Year 6 R.E. – Branch 2 – Prophecy and Promise - Approximately 5 weeks of learning time

Learning sequenced under each lens			
Hear	Believe	Celebrate	Live
Hear 1: Hear 2: Exodus 1:8-22; 2:1-10: Miriam **Hear 4:** 1 Samuel 1:5, 9-11, 26-28: Hannah **Hear 5:** Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a 17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther **Hear 6:** Lk 1: 26 56: Mary as the fulfilment of Old Testament promises **Hear 7:** The difference between the Lucan and Matthean infancy narratives	**Believe 1:** The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II's address, General Audience, 27 March 1996). **Believe 2:** Mary is the fulfilment of the Old Testament promises and became the 'Mother of God' by her 'Yes' to God's plan.	**Celebrate 1:** The Magnificat is the song of the Mother of God and the song of the Church. **Celebrate 2:** The Church prays the Magnificat each day at Vespers (evening prayer). **Celebrate 3:** Some sung settings of the Magnificat.	**Live 1:** Examples of women today who are responding to God's call in their life. For example, the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor).



Prophecy and Promise



Lessons	
H1	Creation and Covenant Discovered
H2	Prophecy and Promise uncovered
H3	Prophecy and Promise to explore
1	Sarah in Salvation History
2	Miriam in Salvation History
3	Deborah in Salvation History
4	Hannah in Salvation History
5	Esther and the Festival of Purim
6	Protagonists of Salvation History
7	Mary Fulfils Old Testament Promises
8	The Infancy Narratives of Luke and Matthew
9	Mary Fulfils Prophecy
10	The Magnificat
11	Women Called by God
12	The Vocation of the Laity
13	Women within the Church
14	The Importance of Mary to Catholics
15	Significant Women in own Life

Expected Outcomes

Understand

U6.2.1. Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context.

U6.2.2 Use theological language to explain what is meant by describing the women of the Old Testament as 'true protagonists of salvation history' (Pope John Paul II's address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament.

U6.2.3 Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26 56 with the authorial focus in Matthew's account (Matt 1:18-25).

U6.2.4 Use theological language to describe and explain the belief that Mary became the 'Mother of God'

U6.2.5 Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.

U6.2.6 Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to an example of a Catholic women's religious order.

Discern

D6.2.1 Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers.

D6.2.2. Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.

Reflect

R6.2.1. Reflecting on their own experience, consider the women in their lives who have been important or significant.

R6.2.2. Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life. R6.2.3 Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community.

Y6 Knowledge Organiser: Addition, Subtraction, Multiplication and Division

National Curriculum Links

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Column Addition

2	4	2	5	7			
^{1}	6	$^{1}3$	$^{1}5$	4	+		
3	0	6	1	1			

Column Subtraction

$^{1}2$ ~~$^{13}4$~~		$^{1}2$	5	7			
	6	3	5	4	-		
1	7	9	0	3			

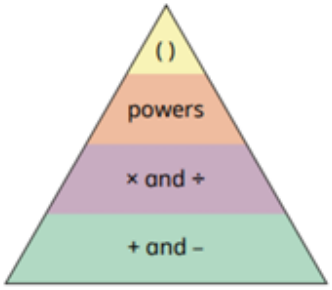
Order of Operations

Use the pyramid to guide you through:

Calculations in brackets should always be done first.

Multiplication and division have equal priority and should be performed before additions and subtractions.

You can also use **BIDMAS** to help you remember.



Long Division

		1	9	1	r7
14	2	6	8	1	
-	1	4	↓		
	1	2	8		
-	1	2	6	↓	
			2	1	
		-	1	4	
				7	

1.		1	4
2.		2	8
3.		4	2
4.		5	6
5.		7	0
6.		8	4
7.		9	8
8.	1	1	2
9.	1	2	6
10.	1	4	0

Long Multiplication

		$^{2}2$	$^{3}5$	7			
		^{2}	$^{2}5$	4	x		
	1	0	2	8			
1	2	8	5	0			
1	3	8	7	8			

Year 6 English: The Boy at the Back of the Class – Narrative - Approximately 4 weeks of learning time

