

# PSHE/RSE Knowledge Organiser Year 6 Spring Term

## How can the Media Influence People?



### Essential Vocabulary

suspicious	Suspicious means having a feeling that something isn't quite normal or might be wrong. It's like when things seem a bit off, and you start to question what's happening. It could be someone acting strangely or something not fitting in with what you expect. It's a bit like a signal that tells you to pay attention and maybe be cautious or curious about what's going on.
media	the media refers to all the different ways information is shared with a lot of people. It includes things like newspapers, TV, websites, and social media. The media helps us know what's happening around the world, learn new things, and sometimes it can also share opinions. It's like a big messenger that tells us about important stuff, and we need to think carefully about what we see and hear to understand it better."
advertising	advertising as a way companies try to get our attention and persuade us to buy their products or believe in their ideas
manipulate	manipulate means to try and control or influence something or someone in a clever or sometimes tricky way

### Key Knowledge

- Understand how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions
- Understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- Understand how text and images can be manipulated or invented; Learn strategies to recognise this and how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts and to recognise unsafe or suspicious content online and what to do about it

### Links to Prior Learning.

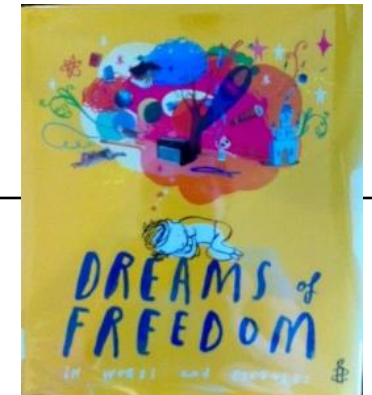
- how can friends communicate safely? (Year 5)
- how do we treat each other with respect? (Year 4)
- what keeps us safe? (Year 3)

### Key Questions

- how does the media affect our thoughts, feelings and actions?
- what are the rules for sharing online?
- what is a mixed message and how do I know what to believe?
- What is fake news and how do we spot it?
- What is suspicious content and how do we report it?

### RSE No Outsiders

Dreams of Freedom by Amnesty International. Children will discuss freedom the rights we have to be the person we want to be.



# Area, Perimeter and Volume - Measure

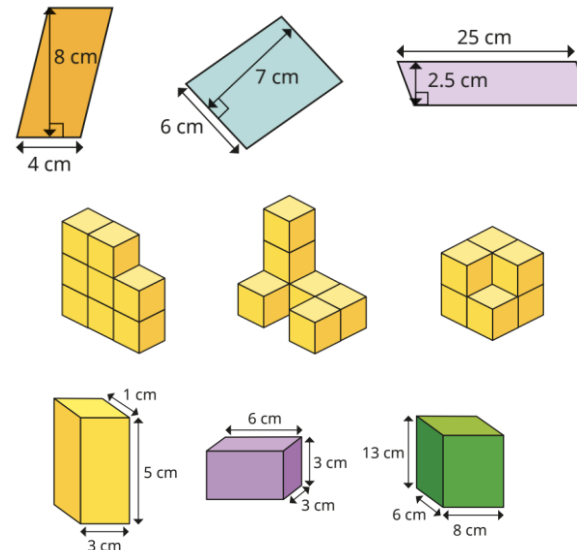


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Essential Vocabulary	
Perimeter	Continuous line forming around a geometrical shape
Area	Measurement of a surface
Square centimetres	Unit of measure for area
Scale	Defines the relationship between the actual shape and a model
Compare	To view something in relation to another
Estimate	Having a rough calculation or guess of an answer
Compound shape	A shape made up of two or more compound shapes
Cubic metre (m <sup>3</sup> )	Unit of measure for volume

Links to Prior Learning	
<ul style="list-style-type: none"> <li>In Year 3, measure and compare different lengths.</li> <li>In Year 3 find the perimeter of simple 2D shapes.</li> <li>In KS1 learn how to measure lengths effectively and accurately and use appropriate measures.</li> <li>In Year 4, convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>In Year 5 learn how to find the area and perimeter of different shapes.</li> </ul>	

