

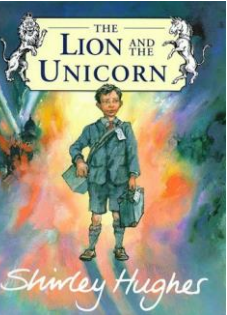
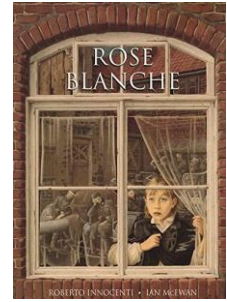
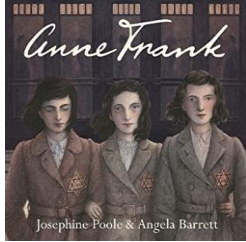
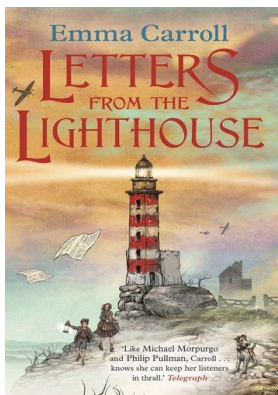
Key Books this term:



Year 6: Knowledge Organiser: Spring Term



Learning Gems



Guided Reading: Letter from the Lighthouse

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.
- ✓ Build on others' ideas and opinions about a text in discussion.
- ✓ Use scanning to find specific information.
- ✓ Refer to the text to support opinion.

Key Vocabulary: buffeted, crochety, evacuated, infuriating, jostling, mortified, ravenous, blubbing, credentials, exasperated, foisted, walloped, hubbub, disconcerting, immaculate, perilously, bittersweet, dutifully, sheepishly, tentatively.



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

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

Geography: Protecting the Environment

Key Skills/knowledge:

- ✓ Describe some threats to the health of our planet.
- ✓ Name several common minerals.
- ✓ Describe some renewable and non-renewable energy sources.
- ✓ Explain how humans rely on the oceans.
- ✓ Pose an enquiry question.
- ✓ Understand ways to make school more sustainable.
- ✓ Identify an important environmental issue.

Key Vocabulary: sustainability, habitat destruction, endangered, extinction, conservation, mineral, renewable, non-renewable, wind power, biome, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, endangered species, marine, fossil fuels: oil, gas, coal, oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean

PSHE/RSE:

Jigsaw: Dreams and Goals

Aspirations, how to achieve goals and understanding the emotions that go with this.

Key Vocabulary:

Dream, Hope, Goal, Learning, Strengths Stretch, Achievement, Personal, Realistic, Unrealistic, Sponsorship, Suffering, Hardship, Empathy, Motivation, Praise, Compliment, Contribution, Recognition

Jigsaw: Healthy Me

Being and keeping safe and healthy.

Key Vocabulary: Responsibility, Choice, Immunisation

Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Restricted, Illegal, Volatile substances, Synthetic highs, New psychoactive substances, illegal, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing Stress, Pressure



Religious Education: Islam

Key Skills/knowledge:

- ✓ Ask questions about a Muslim view of the meaning and purpose of life and suggest own opinions about life's meaning and purpose.
- ✓ Use the right terms to describe the 5 Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'
- ✓ Explain some of the key Muslim teaching about Tawheed or the one-ness of Allah, linking these to similar or different beliefs in another faith.
- ✓ Ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up in Britain.

History: WW2

What was the impact of World War Two?

Key Skills/knowledge:

- ✓ To investigate the causes of World War Two
- ✓ To know about the different organisations and people who contributed to the war effort.
- ✓ To understand the impact of rationing during World War Two.
- ✓ To find out about the Blitz and the communities affected by it.
- ✓ To know about evacuation and its impact on the people involved.
- ✓ To understand the significance of the holocaust.
- ✓ To use historical enquiry skills to research, and draw conclusions about, the past.
- ✓ To construct informed responses that involve thoughtful selection and organisation of historical information.
- ✓ To develop the use of appropriate historical terms.
- ✓ To understand how our knowledge of the past is constructed from a range of sources.



Key Vocabulary: Allies, Axis, defeat, victory, collaborate, cause, military, civilian, appeasement, alliance, peace treaty, empire, conscription, intelligence, espionage, prisoner of war, Burma Star, George Cross, Blitz, Nazi, rationing, evacuation, discrimination, persecution, segregation, race, antisemitism, Jew, Roma, Aryan, Concentration Camp, Holocaust, MBE, ATA, WAAF, SOE.

Science – we will begin the Spring Term by finishing off our Electricity topic.

