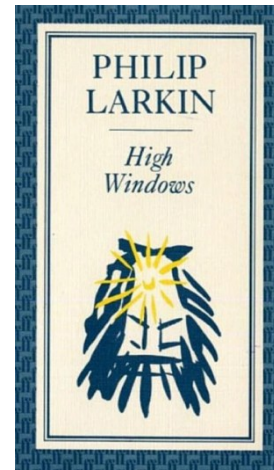


Year 6 English: The Trees – Narrative Poem - Approximately 2 weeks of learning time

Tier 2 Vocabulary	Definition
unresting	Continuing without pause or interruption
afresh	In a new or different way
grief	Very great sadness, especially at the death of someone
renewal	The act of making something continue, start again or improve
Tier 3 Vocabulary	Definition
thresh	To separate grain or seeds from the husks by shaking or trampling.
melancholy	A sad, thoughtful state of mind; a feeling of deep sadness.
mortality	The state of being subject to death.
metaphor	A metaphor compares two things directly <b>without</b> using "like" or "as," suggesting they are the same in some way, like saying "Time is a thief."
extended metaphor	A type of metaphor that continues throughout a piece of writing, drawing out a comparison between two unlike things over multiple lines, paragraphs or even the entire text.
symbolism	The use of symbols/images to express ideas, emotions and states of mind.



The  
Trees  
by  
Philip Larkin

In this unit, you will become familiar with the following:

Progressive tense

Symbolism

Metaphor





## Y6 Knowledge Organiser: Roman Numerals



### National Curriculum Links:

- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

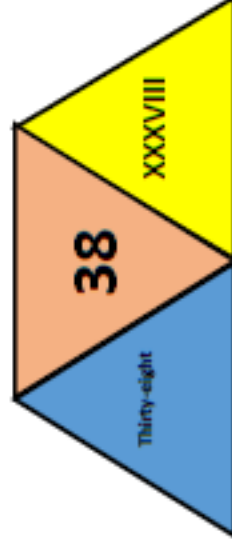
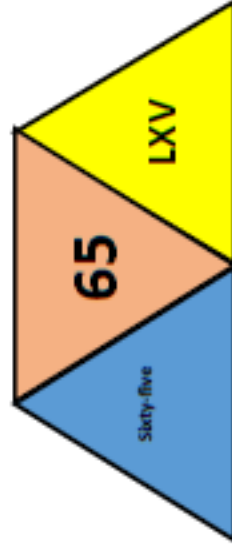
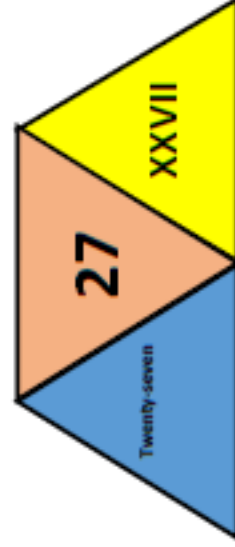
1	I	20	XX
2	II	30	XXX
3	III	40	XL
4	IV	50	L
5	V	60	LX
6	VI	70	LXX
7	VII	80	LXXX
8	VIII	90	XC
9	IX	100	C
10	X	500	D

1 before 5 →

10 before 50 →

1 before 10 →

10 before 100 →





Year 6 Religious Education— Pentecost: Witnesses —Approximately 3 weeks of learning time

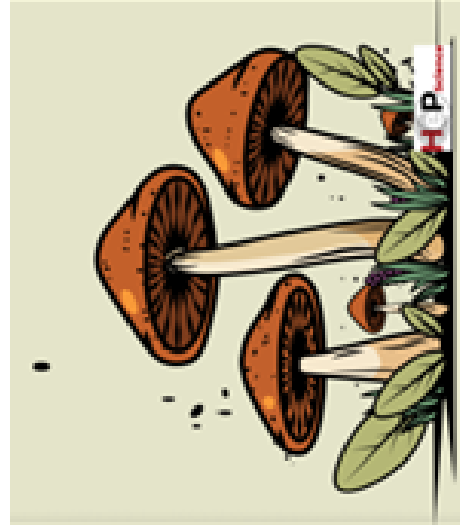
Terminology	Definition
witness	To watch or be present to a person who sees or hears something
Holy Spirit	The third part of the trinity
martyr	A person who suffers or is killed for defending some belief or cause
courage	The ability to face fear or danger; bravery
truth	A fact or principle that has been proved or something that is sincere
inspiration	A person or thing that motivates, uplifts or gives one the confidence to do something
Good News	The Gospels—the good news of Jesus