Our Small Steps of Learning	
Step 1	Shapes - same area
Step 2	Area and perimeter
Step 3	Area of a triangle - counting squares
Step 4	Area of a right-angled triangle
Step 5	Area of any triangle
Step 6	Area of a parallelogram
Step 7	Volume - counting cubes
Step 8	Volume of a cuboid



Key Questions	
<ul style="list-style-type: none"> <li>Do shapes that have the same area have to look the same?</li> <li>How can you use factor pairs to find shapes that would have the same area?</li> <li>What is perimeter? What is area?</li> <li>How can you find the perimeter of the rectangle?</li> <li>How can you find the area of the rectangle?</li> <li>How is finding the area of a triangle similar to finding the area of a rectangle when counting squares?</li> <li>How is it different?</li> <li>What do you notice about finding the area of a rectangle and finding the area of a right-angled triangle?</li> <li>What is the formula to find the area of a right-angled triangle?</li> </ul>	

Key Knowledge	
<ul style="list-style-type: none"> <li>Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>Recognise when it is possible to use formulae for area and volume of shapes</li> <li>Calculate the area of parallelograms and triangles</li> </ul>	

# Decimals - Number



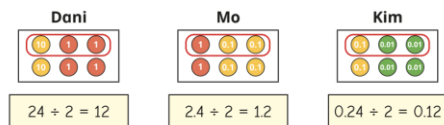
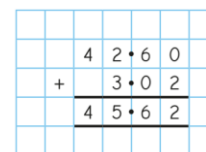
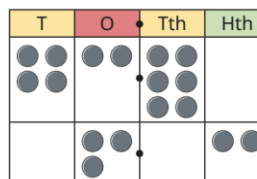
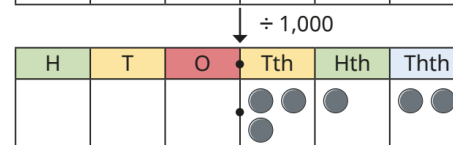
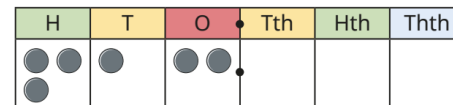
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Essential Vocabulary	
Decimal	A system of numbers and arithmetic based on the number ten, ten parts, and powers of ten.
Decimal place	The position of a digit to the right of the decimal point
Tenth	One out of ten equal parts of a whole
Hundredth	One out of one hundred equal parts of a whole
Thousandth	One out of one thousand equal parts of a whole
Decimal point	A point or dot placed after a integer
Percentage	A rate, number or amount in each hundred

Our Small Steps of Learning	
Step 1	Place value within 1
Step 2	Place value - integers and decimals
Step 3	Round decimals
Step 4	Add and subtract decimals
Step 5	Multiply by 10, 100 and 1,000
Step 6	Divide by 10, 100 and 1,000
Step 7	Multiply decimals by integers
Step 8	Divide decimals by integers
Step 9	Multiply and divide decimals in context

Key Questions	
•	What does each digit in a decimal number represent? How do you know?
•	How many tenths/hundredths/thousandths are there in 1 whole?
•	Which is greater, 1.897 or 3.1? How do you know?
•	What is the next/previous integer/tenth/hundredth?
•	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
•	If there are not enough tenths/hundredths/thousandths for the subtraction, what do you need to do?
•	What is an integer?
•	If you know $3 \times 2 = 6$ , what else do you know?

Links to Prior Learning	
•	Counting in tenths and hundredths in Year 3 and 4.
•	In Year 4 solve simple problems relating to fractions
•	In Year 4 write and recognise decimal equivalents of any fractions with tenths or hundredths
•	Order decimals in Year 5 and convert fractions to decimals.
•	Rounding decimals in Year 5



Year 6 - Spring 1 & 2 - Maths

Key Knowledge	
•	Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
•	Solve problems which require answers to be rounded to specified degrees of accuracy
•	Multiply 1-digit numbers with up to 2 decimal places by whole numbers
•	Use written division methods in cases where the answer has up to 2 decimal places
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•	Use written division methods in cases where the answer has up to 2 decimal places
•	Solve problems involving addition, subtraction, multiplication and division

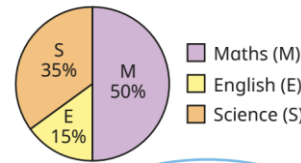


Essential Vocabulary	
Mean	The mathematical average of two or more numbers.
Average	A calculated central point of two or more numbers.
Table	A way of presenting data using rows and columns.
Two-way table	A table that shows the observed frequency of two variables.
Axis	The "x" and "y" lines that cross to make a graph.
Data	A collection of facts such as numbers, measurements or observations.
Dual line graph	A line graph with two lines to compare two different variables.