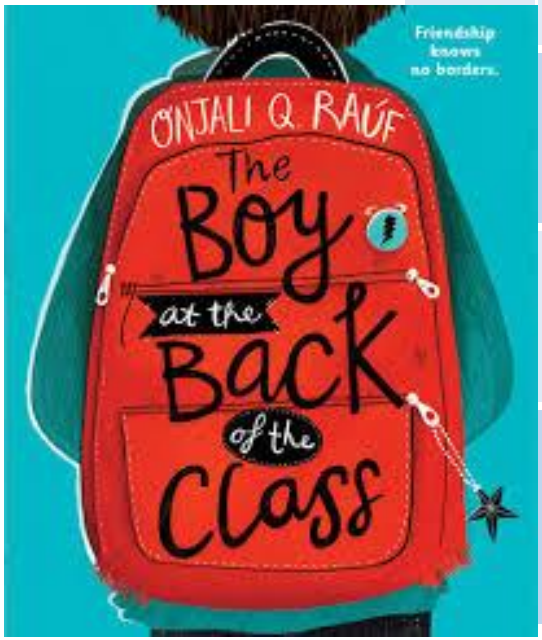
Vocabulary	Definition
ingenious	Ingenious means showing a lot of cleverness, creativity, and inventiveness.
contagious	Contagious means something that can be spread from one person or animal to another, especially a disease, but can also refer to emotions or feelings.
confiscate	To confiscate means to take something away from someone, usually as a punishment or because it is not allowed.
pluck	Pluck means to take something quickly or to pull at something with a sudden movement.
anguish	Anguish means severe mental or physical pain or suffering.
solidarity	Solidarity means unity or agreement among individuals or groups, especially in supporting each other.
refugee	A refugee is a person who has to leave their country to escape war, persecution, or natural disaster.
immigrant	An immigrant is a person who comes to live in a different country from where they were born.

Modern Fiction

by

Onjali Q. Raúf

Read



This unit builds on previous narratives, using a wider range of grammatical features.

The children will learn to:
- Infer and deduce theme, mood, tone and narrative structure.
- Analyse subtleties in character and character development through images.

The children will learn to:
- Write in role as a character.
- Write a short piece of persuasive writing.
- Write a formal persuasive letter.

The children will learn to identify and use:
- Subjunctive form
- Use colons and semi-colons to link clauses.

The children will learn to:
- Adapt voice and pace to emphasise mood, tone and atmosphere (building on oral performance of their Blessing inspired poems Y5)

Punctuation to showcase this half term:

:

;

–



Y6 PE

Gymnastics – Knowledge Organiser



What will we learn?

- ✓ To become increasingly competent and confident to perform skills more consistently.
- ✓ To be able to perform in time with a partner or group.
- ✓ To use compositional ideas in sequences such as changes in height, speed and direction.
- ✓ To experience flight on and off high apparatus.
- ✓ To bring explosive moves into floor and apparatus work through jumps and leaps.
- ✓ To use apparatus in a safe and imaginative way.

Key Vocabulary

Canon	A sequence where movements are performed one after another by different people, like a ripple effect.
Unison	Performing the same movement at the same time as another person or group.
Synchronisation	Matching timing and rhythm exactly with a partner or group during movement.
Control	Being able to hold a position or movement steadily and accurately, without wobbling or losing balance.
Tension	Tightening the muscles to hold a shape firmly and create strength in a movement or balance.
Extension	Stretching the body or limbs to their full length to create clear, strong lines.
Pathway	The route or pattern a gymnast travels across the floor or apparatus (e.g. straight, curved, zig-zag).
Level	The height of a movement — for example, performing on a low, medium, or high level.

Y6 Knowledge Organiser: Fractions A

National Curriculum Links

- Identify common factors, common multiples and prime numbers
- Solve problems involving addition, subtraction, multiplication and division
- 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
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Simplify Fractions

$\frac{9}{12}$

Factors of 9: 1, 3, 9

Factors of 12: 1, 2, 3, 4, 6, 12

$\frac{9}{12} = \frac{3}{4}$ (×3 / ÷3)



Compare and Order Fractions

Use the Common Denominator

Multiples of 5: 5, 10, 15

Multiples of 3: 3, 6, 9, 12, 15

$\frac{3}{5} \square \frac{2}{3}$

$\frac{3}{5} = \frac{9}{15}$ (×3) $\quad \frac{9}{15} < \frac{10}{15}$ $\quad \frac{2}{3} = \frac{10}{15}$ (×5)



Use the Common Numerator

Multiples of 5: 5, 10, 15

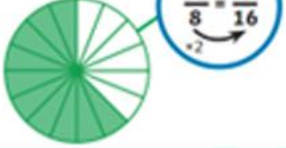
Multiples of 10: 10, 20

$\frac{5}{8} \square \frac{10}{13}$





$\frac{5}{8} = \frac{10}{16}$ (×2) $\quad \frac{10}{16} < \frac{10}{13}$ $\quad \frac{10}{13} = \frac{10}{13}$





Dividing Fractions by Whole Numbers

$\frac{2}{5} \div 2 = \frac{1}{5}$

Multiplication and division are the inverse of one another so:

÷ 2 is the same as × $\frac{1}{2}$

$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$

Y6 Science

Light – Knowledge Organiser

What will we learn?

