

Key Books this term:



Year 6: Knowledge Organiser: Autumn Term



Learning Gems



Guided Reading: The Boy in the Tower

Key Skills/knowledge:

- ✓ Read fluently, using punctuation to inform meaning.
- ✓ Read closely to ensure understanding.
- ✓ Identify key points in an appropriate text.
- ✓ Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- ✓ Express a personal point of view about a text, giving reasons linked to evidence from texts.
- ✓ Summarise key information from different parts of a text.

Key Vocabulary: swaying, wispy, stealthily, daze, shepherding, slick, drizzle, bickering, irritable, anxiety, apprehensive, traumatic, enzyme, origin, dissolve, lure, urge, obeying, bloated.



If you are in Mr Harvey's poetry group, make sure you practise your poem regularly at home.

Where you see the symbol, there may be some activities on here or on for you to try at home during the topic.

Geography: South Africa

Key Skills/knowledge:

- ✓ Use an atlas, map or globe to locate Africa and specifically South Africa and its 4 capitals.
- ✓ Learn about the history of South Africa and why this has contributed to making South Africa a special and unique area.
- ✓ Correctly use some of the key vocabulary.
- ✓ Learn about some of the other industries that contribute to the wealthy and vitality of South Africa.
- ✓ Know about the importance of tourism to South Africa's economy and put together an itinerary for a holiday in South Africa considering the best places for certain activities.

Key Vocabulary: democratic, republic, administrative, legislative, judicial, capital, plateaus, highveld grassland, plains, bush veld. Place names including oceans, rivers etc.

Science (1): Staying Alive

Key Skills/knowledge:

- ✓ Identify and name the main parts of the circulatory system and describe the functions of the heart, blood vessels and blood.
- ✓ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- ✓ Describe the ways in which nutrients and water are transported within animals, including humans.

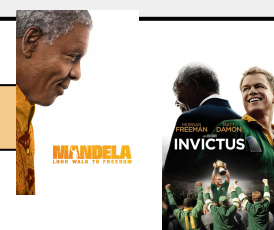
Key Vocabulary:

Heart, pulse rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle

Do you know what this is?



You could watch these films



History: Black History - Nelson Mandela

Key Skills/knowledge:

- ✓ Establish clear narratives within and across periods studied.
- ✓ Regularly address historically valid questions about similarity and difference and significance.
- ✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Note connections, contrasts and trends over time.
- ✓ Develop the appropriate use of historical terms.
- ✓ Address and devise historically valid questions about change, cause and significance.

Key Vocabulary: Massacre, Democracy, Apartheid, Segregation, Discrimination, Terrorist, Government, Emancipate, Protest, Sabotage, Trial, Treason, Guilty, Peace, Freedom, Racism, Role model.

Science (2): Electricity

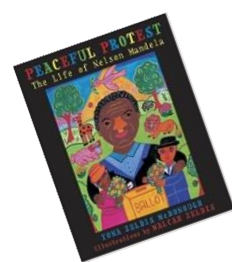
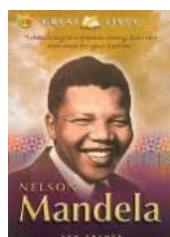
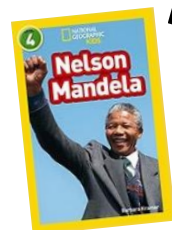
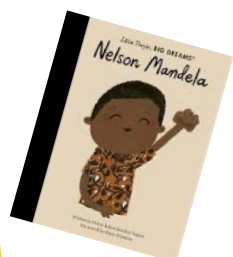
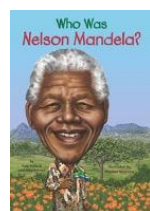
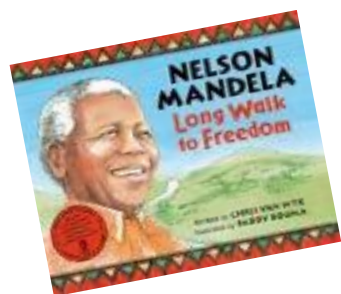
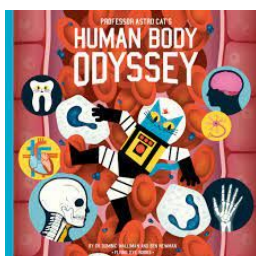
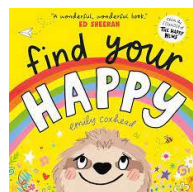
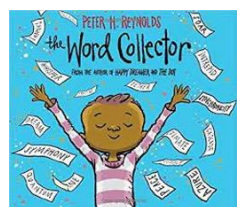
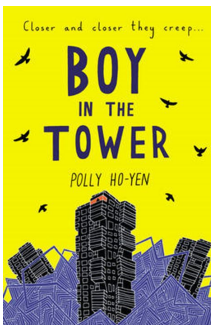
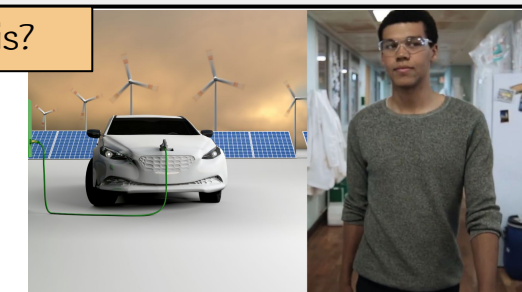
Key Skills/knowledge:

- ✓ Use recognise symbols when representing a simple circuit in a diagram.
- ✓ Associate the brightness of a buzzer with the number and voltage of cells used in the circuits.
- ✓ Compare and give reasons for variants in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Key Vocabulary:

Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage

Who is Haydn Francis?



