

## Subject Specific Vocabulary

- **National Park** - area of countryside protected by the government
- **Conservation** - protecting wild species and their habitats
- **Urban** - A town or city
- **Rural** - countryside
- **Remote** - away from main centres or tourists
- **Tradition** - Customs or beliefs
- **Culture** - ideas, customs and behaviour
- **Forest** - a large area covered with trees
- **Loch** - a lake
- **Gorge** - a valley between hills and mountains
- **Coastal** - near a coast
- **Tourist** - a person travelling or visiting a place for pleasure
- **Areas of Outstanding natural beauty** - land protected by the Countryside and Rights of Ways Act 2000
- **Species** - a group of individuals that interbreed in nature
- **Economic Activity** - distribution, exchange and consumption of products and services in order to earn money and make a living

## Key Skills

- Identify, locate, describe and explain the distribution of the 15 National Parks in the UK
- Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'
- Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this
- Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special
- Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK
- Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists
- Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose
- Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom
- Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do
- Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States

## Sticky Knowledge on National Parks

- **National Parks cover over 7% of land use in the UK and are some of the most scenic and wild places.**
- **There are 15 National Parks in the UK.**
- **The rationale for National Parks is to conserve and protect beautiful landscapes and important wildlife.**
- **Southwest England includes more protected land than any other region in England and Wales**
- **People attempt to make a living in National Parks by encouraging visits and activities.**

# Year 6 Term 1 RE: Islam - What is the best way for a Muslim to show commitment to God?

## Subject Specific Vocabulary

**Ramadan: Month of fasting. The month the Qur'an was first revealed to Muhammad**

**Muhammad: the final prophet of Islam**

**Qur'an: Holy book. The word of Allah in Arabic**

**Five Pillars: The framework of the Muslim life**

**Zakah: Giving money to charity**

**Sawm: Fasting during the month of Ramadan**

**Hajj: Pilgrimage to Makkah**

## Key Skills

- Look at the ways Zakat money is used
- International Muslim charities
- Sunni and Shia different practices
- The Qur'an – some key verses and interpretations
- What 5 things are the most important in my life?
- How do I show commitment at home? At school? To my friends?
- Why is it important to put effort into important things?

## Sticky Knowledge

**The Five Pillars are central to Sunni Islam, Shia Muslims have the Ten practices too. Muslims believe money is loaned to them by Allah – they must use it wisely – life on earth is a test.**

**The five pillars are**

**The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet'**

**Salat - prayer, 5 times a day**

**Zakat - Giving 2.5% annual savings to charity**

**Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours**

**5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime**

# Year 6 Term 1 DT: Food Technology- Come Dine with Me

## Subject Specific Vocabulary

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

## Key Skills

Know when different fruit and vegetables are in season in the United Kingdom.

- Explain where and how a variety of ingredients are grown, reared, caught and processed.
- Generate a range of ideas for balanced seasonal recipes.
- Prepare ingredients hygienically and understand how to store and handle meat and fish correctly.
- Use a wide range of preparation

## Sticky Knowledge

- that fruit and vegetables are in season when they are naturally ripe.
- that reared and caught foods are also seasonal.
- The Eatwell guide show the 5 main food groups and the proportions to be eaten.
- potatoes, bread, rice, pasta and other starchy carbohydrate foods: 38 %
- fruit and vegetables: 40 %
- dairy and alternatives: 8%
- beans, pulses, fish, eggs, meat and other protein: 12 %
- oils and spreads: 1%



Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.

## Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Turn	Pass
Strike	Laces

## Local Clubs

Medway United Football Club

Rainham Five-A-Side Football

Anchorians Football Club



# Year 6: PE - Football

## Key Skills - Objectives

To develop understanding of the basic rules of football whilst taking part in a number of dribbling exercises whilst using different parts of their feet

To develop dribbling skills whilst changing direction

To learn how to make a short pass using the correct technique: non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball

To make short passes using increasing accuracy and control

To shoot using their laces



## Rules of the game

- A football match is played by two teams, with each allowed no more than 11 players on the field at any one time, one of whom is a goalkeeper.
- A match is played in two 45 minute halves.
- The game begins with the toss of a coin, and the winning captain decides which goal to defend or to take the first kick off.
- All players must use their feet head or chest to play the ball. Only the goalkeeper is allowed to use their hands, and only within their designated goal area.
- The aim of the game is to score a goal, which is achieved by kicking or heading the ball into the opposition team's goal.
- If the ball touches or crosses the side line, it is thrown back in by the team that was not the last to touch the ball.