How does light travel?

How does reflection help to see?

Can we increase reflection?

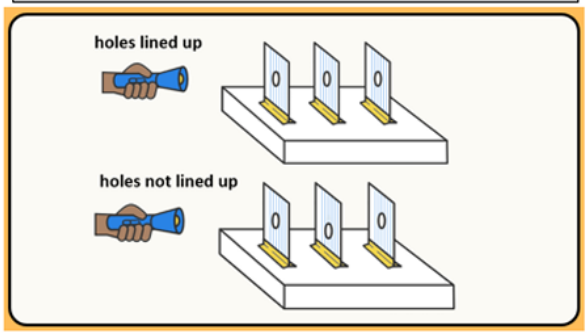
What shapes our shadows?

What causes rainbows?

Can we make a red apple blue?

Key Vocabulary	
opaque	Opaque is a term used to describe a material that does not allow any light to pass through it, making it impossible to see through.
transparent	Transparent refers to a material that allows light to pass through it without significant obstruction, enabling clear visibility through it.
translucent	A material that lets some light through, but you cannot see clearly through it, like frosted glass.
distort	To change the shape or appearance of something, making it look different from what it really is.
absorb	To take in or soak up a substance, like when a sponge takes in water.
emitted	To send out, usually referring to light, heat or sound being given off by something.
scattered	Spread out over a wide area, so that the items are not all in one place.
refracted	Bent or changed direction, usually when light passes through a different material, like water or glass.

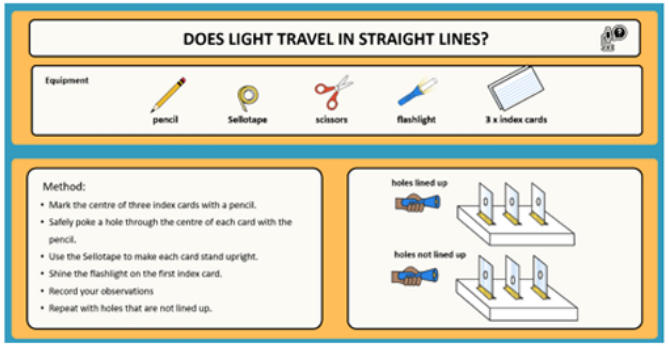
Scientific Enquiry



We will design and conduct investigations.



We will answer comprehension questions from our module book every week.

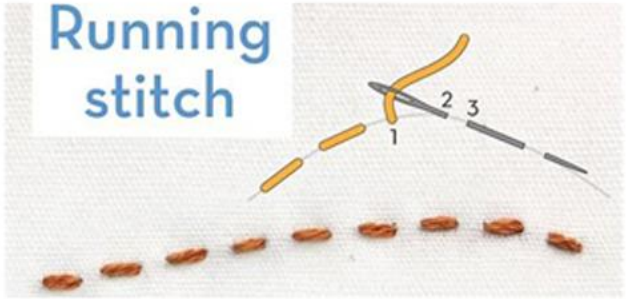


Year 6 D&T

Knowledge Organiser: Textiles

What will we learn?

- To design a waistcoat
- To mark and cut fabric according to a design
- To assemble a waistcoat
- To decorate a waistcoat
- To evaluate a finished article



Key Vocabulary
annotate
decorate
design criteria
fabric
target customer
waistcoat
waterproof

The running stitch is a basic starting stitch. You will aim to sew a strong running stitch and tie strong knots to secure the fabric.



Using thread, you will attach objects for decoration.



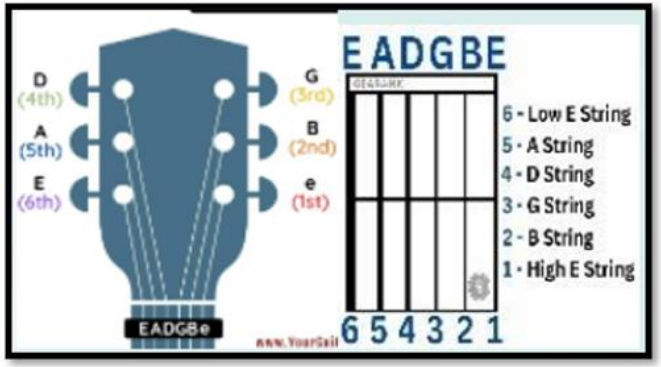
Y6 Music – Knowledge Organiser

- Composition
- Developing Ensemble Skills

What will we learn?