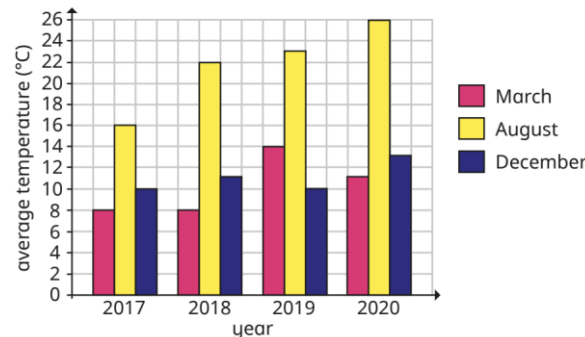
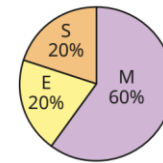
Links to Prior Learning
<ul style="list-style-type: none"> <li>In Year 2 interpret simple graphs and pictograms.</li> <li>In Year 3 and 4 present data in bar charts, pictograms and tables.</li> <li>In Year 5 solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.</li> </ul>

Our Small Steps of Learning	
Step 1	Line graphs
Step 2	Dual bar charts
Step 3	Read and interpret pie charts
Step 4	Pie charts with percentages
Step 5	Draw pie charts
Step 6	The mean

boys' favourite subjects



girls' favourite subjects



## Key Questions

- How do you read information from a line graph?
- What does each axis represent?
- What does the direction of the line tell you about what happened?
- How can two sets of data be recorded on the same line graph?
- How is a dual bar chart different from a single bar chart?
- How is a pie chart different from a bar chart?
- What percentage does the whole pie chart represent?
- What percentage does half/quarter of the pie chart represent?
- How can you use the total to calculate the mean?

## Key Knowledge

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Calculate and interpret the mean as an average.

# Science Knowledge Organiser Year 6 Spring 2



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## Links to Prior Learning

Recognise that they need light in order to see things and that dark is the absence of light. (Year 3)

Notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Year 3)

Compare and group together everyday materials on the basis of their properties. (Year 5)

## Enquiry Skills - Science Disciplines

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Using test results to make predictions to set up further comparative and fair tests.

## Key Questions

- How does light travel?
- Why do shadows change?
- Why do we need light?
- What is dark?
- Can the light from the sun be dangerous?

## Key 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.

## Essential Vocabulary

Periscope	A periscope is a simple device that enables children to see over walls or round corners.
Reflect	Reflection is when light bounces off a surface, changing the direction of a ray of light.
Rainbows	A rainbow is a multicolored arc made by light striking water droplets.
Light sources	Sources of light are split into two categories: natural and artificial. Artificial means made by humans, like a light bulb. Natural light means something like stars or lightning.

# Non-Fiction - Recount - Journalistic



Essential Vocabulary	
Journalistic report	The goal of a report is to provide accurate, impartial, and balanced information to the audience, and to give them the context and understanding they need to make informed decisions.
Colonised	Settle amongst and take control over, e.g. Weeds quickly colonized the fields.
Independent clauses	A clause that can form a complete sentence standing alone. e.g. I was tired after working all day, so I decided to go to bed early.
Hybrid text	A mixture of genres within one text.  This text the children will explore a journalistic style with information, explanation and biography.
Passive voice for ambiguity	The subject receives the action of the verb to avoid confusion.  e.g. The ball was thrown by the pitcher," the ball (the subject) receives the action of the verb, and was thrown is in the passive voice.