## Famous People/Teams

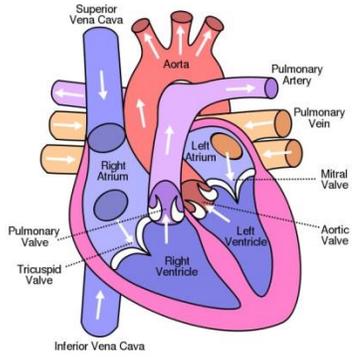
Lionel Messi — FC Barcelona

Cristiano Ronaldo

Steph Houghton

Sandy Maclver

# Year 6 Science: Animals including humans

Subject Specific Vocabulary			Sticky Knowledge about Animals including Humans
atrium	The two upper chambers of the heart are called the atria (plural). The heart has a left atrium and a right atrium.		<h2>Working Scientifically</h2> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify</b> and <b>name</b> the main parts of the human circulatory system, and <b>explain</b> the functions of the heart, blood vessels and blood</li> <li><input type="checkbox"/> <b>Recognise</b> the impact of diet, exercise, drugs and lifestyle on the way bodies function</li> <li><input type="checkbox"/> <b>Describe</b> the ways nutrients and water are transported within animals, including humans.</li> <li><input type="checkbox"/> <b>Choose</b> the most appropriate equipment. <b>Use</b> a range of scientific equipment with increasing accuracy and precision.</li> <li><input type="checkbox"/> <b>Plan</b> different types of enquiry to answer questions.</li> <li><input type="checkbox"/> <b>Recognise</b> and <b>control variables</b> where necessary.</li> <li><input type="checkbox"/> <b>Record</b> data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. <b>Report</b> and <b>present</b> findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).</li> <li><input type="checkbox"/> <b>Use</b> test results to <b>make predictions</b> to set up further comparative and fair test.</li> <li><input type="checkbox"/> <b>Use</b> test results to <b>identify</b> when further tests and observations might be needed.</li> </ul>
blood vessels	Tubes that carry blood in the circulatory system.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The heart pumps blood in two phases: the systolic phase and the diastolic phase. The two phases of the heartbeat are measured when the blood pressure is taken.</li> </ul>	
Circulatory system	The body's delivery system. Made up of the heart, blood and bloody vessels.	<ul style="list-style-type: none"> <li><input type="checkbox"/> In the systolic phase the ventricles contract, pumping blood into the arteries.</li> </ul>	
heart	A muscle which pumps blood around the body.	<ul style="list-style-type: none"> <li><input type="checkbox"/> In the diastolic phase, the ventricles relax and blood flows into them from the atria.</li> </ul>	
nutrients	Substances in food that bodies process to enable it to function.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The valves within the heart are one way valves. Blood can flow into the heart but not back into the arteries or ventricles.</li> </ul>	
septum	Located between the right and left atrium. It separates the atria and ventricles and forms a barrier between the heart chambers to prevent oxygenated and deoxygenated blood mixing.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The heart is a hollow muscle about the size of your fist. It is located to the left of the centre of your chest.</li> </ul>	
ventricle	The part of the heart from which blood passes into the arteries.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The hollow inside the heart is divided into four sections called chambers. Two chambers on the left and two chambers on the right.</li> </ul>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Each side of the heart has an upper and lower chamber. The right upper receives blood from the body. The right lower pumps blood to the lungs. The left upper receives blood from the lungs. The left lower pumps blood to the rest of the body.</li> </ul>	

# Term 1

## Year 6 - Me and My Relationships



### Key questions

#### Assertiveness

What do bystanders do when someone is being bullied?

What is the difference between an active and a passive bystander?

Can passive bystanders affect a bullying situation? How?

Can active bystanders affect a bullying situation? How?

#### Cooperation

What is compromise?

What is negotiation?

How can negotiation and compromise skills help someone?

#### Safe/Unsafe Touches

What is appropriate touch?

What is inappropriate touch?

What types of touch are illegal (against the law)?

If someone experiences inappropriate or illegal touch, how can they get help?