- Revise crotchet and minim, semibreve, and dotted minims.
- Compose and perform a rhythm.
- Learn a musical piece for a Christmas performance.
- Play, improvise and compose using a selection of the following notes:

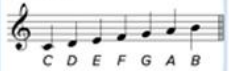
  C, C♯, D, E, F, F♯, G, G♯, A♭, A, B♭, B



SONG 1
My Best Friend
Style: Soul

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

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, A, B
Part 2: C, D, E, A, B
(Recorder): C, G, A, B
Part 3: C, D, E, A
(Recorder): C, G, A, B
Part 4: C

Circle the notes you improvised with:
C, D, E, F, G

Circle the notes you composed with:
C, D, E, F, G, A, B

SONG 2
Singing Swinging Star
Style: Jazz: Swing

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

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



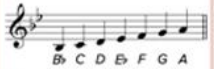
Circle the part you played:

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

SONG 3
Roll Alabama
Style: Rock

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

Key signature: B♭ major — there are two flats in the key signature



Discuss together what this song was about. Write down three words about the song:

Note and Rest Chart

name	relative length	note	rest	in $\frac{4}{4}$ time
semibreve	whole note	𝅝	𝄻	4 beats
minim	half note	𝅗𝅥	𝄼	2 beats
crotchet	quarter note	♩	𝄽	1 beat

Vocabulary

pulse

rhythm

pitch

tempo

dynamics

structure



Y6 Computing – Knowledge Organiser

➢ Creating Media: Web Page Creation

What will we learn?

- To review an existing website and consider its structure and to know that websites are written in HTML.
- To plan the features of a web page, recognising the common features of a web page and drawing a web page layout that suits their purpose.
- To consider the ownership and use of images (copyright), to know why this is important and to describe what is meant by the term 'fair use'.
- To recognise the need to preview pages, adding content to their own web pages and evaluating what their web page looks like on different devices, suggesting/making edits.
- To outline the need for a navigation path, explaining what a navigation path and why they are useful. To make multiple web pages and link them using hyperlinks.
- To recognise the implications of linking to content owned by other people, creating hyperlinks to link to other people's work and evaluating the user experience of a website.





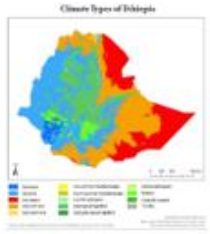


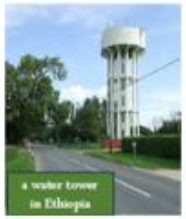


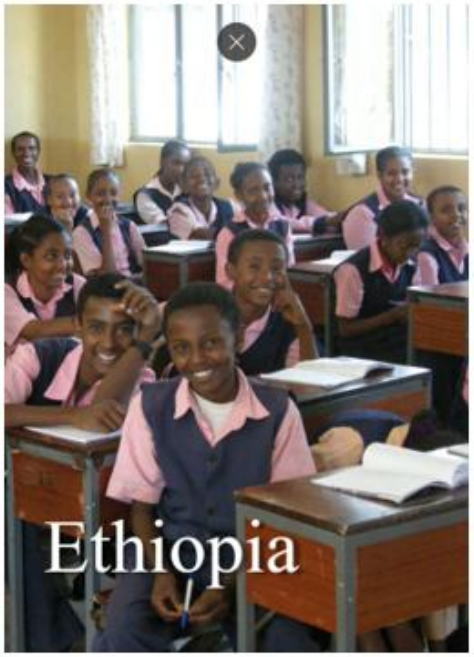
Key Vocabulary

website	A website is a collection of related web pages that can be found on the internet, where people can find information, services, or entertainment.
webpage	A webpage is a single page of content on a website, which you can view using a web browser.
HTML	HTML stands for Hyper Text Markup Language, which is the code used to create and design webpages.
copyright	Copyright is a legal right that gives the creator of a piece of work exclusive control over how it can be used, copied, or shared.
content	Content refers to the information, images, videos, or other materials found on a website or webpage.
navigation path	A navigation path shows the route a user takes to go from one page to another on a website.
hyperlinks	Hyperlinks are clickable links on a webpage that take you to another location, either within the same page or to a different webpage.