Prior Learning	Standard Indicators
Pupils have learned about the Pentecost in previous year groups. In Year 5, pupils learned about the transforming power of the Holy Spirit.	To compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness and to show understanding of how their own and others' decisions about witnessing are informed by beliefs and values.
	To show knowledge and understanding of scripture and to make links between Scripture and the belief in the power of the Holy Spirit and the actions of believers.
	To make links between beliefs, worship and sources.
	To arrive at judgements and compare my answers to questions of faith and moral values to others.
	To show knowledge and understanding of those actions of believers which arise as a consequence of their beliefs and the life and work of key figures in the history of the People of God.
	To show knowledge and understanding of how own and others' decisions are informed by beliefs and moral values.

## Year 6 Science:

# Knowledge Organiser: Living Things and Their Habitats



### Key Vocabulary

#### **invertebrates**

Animals that don't have a backbone. Some have soft bodies, like worms, slugs and jellyfish. Other invertebrates, like insects, spiders and crustaceans, have a hard outer casing called an exoskeleton.

#### **vertebrates**

Vertebrates have a backbone inside their body. They include mammals, birds, fish, amphibians and reptiles.

#### **spores**

A spore is a reproductive cell that can develop into a new individual without uniting with another reproductive cell.

#### **microorganisms**

Microorganisms are tiny. They are so small they can only be seen with a microscope. Yeast is a helpful microorganism which makes bread rise. Bacteria is a microorganism which breaks down plants into nutrients.

### What will we learn?

How do we classify animals?

How do we classify plants?

What are microorganisms?

Are there some tricky classifications?

Can we study local habitats?

Who was Carl Linnaeus?

### Who are the key players?



Carl Linnaeus

Each week, we'll answer comprehension questions linked to our learning. Which look like this.

#### WHAT DO YOU KNOW ABOUT ANIMAL CLASSIFICATION?

Read lesson 1 of the booklet and then answer the following questions.

1. What are the two main groups of animals?
2. Name one unique feature of mammals.
3. What characteristics allow birds to move through the air?
4. How are reptiles adapted to life on land?
5. Explain why a snail is a mollusc and not an insect.



## Y6 Art Knowledge Organiser: Sculpture

### Vocabulary

<b>composition</b>	the arrangement of elements within a work of art
<b>assemblage</b>	an artistic composition made by putting together scraps or junk
<b>literal</b>	a term used to describe an artistic expression that is devoid of distortions, exaggerations or embellishments
<b>symbolic</b>	art that communicates ideas and messages through symbols
<b>Sculpture</b>	three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing
<b>juxtaposition</b>	the fact of two things being seen or placed close together with contrasting effect
<b>manipulate</b>	to manipulate is to change or model by careful use of the hands



*In this unit, you will learn about the artist, **Tom Maley**.*

*Tom Maley is a multi talented and skilful artist who uses his imagination and his background in the industrial north to create powerful images from a variety of materials, often with a touch of humour.*

*Maley is a self taught sculptor, designer and architect with a background in mechanical design. Work is based on the human figure but will often contain contemporary mechanical elements to further illustrate and develop a given subject or idea.*

### Our learning journey through this unit:

To learn the subtle art of composition.

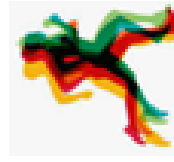
To study sculpture of local artist Tom Maley.

To draw inspiration from recycled materials.

To understand how to secure sculptural objects.

To gain experience of acrylic paints.

To critique and evaluate.