Key Knowledge
<p>This half term we will be exploring the book 'Island' by Jason Chin. It is described as a book that has been 'thoroughly researched and filled with intricate and beautiful paintings'.</p> <p>Chin, tells the tale of an epic saga of the life of an island- born of fire, rising to greatness, its decline and finally the emergence of life on new islands.</p> <p>By the end of this unit children will have written a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview or information. The children will also be asked to write a discussion about whether it was right to take Jemmy Button from his habitat.</p>



Links to Prior Learning
<ul style="list-style-type: none"> <li>English - Fiction- Recounts- throughout KS1 and KS2</li> <li>Science- Habitats, Animal Including Humans and Evolution - throughout KS1 and KS2</li> <li>Geography- Comparing Geographical environments</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Use passive verbs.</li> <li>Variety of verb forms used correctly and consistently, including the progressive and the present perfect forms.</li> <li>Use a wide range of devices to build cohesion.</li> <li>Use organisational and presentational devices to structure text.</li> <li>Use colons to mark boundaries between independent clauses.</li> <li>Journalistic report hybrid:</li> <li>Add details of the 5Ws throughout piece - who, what, where, when, why and how.</li> <li>Direct address to the reader through questions as subheadings.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>What is an 'endemic species'?</li> <li>What features of Darwin's epic adventure would you include in a newspaper report?</li> <li>Was it right to take Jemmy Button away from his habitat?</li> <li>What questions would you ask Charles Darwin about his findings?</li> </ul>



### Essential Vocabulary

<b>Physical geography</b>	climate zones, biomes, acid rain, atmosphere, carbon dioxide, climate change, contaminate, deforestation, ecosystem, emission, renewable and non-renewable energy sources, greenhouse effect, ozone layer, reusable
<b>Human geography</b>	types of settlement and land use, economic activity (more economically developed countries), trade links, the distribution of natural resources, energy, food, minerals and water, population density, disperse, immigrant, migration, gentrification, community, diversity, Globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods, industry, world commerce, global supply chain
<b>Locational</b>	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones

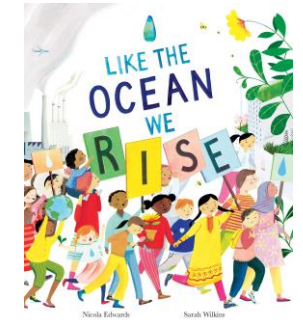
### Spring 1 - Key Knowledge

- Knowledge of processes that give rise to key physical and human geographical features of the world.
- Knowledge of places in South and Central America as well as their climate zones, biomes and vegetation belts.
- Knowledge of settlement, land use, economic activity (including trade links) of the U.K and South America.
- Knowledge of the natural resource distribution of the U.K and South America (energy, minerals, food and water).
- Knowledge of the human and physical features of regions such as The North West of England and South East Brazil (The Mosquito Coast).

### Spring 2 - Key Knowledge and Fieldwork Skills

- Knowledge of how human activity is impacting South and Central America and predict future changes.
- Observe, measure and record the local geography using sketch maps, graphs and digital technologies.
- Conduct surveys and simple questionnaires
- Conduct focussed, in depth studies of issues/changes in areas studied.

### Story Stimulus



Like the Ocean we rise by  
Sarah Wilkins

### Fieldwork Visit

- Fieldwork case study - Manchester City Centre - Manchester and San Jose climate change measures comparison.

### Key Skills

- Name and locate counties and cities in the U.K and recognise the human and physical features of geographical regions in the U.K.
- Name some of the world's countries, in particular within South/Central America and the key physical and human characteristics of major cities within this continent - identify how aspects within them have changed over time.
- Use of a precise geographical vocabulary, and cross-curricular vocabulary to describe places, geographical features or processes and how they might have changed.
- Use of 1:10.000 and 1:25.000 Ordnance Survey maps as well as globes, maps, Geographical Information Systems, computer mapping, and recognising OS symbols, to name and locate U.K counties and cities.
- Use of the 8 points of a compass, and 6 figure grid references, to show knowledge of the U.K and the wider world.
- Identify the position of latitude, longitude, equator, North and South Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Essential Vocabulary	
Texture	The layers of sound working together to make music interesting to listen to.
Timbre	The sound quality of all instruments, including the voice.
Structure	Referring to how the piece of music is constructed with an introduction, verse, chorus and ending perhaps.
Notation	The link between sound and symbol.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is e.g. fortissimo (very loud), pianissimo (very quiet), mezzo-forte (quite loud), mezzo-piano (quite quiet).