Science (1): Evolution and Adaptation

Key Skills/knowledge:

- ✓ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- ✓ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- ✓ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Key Vocabulary: offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils.

What if penguins could fly?



Science (2):

Key Skills/knowledge:

- ✓ Recognise that light appears to travel in straight lines.
- ✓ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- ✓ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- ✓ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Key Vocabulary: straight lines, light rays, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.

English

Writing

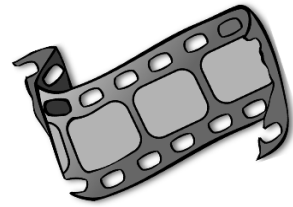
- ✓ Use knowledge of morphology & etymology in spelling.
- ✓ Develop legible personal handwriting style.
- ✓ Plan writing to suit audience & purpose; use models of writing.
- ✓ Develop character & setting in narrative.
- ✓ Select grammar & vocabulary for effect.
- ✓ Use a wide range of cohesive devices.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



Narrative Units:
Descriptive Writing
Story Writing



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



Computing: Sensing Input and Movement

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

Key Vocabulary: Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.

Design Technology: Engineering Solutions

Key Skills/knowledge:

- ✓ Use research and develop design criteria to inform the design of innovative and functional products that are fit for purpose aimed at a specific group.
- ✓ Generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams and prototypes (where appropriate).
- ✓ Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- ✓ Select from and use a wider range of components and materials according to their functional properties and aesthetic qualities.
- ✓ Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work.
- ✓ Apply understanding of computing to program, monitor and control their products.

Key Vocabulary: design, make, evaluate, fit for purpose, ideas, design criteria, product, function, client, programming, control.

Mathematics:

Fractions A

- ✓ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- ✓ Compare and order fractions, including fractions > 1 .
- ✓ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- ✓ Identify common factors, common multiples and prime numbers.
- ✓ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Fractions B

- ✓ Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- ✓ Divide proper fractions by whole numbers.
- ✓ Associate a fraction with division and calculate decimal fraction equivalents.
- ✓ Solve problems involving addition, subtraction, multiplication and division.

Ratio

- ✓ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- ✓ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- ✓ Solve problems involving similar shapes where the scale factor is known or can be found.

Algebra

- ✓ Use simple formulae.
- ✓ Generate and describe linear number sequences.
- ✓ Find pairs of numbers that satisfy an equation with two unknowns.
- ✓ Enumerate possibilities of combinations of two variables.
- ✓ Express missing number problems algebraically.

Use TTRockstars to
practise your multiplication
tables or use the link below
to practise your mental
maths.



<https://www.mathswithamouse.co.uk/quizzzy-whizzy-mental-maths>

Art: 3D Sculpture

Key skills/knowledge:

- ✓ Respond to the reclining figure work of Henry Moore.
- ✓ Observe a figure from a range of viewpoints.
- ✓ Respond to the mother and child work of Henry Moore.
- ✓ Adapt and improve my work as it progresses.
- ✓ Compare and comment on my own and others' work.
- ✓ Respond to the figurative sculptures of Alberto Giacometti.
- ✓ Produce a sculptural form in response to the work of Alberto Giacometti.
- ✓ Use modroc (plaster bandage) as a sculptural material.
- ✓ Review my sculpture and say what I think and feel about it.
- ✓ Research the work of craftspeople and designers working in different times and cultures as a starting point for making clay pottery.
- ✓ Review and modify my work, making changes as work progresses.

Key Vocabulary: distance, shading, movements, joints, position, supported, sculptural, figurative, response, modroc, wrapping, smooth, plaster, process, record, maquette, representation, pinch, pulling, stroking, smoothing, Greek, pottery, decoration, modify.

Music: Guitars (taught by Mr Butcher)

- ✓ Using the notes G, A, B, C, E and F.
- ✓ Learning about Rock and Jazz styles.

Key Vocabulary: chords, dynamics, melody, pitch, strumming, improvising

Physical Education

Unit titles

- ✓ Invasion Games
- ✓ Dance
- ✓ Strike and Field Games
- ✓ Net and Wall Games



duolingo

Use Duolingo to
practise your French
speaking and reading.



French: Le Cirque

Key Skills/knowledge (including vocabulary):

- ✓ Talk about Francophone countries.
La France, la Suisse, le Canada, la Martinique, le Maroc, le Sénégal
- ✓ Talk about the languages we speak.
Je parle anglaise/français, je ne parle pas anglaise/français
- ✓ Identify different items of clothing.
Un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe
- ✓ Describe items of clothing.
Bleu, rose, vert, orange, marron, jaune, blanc, noir