### Key vocabulary

assertiveness appropriate  
sensitive collaboration respectful  
response appropriate culture  
inappropriate religion bullied  
compromise illegal active  
forced marriage negotiation  
community bystanders passive  
civil partnership

### I can ...

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

I can give examples of negotiation and compromise.

I can explain what inappropriate touch is and give example.



## Unit Objective:

To be able to say the date in Spanish.

**By the end of this unit we will be able to:**

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in Spanish.

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units & numbers 1-31
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.

**Skills we will develop:**

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

**Activities we will complete:**

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

**Grammar we will learn & revisit:**

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!

**Phonics & pronunciation we will see:**

Recommended phonics focus: GA GE GI GO GU

- **GO** sound in **domingo** & **agosto**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word **a-bril**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **sep-tiem-bre**, **ju-lio**, **vein-tiu-no** and **trein-ta**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sá-ba-do** and **miér-co-les**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **cumpleaños**.
- **Silent Letters.** 'H' is always silent in Spanish as in the word **hoy** (unless it is a word of foreign origin) which is pronounced 'oy'.

**Vocabulary we will learn & revisit:**

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.

# Creating media- Year 6 Web Page Creation Knowledge Organiser

## Key Vocabulary

Webpage website domain hypertext purpose/audience browser copyright homepage HTML

Websites are made with a special code called 'HTML' (Hypertext Markup Language).

Websites are written with code, called markup, which tells the browser what the web page should look like on the screen.

Copyright law protects the control you have over the things that you create. It also protects the work of others.



# COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

## Overview



### Searching and Communicating

- You should already know that the internet is a network of networks.
- You should also know that the World Wide Web is the part of the internet where we can visit websites and webpages.
- The World Wide Web can be used to find information, using search engines.
- The internet is also a useful communication tool – with a number of different communication mediums for a range of different purposes.

## Selecting and Ranking Search Results

### Selecting Search Results

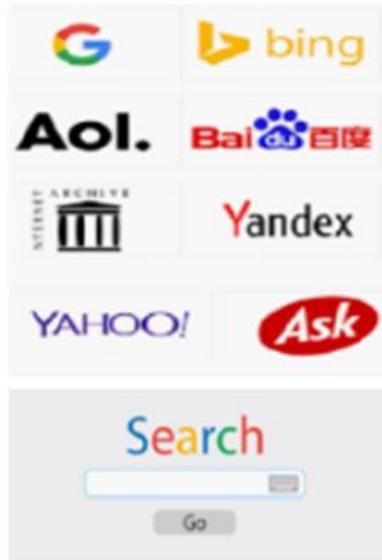
- Search engines use programs known as crawlers to index the World Wide Web.
- They 'crawl' websites for searchable information – they then store where it is found in a huge index.
- Search engines select information from this index when we type in key words.
- Searching for some search terms can bring many millions of results.
- We need to make sure that our search terms are as refined as possible, in order to allow the search engine to select the information that is most relevant.

### Ranking Search Results

- Search engines 'rank' the web pages (the highest ranked page is at the top).
- Search engines use algorithms to do this – algorithms look at a number of different factors and give web pages a score for each.
- The web page with the highest score ranks the highest.
- Some factors include if the search term is in the title of the page (high points) or if it appears in the paragraphs of the text on the page (lower points).
- Web designers consider algorithms when making when pages.

## Search Engines - Introduction

- We can find information on the World Wide Web by using search engines.
- A search engine is a program that finds websites & webpages based on key words entered by the user.
- When the World Wide Web was invented by Tim Berners-Lee in 1989, there was only 1 website. By 2018, there were 1,630, 322, 579! The World Wide Web is a big place, and we need search engines to be able to find what we need.
- Some examples of search engines are Bing, Google, Yahoo, DuckDuckGo and Kiddle.
- You can also type searches into the address bar of the browser (e.g. Google Chrome or Microsoft Internet Explorer).



## Online Communication

- Communication is when we share information with one another. We can communicate in lots of different ways on the internet, e.g. messaging services, emails, social media, video calling and gaming platforms.
- Public communication is visible to all, whilst private communication is restricted to only some people.
- Some communications are one-way (e.g. Youtube) whilst others are two-way (e.g. Skype).
- Some communications are to one person, whilst others are to many.
- We should consider which type of communication is most appropriate to our needs, safety and privacy.