Key Questions
<b>Listening</b>
<ul style="list-style-type: none"> <li>• What is the mood/feeling of pieces of the piece of music?</li> <li>• Who is the composer/writer?</li> <li>• Which genre is the piece of music?</li> </ul>
<b>Singing</b>
<ul style="list-style-type: none"> <li>• What are the key principles to warming up our voices?</li> <li>• Is your voice ready for singing? Why/why not?</li> </ul>
<b>Perform (instrumental and vocal)</b>
<ul style="list-style-type: none"> <li>• How can you engage with the audience to enhance the quality of your performance?</li> <li>• What were your reflections on the live/recorded performance?</li> <li>• How will you work effectively to improvise a successful performance?</li> </ul>

Wider Opportunities	
Listening suggestions for this term	
	Boy George Karma Chameleon
	Joy Division Love will tear us apart
	Conchita Rise Like A Phoenix
Music groups in our local area	
<ul style="list-style-type: none"> <li>• Trafford Music Service (choirs and instrument lessons)</li> <li>• Sale Youth Choir</li> <li>• One Education Music Centre</li> <li>• Greater Manchester Music Hub</li> </ul>	

Links to Prior Learning
In Autumn Year 6, children have recapped their knowledge of the difference between semibreves, minims, crotchets and crotchet rests. The children have applied this knowledge to read and play confidently from rhythm notation cards/scores.

Key Knowledge
<ul style="list-style-type: none"> <li>• Knowledge of a broad range of songs that can be song with accurate rhythm and syncopation, and in three-four part rounds.</li> <li>• Knowledge of a song and instrumental piece of music within a Year 6-7 Trafford Schools Transition project.</li> </ul>



# Christianity: Easter: What does Easter really mean?



Essential Vocabulary	
Ascension	the action of rising to an important position or a higher level.
Passover	The major Jewish spring festival which commemorates the liberation of the Israelites from Egyptian slavery
Revolutionary	Involving or causing a complete or dramatic change.
Trial	A formal examination of evidence by a judge to decide guilt.

Links to Prior Learning
<ul style="list-style-type: none"> <li>Who is a Christian and what do they believe? Year 1</li> <li>What do different people believe about God? Year 3</li> <li>Why do some people believe God exists? (Christians and non-religious Humanists.) Year 4</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>The Easter celebrates the resurrection of Jesus Christ enforcing the opportunity for life after death to all Christians.</li> <li>Jesus' death on the cross earned humans forgiveness for their sins. Easter is a symbol of Jesus' sacrifice for all of the humanity.</li> <li>The story of the crucifixion and resurrection describes the events taking place during Jewish festival of Passover and Passover is celebrated during the spring.</li> <li>The spring became a symbol of new life and new beginnings and Jesus' resurrection is the beginning of his new life in heaven and marks the new start for human race.</li> <li>The crucifixion according to Mark: 24 Then the soldiers nailed him to the cross. They divided his clothes and threw dice to decide who would get each piece. 25 It was nine o'clock in the morning when they crucified him. 26 A sign announced the charge against him. It read, "The King of the Jews." 27 Two revolutionaries were crucified with him, one on his right and one on his left.</li> <li>The Bible teaches that after Jesus rose from the dead, he spent time teaching his disciples. He told them that he would soon be taken up to heaven but that they would not be left alone. The Holy Spirit would come into the world and help them spread the word of God. Christians call Jesus being taken up to heaven the ascension - this is celebrated on Ascension Sunday.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>Why is Easter the most important festival for Christians?</li> <li>Why is Easter celebrated during the spring?</li> <li>What is Crucifixion?</li> <li>What crimes were punished by crucifixion?</li> <li>Why is Good Friday called a Good Friday?</li> <li>Why is resurrection important to Christians?</li> <li>What is the ascension?</li> </ul>