PSHE/RSE:

Jigsaw: Being me in my world
Who am I and how do I fit?

Key Vocabulary: Laws, learning charter, collaboration, participation, motivation, rights, responsibilities, rewards, consequences, democracy, decision, proud.

Jigsaw: Celebrating difference
Respect for similarity and difference.
Anti-bullying and being unique.

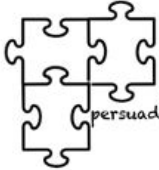
Key Vocabulary: Celebration, difference, conflict, Para-Olympian, achievement, accolade, disability, sport, perseverance, admiration, stamina

English

Nelson Mandela Writing units



Information
book for Y4



ANC speech
Advert Script



Diary Entry
Eye Witness Account



Don't forget to read at least
5x a week and complete the
AR Quiz when you've
completed a book.



Writing

- Use knowledge of morphology & etymology in spelling
- Develop legible personal handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices
- Ensure grammatical consistency

Grammar

- Use appropriate register/ style
- Use the passive voice for purpose
- Use features to convey & clarify meaning
- Use full punctuation
- Use language of subject/object

Speaking & Listening

- Use questions to build knowledge
- Articulate arguments & opinions
- Use spoken language to speculate, hypothesise & explore
- Use appropriate register & language

Mathematics:

Unit 1 – Calculating using knowledge of structures (1)

- Solve problems involving addition and subtraction.
- Solve multi-step problems in contexts deciding which operations and methods to use and why.
- Perform mental calculations *with addition and subtraction*.
- Solve problems involving addition, subtraction, multiplication and division.
- Solve problems involving the calculation and conversion of units of measure.
- Interpret pie charts and use them to solve problems.
- Find unknown angles in any triangle.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

Unit 2 – Multiples of 1000

Unit 3 – Numbers up to 10,000,000

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy.
- Interpret line graphs.

Unit 4 – Draw, compose and decompose shapes

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3D shapes, including making nets.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area of shapes.
- Calculate the area of parallelograms and triangles.



Don't forget to complete 10
sessions on TTRockstars
each week.

French: On mange

Key Skills/knowledge:

- I can go shopping for food.
du pain, du fromage, de la lemonade, de la crème, des fraises, des tomates, qu'est-ce que tu veux, je voudrais
- I can ask how much something costs.
C'est combien? C'est (cinq) euros
- I can talk about activities at a party.
On boit, on mange, on danse, on chante, on s'amuse, qu'est-ce qu'on fait pour la fete?
- I can give opinions about food and various activities.
C'est chouette, c'est nul, c'est bizarre.



Use Duolingo to practise
your French speaking and
reading.

Music: Guitars (taught by Mr Butcher)

Unit titles

Learning about music
Reading rhythms
Melody and Notation:

Physical Education: (taught by Mr Childs)

Unit titles

Invasion Games and Gym Challenge

RE: Christianity

Key Skills/knowledge:

- Express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers.
- Show how Christians express ideas about Jesus as human/divine in different images and say why some may not want to portray Jesus.
- Ask questions about things people need in life, and suggest my own answers to how the 'I am...' sayings of Jesus address human needs.
- Use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God.
- Ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle.

Computing: Variables in Quizzes (taught by Mr Edwards)

Key Skills/knowledge:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Art: Textile: Norman Foster, Friedensreich Hundertwasser, Batik Wall

Hanging

Key Skills/knowledge:

- Respond to the work of different artist/architects.
- Observe the strong linear structural aspects of bridges and buildings.
- Investigate, collect and select visual information from my sketchbook to develop ideas.
- Use relief printed textile processes to communicate my ideas and observations (press printing).
- Observe the strong linear aspects of artwork.
- Use permanent markers to transfer linear designs onto dip dyed fabric.
- Apply my experience of the batik process and develop my control of tools and techniques.
- Produce a wall hanging using batik.
- Investigate, collect and select visual information from my sketchbook to develop ideas.
- Adapt, improve and modify my work as I go along.

Key Vocabulary: Architecture, linear, selecting, structure, relief printing, multiple, response, transposing, designs, transferring, graphic, perspective, horizon, vanishing point, parallel line, layering, construction, destruction, assembling, joining, Batik wax, resist, dye, tjanting.

Design Technology: Soft toy

Key Skills/knowledge:

- ✓ Use research and develop design criteria to inform the design of appealing products.
- ✓ Generate and develop their ideas through discussion, annotated sketches and pattern pieces.
- ✓ Evaluate ideas and products against design criteria and consider the views of others to improve work.
- ✓ Select from and use a wider range of textiles according to their functional properties and aesthetic qualities.

Key Vocabulary: Running stitch, back stitch, overcast stitch, threading, casting off, pattern pieces, customer, constraints, durable, design, make, evaluate, fit for purpose, ideas, design criteria, product, function.

[Practise stitches](#)

Click on the hyperlink to
take you to a website where
you can practise some of the
stitches we will be doing in
class.