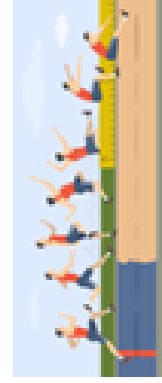
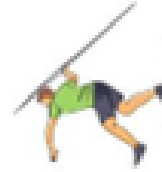
# Year 6 PE Knowledge Organiser



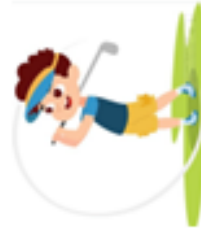
## Athletics

### What will we learn?

- To use correct technique to run at speed.
- To maintain control of pace to run for distance.
- To throw with accuracy and power.
- To apply techniques of relay running.
- To understand which technique is most effective when jumping for distance and height.
- To demonstrate good techniques in a competitive situation.
- To evaluate performances and consider strategy for beating 'personal bests'



Key Vocabulary	Definition
athletics	A collection of sports events that involve running, jumping, and throwing.
sprint	A short distance run at full speed.
relay	A race in which team members take turns running parts of the distance.
baton	A cylinder of wood or plastic that is used in relay races to mark a change in runners—it is passed to the next runner to continue the race.
long jump	An event where an athlete jumps as far as possible from a take-off point.
high jump	An event in which the athlete jumps over a horizontal bar at a height decided by the competition.
throwing events	Events that involve throwing objects, such as shot put, discus or javelin.



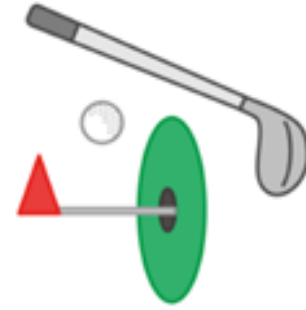
## Year 6 PE Knowledge Organiser

### Little Sticks



#### What will we learn?

- To use a golf club correctly and accurately.
- To strike a ball accurately.
- To identify how much force is required to hit the target.
- To aim and accurately hit a target with as few strikes as possible.
- To recognise the importance of handicaps in golf and being under par.



#### Key Vocabulary

#### Definition

##### Match Play

Match play is a form of competition where players win a point, each time they score lower (outscore) their opponent on a hole.

##### Team Scramble

A team scramble is a team format where players play in a team of three or four. All players in the team take their first shot and then decide on the best ball position to play all their next shots from. All players then hit their shots from the same position until they hit the ball in the hole.

##### Team Better Ball

A team format where the lowest score amongst the team members, on each hole, counts as the team score.

##### Team Alternate Shots

A team format where players are in teams of two with one ball. They take turns playing shots until the ball is in the hole. Players alternate taking the initial shot and record their score.

##### Penalty Shot

A penalty shot occurs if a ball lands and stops inside one of the water hazards. The pupil must take the ball out and place it on the ground behind or to the side (the ball cannot be closer to the hole) and play their next shot from there, but adding an extra shot to their score.

# Y6 Music – Knowledge Organiser

- Composition
- Improvising with confidence

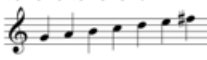
## What will we learn?

- To combine right and left-hand techniques.
- To begin to develop rapid finger changes through the introduction of quaver notes.
- Further focus on the free stroke (*tirando*). This is *balanced* with the need to keep the rest stroke (*apoyando*) solid by giving the pupil a chance to play both melody and accompanying parts.
- Extensive exercises for finger 4, via chords and melody, *are included* but the main aim is to complete the learning of the notes in first position, taking in *several* scales and modes along the way.
- Simple open chords *are also given* further attention containing coverage of chromatic notes relating to the bottom three strings.

### Understanding Music

<b>Tempo:</b>	Andante — at a walking pace (76bpm)
<b>Time signature:</b>	6/8 — there are six quaver beats in a bar
<b>Key signature:</b>	D minor — there is one flat in the key signature (b)
<b>Rhythmic patterns using:</b>	Dotted crotchets, triplet quavers and quavers

### Improvise Together

<b>Time signature:</b>	5/4
<b>Key signature:</b>	G major
<b>Notes:</b>	G, A, B, C, D, E, F# 

#### SONG 1 Wake Up! Style: Hip Hop

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** F minor — There are four flats in the key signature



**Circle the part you played:**

- Part 1: F, Ab, Eb
- Part 2: F, Ab, Eb
- Part 3: F, Ab
- (Recorder): F, Ab, Eb
- Part 4: F
- (Recorder): F, Ab, Eb

**Circle the notes you composed with:**

- F, G, Ab, Bb, C, Db, Eb

#### SONG 2 Down By The Riverside Style: Gospel

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** G major — There is one sharp in the key signature



**Circle the part you played:**

- Part 1: G, A, B, D, E, F#
- Part 2: G, A, B, D, E, F#
- Part 3: G, A, B, D, E, F#
- (Recorder): G, A, B
- Part 4: G