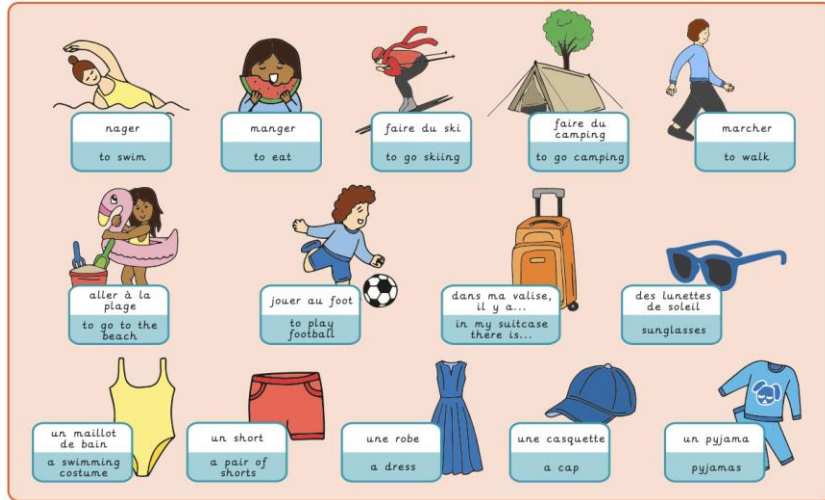
Key Skills
<ul style="list-style-type: none"> <li>Use religious and philosophical terminology and concepts to explain religious beliefs and values systems.</li> <li>Explain some of the challenges offered by a variety of religions and beliefs in the contemporary world.</li> <li>Interpret the significance and impact of different forms of religious and spiritual expression.</li> <li>Identify the influences on, and distinguish between, different viewpoints within religion and beliefs.</li> </ul>

# Planning a French Holiday Year 6 Spring 2



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## Essential Vocabulary



Aller - To go	
Je vais	I go/I am going
Tu vas	you go/you are going
Il va/ elle va	he goes/he is going/she goes/she is going
Nous allons	we go/we are going
Vous allez	you go/you are going
Ils vont/elles vont	they go/they are going (masc/fem)

Preposition use with countries depends on the gender		
Je vais	I'm going	
au Canada (m)	en France (f)	aux États-Unis (pl)
to Canada	to France	to USA



## Key Questions

- Can you use the future tense in French?
- Can you identify and form the present and near future tenses?
- Can you describe which clothes to pack for a holiday?
- Can you read and understand a story about a summer holiday?
- Can you plan a holiday to France?

## Key Skills

- Reading short authentic texts for enjoyment
- Identifying and extracting key information
- Using a bilingual dictionary to select alternative vocabulary
- Using contextual clues and cues to deduce unknown vocabulary
- Developing sentences to justify a fact or opinion
- Planning and giving a short oral presentation
- Using intonation and gesture
- Speaking and reading aloud with increasing confidence
- Using existing knowledge of vocabulary to create new sentences
- Constructing a short text on a familiar topic
- Using a wide range of descriptive phrases

## Key Knowledge

- To know that many verbs change to match the pronoun is called conjugation
- To know some verbs do not follow regular patterns including avoir, être and aller
- To conjugate the verbs aller, jouer and faire
- To know that parce que can be used to extend sentences

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# Mechanical systems - Automata Toys

Essential Vocabulary	
Engineer's square	A right-angle triangular plate, wood or metal tool used for drawing lines at 90°, 45°, 60° or 30°.
Bench hook	A tool which hooks to the edge of a worktop to hold woodwork still when sawing.
Clamp	A tool for holding objects together.
Cam	A rotating or sliding piece in a mechanism. It changes rotary motion to linear motion.
Dowel	Wood in the shape of a cylinder.
Jelutong	A type of softwood. It is lightweight and easy to cut and shape.
Linkage	A set of bars linked together to form a mechanism.
Tenon-saw	A saw of a flat blade used for cutting wood in a straight direction

Links to Prior Learning	
<ul style="list-style-type: none"> <li>In year 5, children made a pop-up book.</li> <li>Children used a range of mechanisms and structures to illustrate a story for their audience.</li> <li>They will have learnt what automatic pull strips are and how they function within a book.</li> </ul>	

