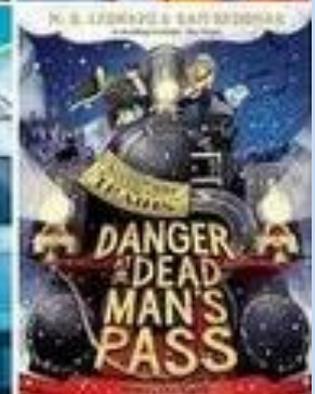
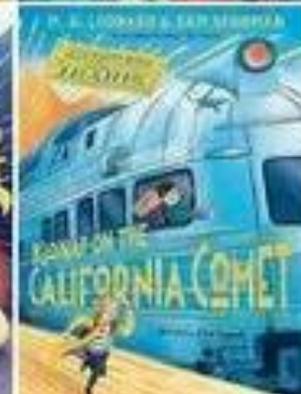
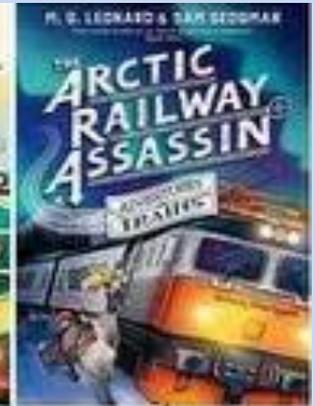
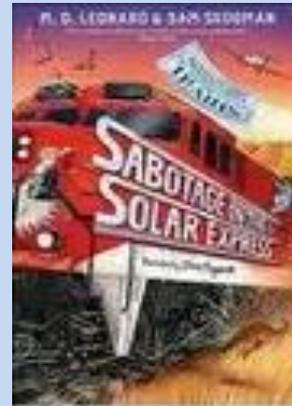
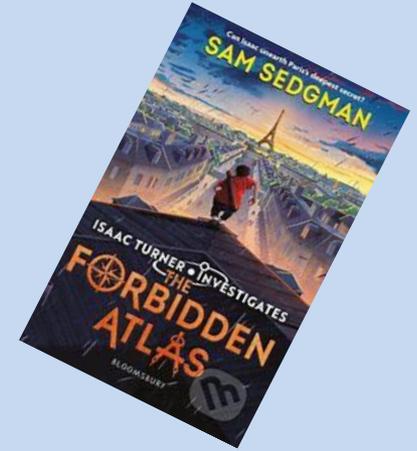
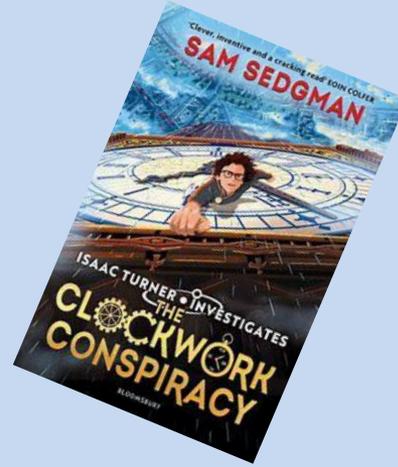
Kingfishers' and Falcons' Charity Event

Friday 26th September the children will be hosting a cake and coffee morning. As it is also the European Day of Languages, we thought we could have cakes from around the world. Maybe grandparents have a family recipe, or you have a special cake you wish to share. If you can contribute, it would be greatly appreciated. More information to follow.



Year 6 Wells Literature Festival

Year 6 are very fortunate to have been invited again to the Wells Literature Festival. This year on Thursday 23rd October, the children will meet and listen to Sam Sedgman. His books will be on sale for £2.



Class Dojo

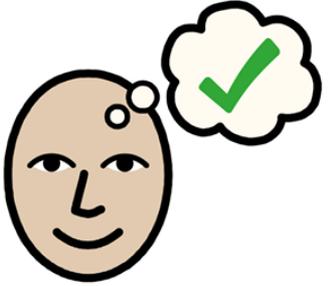


*Points awarded for
above and beyond*

Our 3 School Rules

<p>Ready</p> 	<p>Respectful</p> 	<p>Safe</p> 
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Our Values



Belief



Aspiration



Advocacy

We will continue to add information and share the great work your children do on Class Story as well as on the class page on the website.