**Circle the notes you improvised with:**

- G, A, B, C, D

#### SONG 3 Dance The Night Away Style: Salsa

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** F minor — There are four flats in the key signature



**Circle the part you played:**

- Part 1: F, G, Ab, Bb, C, Eb
- (Recorder): F, G, Ab, Bb, C
- Part 2: F, G, Ab, Bb, C, Eb
- (Recorder): F, G, Ab, Bb, C
- Part 3: F, G, Ab, Bb, C, Eb
- (Recorder): F, G, Ab, Bb, C
- Part 4: F





# COMPUTING: CREATING MEDIA- 3D Modelling

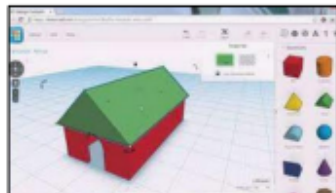
Y6

## KNOWLEDGE ORGANISER



### Overview

#### 3D Modelling



-3D means three-dimensional, or having 3 dimensions. For example, a box is a 3D shape, whereas a square is a 2D shape.

-3D modelling involves using computer software to create 3D shapes, in order to produce models of real-world objects.

-3D modelling allows us to view designs from different angles and experiment with various designs.

-3D modelling is used in many industries, e.g. in interior design, architecture and making video games.



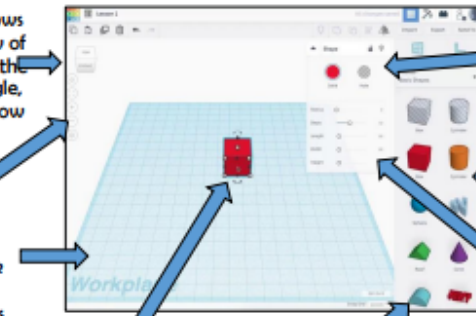
### The Basics of 3D Modelling

'Tinkercad' is one example of software that we can use to create 3D Models. Other examples include 'CAD for Kids' and 'Sketchup 3D.'

-The ViewCube Allows us to switch the view of the model e.g. from the front angle, top angle, or spin around to show the sides.

-Zoom in and zoom out.

-The workspace, where you can work on your model. The square panes help us to distances and dimensions accurately.



-Objects can be resized by dragging the handles (white squares).

-When you move multiple objects into the same space, they merge.

-Change the colour/shading of your model, and make them solid or 'hole.'

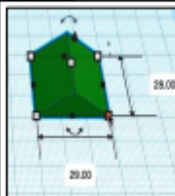
-3D objects that can be dragged into the workspace and remodelled.

-Alter the dimensions of your model, for example the length, height, width and shape.

### More Advanced Techniques

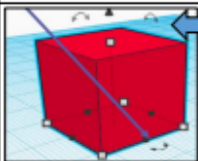
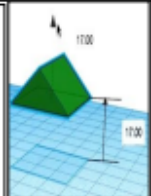


**Duplicating:** Click and drag around an object to ensure that it is selected. Then, click on the duplicate icon (see left) to create a copy.



**Resizing:** Objects can be manually resized by clicking and dragging on the handles around them. The dimensions are labelled.

**Lifting:** Use the ViewCube to change the viewing angle of the model to the front/ side. Then, use the cone handle in order to lift the object from the workspace.



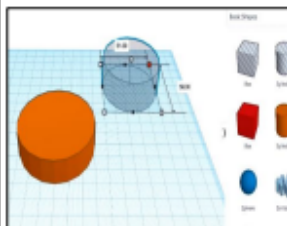
**Rotating:** Selecting these handles allows us to rotate shapes. Drag the object to rotate it in different ways.

**Combining Shapes** Many complex shapes are made up of a number of 3D shapes – we can position and merge them together.



**Text:** You can add block text by selecting 'text' in the shapes. This can help you to enhance other shapes.

### Making Holes



**Holes:** Sometimes we need to create objects that are not solid – they have space inside/ within them.

-To achieve this, begin by adding a 3D shape onto the workspace. Then drag one of the 'holes' shapes onto the workspace. Adjust dimensions accordingly.

-Drag the 'holes' shape over the 3D shape as desired.

-Click and drag a box around the shapes to select them.

-Click the 'group' button to combine the shapes and create the hole.



### Important Vocabulary

Modelling Three-Dimensional Workspace Faces Vertices Edges Handles Resize Position Hole Design Modify