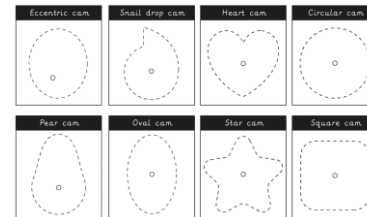
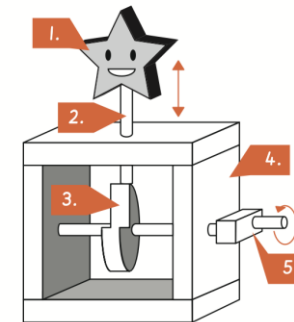
Key Knowledge
<ul style="list-style-type: none"> <li>To understand that the mechanism in an automata uses a system of cams, axles and followers.</li> <li>To understand that different shaped cams produce different outputs.</li> <li>To know that an automata is a hand-powered mechanical toy.</li> <li>To know that a cross-sectional diagram shows the inner workings of a product.</li> </ul>







Key Skills
<ul style="list-style-type: none"> <li>Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.</li> <li>Measuring, marking and checking the accuracy of the jelutong and dowel pieces required.</li> <li>Understanding how linkages change the direction of a force.</li> <li>Assembling components accurately to make a stable frame.</li> <li>Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.</li> <li>Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.</li> <li>Measuring, marking and cutting components accurately using a ruler and scissors</li> <li>Describing changes they would make/do if they were to do the project again.</li> <li>Evaluating the work of others.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>How does an exploded-diagram support the assemble process?</li> <li>Why is it important to accurately measure your follower before assembling a toy?</li> <li>Explain how different shaped cams will change the motion of your character.</li> </ul>

Automata toy components:

1. Character
2. Follower
3. Cam
4. Frame
5. Axle attached to handle



Cam shapes		
Round	Snail	Ellipse
No movement	Drop and climb	Steady up and down
		
		

Changing the shape of the cam in your Automata, will create different movements.



# Textiles: Waistcoats

Essential Vocabulary	
Adapt	To change or alter something to fit a given purpose, or to improve it.
Fastening	A closing and opening detail on clothing such as buttons.
Properties	The way in which we describe materials for their appearance.
Seam	A line along the two edges of cloth that are joined or sewn together.
Target audience	A particular group of people who the product is aimed at.
Target customer	A particular type of person who the product is aimed at.
Waistcoat	A formal vest-type jacket with no arms, usually worn over a shirt or under a jacket.

Key Knowledge	
<p>To understand that it is important to design clothing with the client/target customer in mind.</p> <p>To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</p> <p>To understand the importance of consistently sized stitches.</p>	

Links to Prior Learning
<ul style="list-style-type: none"> <li>In year 5, children progressed on their knowledge and speed of the running stitch.</li> <li>They built on their existing knowledge of sewing and learnt the blanket stitch.</li> <li>In year 4, children learnt different types of fastenings which they will be able to look back on and use within their final designs.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.</li> <li>Annotating designs.</li> <li>Using a template when pinning panels onto fabric.</li> <li>Marking and cutting fabric accurately, in accordance with a design.</li> <li>Sewing a strong running stitch, making small, neat stitches and following the edge.</li> <li>Tying strong knots.</li> <li>Decorating a waistcoat - attaching objects using thread and adding a secure fastening.</li> <li>Learning different decorative stitches.</li> <li>Sewing accurately with even regularity of stitches.</li> <li>Evaluating work continually as it is created.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>How will the target audience impact your final design?</li> <li>Why is it important that we accurately measure our waistcoats?</li> <li>What type of fastening will you use and why?</li> </ul>



Think carefully about your target audience or customer.  
 What do they like (colour, texture)?  
 What material would be best?  
 What type of fastening will you use?



It is very important that you are accurate in your measurements for the waistcoat, otherwise it will not fit the person it is designed for.

**Did you know?**

The first waistcoat was created in Britain in 1630 by King Charles II.