Home / School



LET'S LEARN
TOGETHER



Multiplication and Division Vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Roman Numerals

1	I	90	XC
4	IV	100	C
5	V	500	D
10	X	900	CM
50	L	1000	M

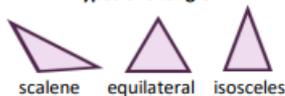
YEAR 5/6 MATHS KNOWLEDGE ORGANISER

2D Shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = not all sides/angles are the same

Types of triangle



Types of quadrilateral



AREA
is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle
= (base x height) \div 2
Area of a parallelogram
= base x height

(Height = perpendicular height)

Measurement Conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days (\approx 52 weeks)
Leap year = 366 days

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Fractions, Decimals & Percentages

$\frac{1}{100}$	0.01	1%	\div 100
$\frac{1}{20}$	0.05	5%	\div 20
$\frac{1}{10}$	0.1	10%	\div 10
$\frac{1}{5}$	0.2	20%	\div 5
$\frac{1}{4}$	0.25	25%	\div 4
$\frac{1}{2}$	0.5	50%	\div 2
$\frac{3}{4}$	0.75	75%	\div 4, x3
1	1	100%	\div 1

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape Vocabulary

perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)

3D Shapes



square-based pyramid



triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length x width x height

The Mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Reading Response

Children need to respond to their reading **four times a week**. This will be checked every Tuesday. Children can use the VIPERS guide to help vary their responses.

What do we mean by Reading Response?

03. 02. 2022	Page 70 next	I think Ash and Misty are upset because Brock is leaving them. They went on a normal blimp and got tricked by Team Rocket again but thankfully Jigglypuff says to them "Miles away from Jigglypuff on paracate."
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03/02/ 2022	" SA	As Henry is stealing Peters Mummy's car I think that Henry will get away with it but then when he's at school Peter will come and catch him.
4/2/22	" SA	New chapter, I think that horrid Henry will want to go to Lazer tag but instead he will have a party in his house with carrot sticks.
5/2/22	" SA	Henry's favorite month was February because it was his Birthday. Henry was going to go to Lazer Zap because then the party was at their house.

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

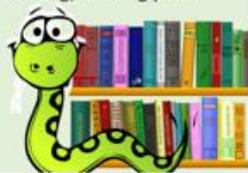
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

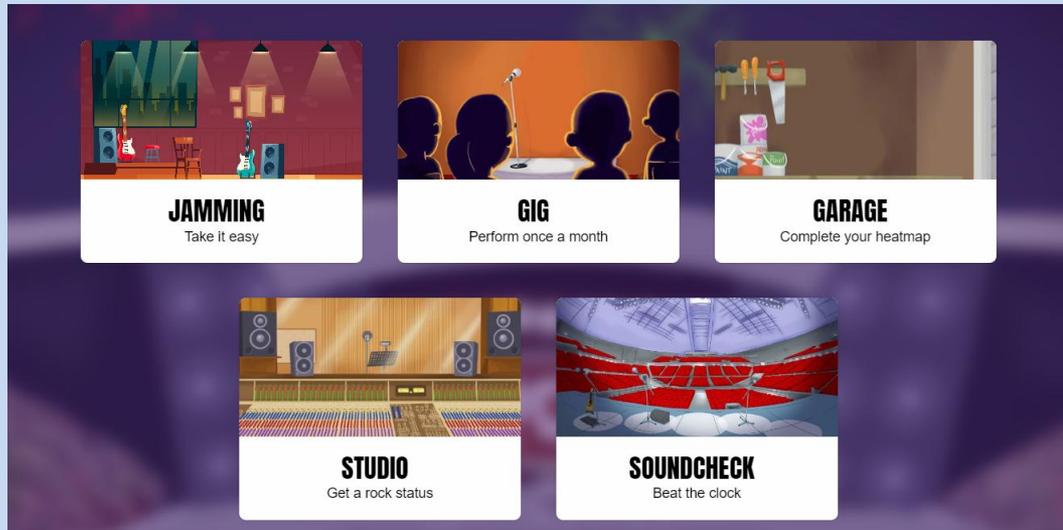


Spelling Shed



The children are set 1 list each week. We expect **6 games** to be completed each week. Remember there are BUZZ and HIVE games that can be played in addition. They do not count towards the 6 as they are not logged but are great as additional support / extension.

Times Tables Rockstars



The children are set **15 minutes a week**. They can do more than this if they wish, as it will help their fluency and application across Maths.

As the year progresses, some children will be moved on to multiples of tens numbers

Additional Tasks

Year 5 & 6 will have one additional task each week. The children have a selection of activities they can select from (one a week).

Falcons' Home Learning Project Autumn Term 1

The children pick from one of these activities as their additional task each week. There are more tasks than there are weeks in this term, so children need to select the tasks that interest them the most. These can be handed in physically, submitted on their portfolio on Class Dojo or through a Dojo message. These are handed in every Tuesday morning.