Year 6 Geography – Energy and Climate Change - Approximately 6 weeks of learning time







Terminology	Definition
Teff	A tiny grain grown mainly in Ethiopia. It is used to make a traditional flatbread called injera, which is a common Ethiopian food.
Rift Valley	A long, deep valley formed when the Earth's crust pulls apart. The Great Rift Valley runs through Ethiopia and has many mountains, lakes and volcanoes.
Sanitation	The systems and practices that keep places clean and healthy, such as clean water, toilets, and waste disposal.
Water-borne	Carried or spread through water. Water-borne diseases are illnesses that people can catch from contaminated water.
Tropics	The warm region of the Earth between the Tropic of Cancer and the Tropic of Capricorn, near the Equator.
Arid	Very dry, with little or no rainfall.
Impervious	Not allowing water or another substance to pass through.
Malaria	A serious disease spread by mosquitoes that is common in some tropical regions of the world.



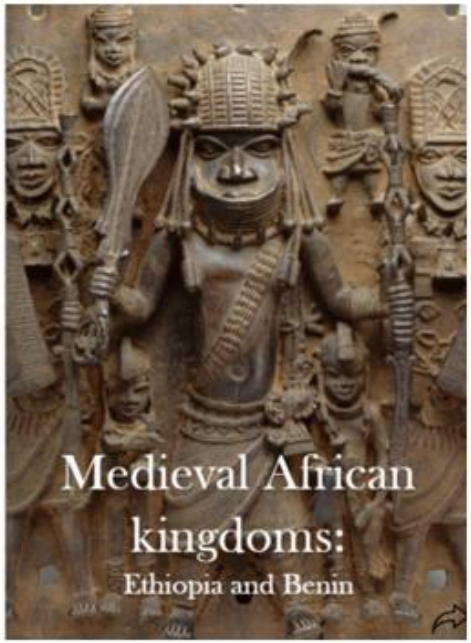


Prior learning	This unit links to previous units on oceans and interconnections
Geography objectives	**Disciplinary focus: Interaction** ***How do local actions in the UK affect global climate?*** **1. Diverse Ethiopia** We are learning about Ethiopia's diverse landscapes, peoples and regions, and how physical geography shapes life across the country. **2. What is it like to live in Ethiopia now?** We are learning how people live in modern Ethiopia and how daily life varies between urban and rural areas. **3. Some challenges in Ethiopia** We are learning about some of the challenges facing Ethiopia and how they affect people's lives. **4. Biomes and agriculture in Ethiopia** We are learning how Ethiopia's different biomes influence the crops people grow and the ways they use the land. **5. Energy: is hydro-electric power the answer?** We are learning how hydro-electric power is generated in Ethiopia and to consider its benefits and drawbacks. **6. Climate change in Ethiopia** We are learning how climate change is affecting Ethiopia's environment, agriculture and communities.



Year 6 History – Medieval African Kingdoms: Ethiopia and Benin - Approximately 6 weeks of learning time

Terminology	Definition
Solomonic	Connected to the royal family of Ethiopia, who believed they were descended from King Solomon from the Bible.
Edo	The name of the people, language, and culture of the Kingdom of Benin.
Entreaty	A serious and respectful request for help or support.
Rations	Fixed amounts of food or supplies given to people, especially during journeys or times of shortage.
Ambassadors	Official representatives sent by a ruler or country to communicate with other rulers or countries.
Christendom	The Christian world, especially the countries where Christianity was the main religion.
Relics	Objects believed to be connected to a saint, holy person, or important religious event.
Psalms	Sacred songs, prayers, or poems found in the Bible.
Psalter	A book containing the Psalms, used for worship and prayer.
Turret	A small tower built as part of a castle, palace, or large building.
Regalia	The special clothing, jewellery, crowns, and objects that show a king, queen, or ruler's authority.









Prior learning	This unit builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.

History objectives

Disciplinary focus: similarities and differences

How similar and how different were medieval Ethiopia and Benin?

1. **An old empire falls, a new empire rises**

We are learning how the Aksumite Empire declined and how the Solomonic dynasty established a new Christian kingdom in Ethiopia.

2. **Do not search for another king!**

We are learning why Ethiopian rulers claimed descent from King Solomon and how this strengthened their authority.

3. **The trappings of power**

We are learning how rulers of Ethiopia used religion, ceremonies and symbols of power to govern their kingdom.

4. **A rainforest kingdom**

We are learning where the Kingdom of Benin was located and how its people adapted to life in the rainforest environment.

5. **The Leopard of the House**

We are learning about Ewuare the Great and how he expanded and strengthened the Kingdom of Benin.

6. **Rules, rituals and regalia**

We are learning how the Oba of Benin used laws, ceremonies and royal regalia to maintain power and authority.