**!** Be careful when sewing your material together. Watch your fingers and ask an adult if you're unsure.



Essential Vocabulary	
Structure:	How something is organized.
Spreadsheet:	Grid for organizing data.
Cell:	Single box in a spreadsheet.
Data item:	Piece of information.
Format:	Appearance of data.
Formula:	Math rule for calculations.
Data set:	Group of related data.
Input:	Data entered.
Output:	Results generated.
Calculate:	Do math in a spreadsheet.
Operation:	Action on data.
Range:	Group of selected cells.
Duplicate:	Make a copy.
Sigma:	Symbol for sum.

Key Questions
How does spreadsheet structure help organize data effectively? Explain the difference between a cell and a data item in a spreadsheet. What are common formatting options in spreadsheets and how do they enhance data presentation? How do formulas enable complex calculations in spreadsheets?

Key Knowledge
<p>I can collect data</p> <p>I can suggest how to structure my data</p> <p>I can enter data into a spreadsheet</p> <p>I can collect data</p> <p>I can suggest how to structure my data</p> <p>I can enter data into a spreadsheet</p> <p>I can explain what an item of data is</p> <p>I can choose an appropriate format for a cell</p> <p>I can apply an appropriate format to a cell</p> <p>I can explain which data types can be used in calculations</p> <p>I can construct a formula in a spreadsheet</p> <p>I can identify that changing inputs changes outputs</p> <p>operations</p> <p>I can create a formula which includes a range of cells</p> <p>I can apply a formula to multiple cells by duplicating it</p> <p>I can use a spreadsheet to answer questions</p> <p>I can explain why data should be organised</p> <p>I can apply a formula to calculate the data I need to answer questions</p> <p>I can produce a chart</p> <p>I can use a chart to show the answer to a question</p> <p>I can suggest when to use a table or chart</p>

Key Skills (NC Skills)
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

Links to Prior Learning
This unit progresses students' knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets. Specifically, learners will have experienced data in tables and charts in the Y4 data logging and Y5 branching database units.

Online Safety
<p><b>Health, wellbeing and lifestyle</b></p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p>

# Tag Rugby



Lime Tree  
Primary Academy  
BRIGHT FUTURES EDUCATIONAL TRUST

Essential Vocabulary	
Pop pass	Short passes for another player to run onto
Pocket pass	Passing the ball behind you "into the pocket".
Defending	Mark the opposing team and defend the space they're in.
Attacking	Aiming to evade and dodge defenders to score a try or gain territory up the pitch
Tackle	In tag rugby, this involves having one or both "tags" taken by an opposing player
Offside	When a tag is made, all players on the taggers team must attempt to move behind the ball and retreat to their own goal line.

Key Knowledge
<ul style="list-style-type: none"> <li>How to grip a ball and the importance of carrying it in 2 hands</li> <li>Know when to pop pass and when to pocket pass</li> <li>What position I need to get into when passing left and how it changes when I pass to my right.</li> <li>How to "roll" my hands when changing position and making catches</li> <li>To close the space when defending and be wary of the dummy pass</li> <li>What a knock on is and a forward pass</li> <li>What offside is</li> <li>To run onto the ball at pace</li> <li>To organise attacking line in a staggered formation either side of the ball.</li> <li>Each team has a limited number of tackles before possession of the ball changes to the other team</li> <li>When advantage is and isn't played.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>What is a pop pass?</li> <li>What is a pocket pass?</li> <li>Why do you need to "roll" your hands?</li> <li>When is a player offside?</li> <li>How can you help you team with attacking?</li> <li>How can you help your team with defending?</li> <li>What can help you evade a defender?</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>Work with Sale Sharks in Year 5</li> <li>Tag rugby in Year 4.</li> <li>Other invasion games with transferrable skills in KSI.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Pop and pocket pass</li> <li>Tag someone safely</li> <li>How to score a try</li> <li>Send and receive a ball on the run and under pressure</li> <li>Pass to my left and right</li> <li>Pass a rugby ball backwards consistently</li> <li>Pass accurately</li> <li>Dummy a pass</li> <li>Attack in staggered lines</li> <li>Develop game understanding and compete in a game of Tag Rugby</li> </ul>



Year 6 - Spring 2 - P.E