<p>Geography Share with me about a country in South America. Make sure it covers the geography of this country.</p> 	<p>Geography Share with me about Somerset. Make sure it covers the geography of this county. What is the difference between a county and a country?</p> 	<p>Geography / History Share about a wonder or ancient wonder of the world from South America or Europe. Which will you select?</p> 
<p>Art Create a sketch of an object at home – this can be natural or manmade.</p> 	<p>Art / DT Create a piece of artwork or model of Machu Picchu.</p> 	<p>French Share about yourself in French. This could be a portrait with French labels around it.</p> 
<p>SPaG Create an information poster to help children learn different word classes (noun, verb, adjective, adverb, conjunction, pronoun, preposition etc).</p> 	<p>Reading Create a character profile for a person or creature from a Grimm's fairytale story. What reading / writing skills can you show?</p> 	<p>Writing Create a piece of descriptive writing based on this picture.</p> 
<p>Science Investigate floating and sinking and share what you find out. Why is it that heavy objects can float?</p> 	<p>Maths Play the game 'Asteroids.' See the instructions on the next page.</p> 	<p>RE Create an image or word web sharing about faith. This could be your faith or just what this word means.</p> 

Additional Tasks

'Life in all its fullness for all our children'

John 10:10

During the year, your child will give a presentation to the class during our Friday worship slot. This will be a 5-minute presentation that is about them and what makes them fulfilled. What inspires them? Why do they take part in this? This could be about:

- their beliefs,
- an experience,
- a club/group
- something or someone important to them.

They can present this in any way they wish to. The children will start by volunteering for this. They will share with you when it is their turn.

Year 6

At the end of Year 6, children in England sit tests in:

- Reading
- Maths
- Spelling, Punctuation & Grammar

These tests are both set and marked externally.

Date	Test
Monday 11th May 2026	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 12th May 2026	English Reading Test - 60 minutes
Wednesday 13th May 2026	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 14th May 2026	Mathematics Reasoning (Paper 3) - 40 minutes

Although children should not be on holiday during term time, please make sure that your child is not away from January. It does make a difference.

Reading SATs Expectations

- 60 minutes to read the texts and answer the questions.
- 3 texts (different genre)
- About 39 questions (different styles)

Piper thinks Micah has *done a decent job*.

She thinks his work has been...

Tick **one**.

excellent.

careful.

sloppy.

reasonable.

Look at the section headed: ***Things you can do to help.***

Find and **copy one** word that shows how essential flowers are to bees.

Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

What Piper likes about the music box	_____
What Piper dislikes about music boxes	_____

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: www.bumblebeeconservation.org

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

Underline the sentence that is the most **formal** in the passage below.

Hope you can make it to my birthday party next week! It's going to be great! The venue is yet to be confirmed. I'm still checking out a couple of places.

Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

I will be – running a half marathon – 13 miles next week!

I will be running a half marathon 13 – miles – next week!

I will be running a half marathon – 13 miles – next week!

SPaG Paper

- 45 minutes answer the questions.
- About 50 questions (different styles).
- Separate spelling test (20 words).

Maths

- 3 papers (1 arithmetic and 2 reasoning/problem solving)

- Arithmetic paper 30 mins

- Reasoning / Problem Solving Papers 40 mins each

16

$3^3 =$

1 mark

17

$101 \times 1,000 =$

1 mark

18

$20\% \text{ of } 3,000 =$

1 mark

In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

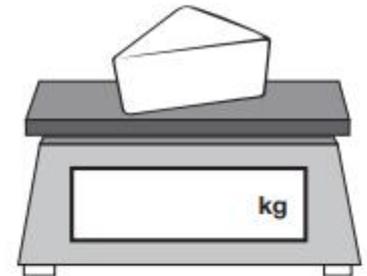
Amina is shopping.

She says,



I would like to buy **one-quarter** of a kilogram of cheese.

Write one-quarter on the scales as a decimal.



The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

	25	53	
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Communication

Communication is so important. Class Dojo has really helped us to share more of what happens in school and in class. It has allowed children to share with parents the learning that takes place. It also allows you as parents to make contact and share queries you have in a quicker way, especially if you are unable to come into school often. Please do contact me if you have queries. For a successful partnership to happen, two-way communication is key.

For any messages that you want to share related to the same day, please ring the School Office. I try to check emails and Class Dojo regularly, but this will not happen during teaching time, and I may not always get time at the start of the school day. I will always endeavour to answer messages as quickly as possible.

Extra Information

- PE – Monday and Thursday. Children come into school in their PE kit.
- Wellies / spare shoes – children bring in named wellies or shoes to keep in school so that they can go on the field when it is wet. This still applies if children are in PE kit.
- Snack – please make sure children bring in **healthy snacks** for break time.
- Coat – please make sure this is in each day.
- Jewellery – only a watch and stud earrings. They come off/taken out for PE. Children can have tape to cover earrings if they struggle to take them out or are newly pierced.

**Any
questions?**

