

## Term 3 Spanish

To describe what clothes you are wearing by colour in Spanish.

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

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'ar' whole verb present tense conjugation of the verb **LLEVAR** to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me presento').
- Understand better that nouns have gender and this has an impact on other words in a sentence
  - like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

### Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

### Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

### Grammar we will learn & revisit:

**Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement.** The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb **LLEVAR** is introduced. Adjectival agreement is also revisited and extended using colours.

### Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**


- **GA** sound in **gafas**.
- **GO** sound in **gorra & abrigo**.
- **GU** sound in **guantes**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **guan-tes**, **a-bri-go**, **blu-sa**, **san-da-lias** and **cha-que-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 **lle-váis**.
- **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 **baño**.

### Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb **llevar** to wear. All listed in the Vocabulary Sheet.

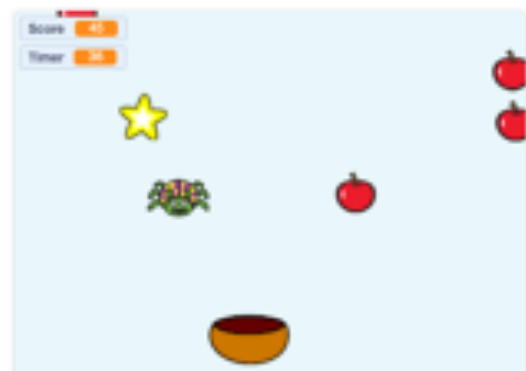
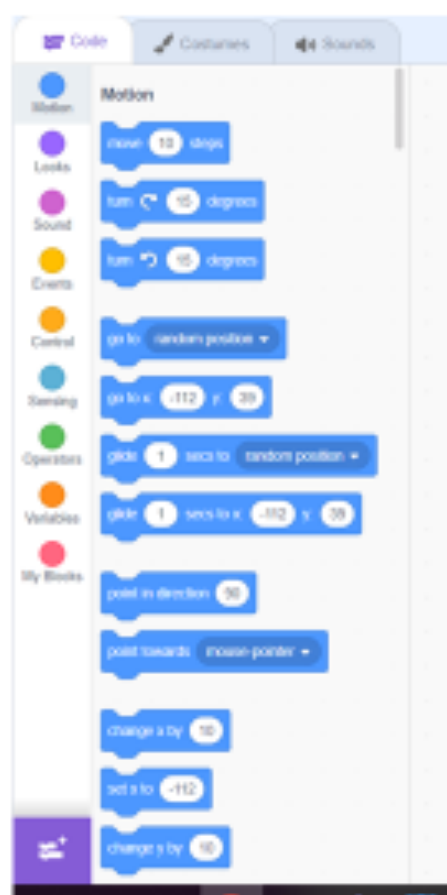


## Year 6 Science: Light

Subject Specific Vocabulary			Sticky Knowledge about Light	
Light source	Places from which light is emitted.		<h3>Working scientifically</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan different types of enquiry to answer questions.</li> <li><input type="checkbox"/> Recognise and control variables where necessary.</li> <li><input type="checkbox"/> Take measurements, using a range of scientific equipment with increasing accuracy</li> <li><input type="checkbox"/> Choose the most appropriate equipment.</li> <li><input type="checkbox"/> Make decisions about what observations to make and what measurements to use.</li> <li><input type="checkbox"/> Record data and results with increasing complexity.</li> <li><input type="checkbox"/> Report and present findings from enquiries, including conclusions, causal relationships and explanation of results (in oral and written forms).</li> <li><input type="checkbox"/> Identify scientific evidence that has been used to support or refute ideas.</li> <li><input type="checkbox"/> Gather and record data to help in answering questions</li> </ul>	<input type="checkbox"/> Is it possible for light to curve round an object?
Opaque	A material that doesn't let any light pass through it.	<input type="checkbox"/> How does light enter our eyes?		
Reflection	When a light from an object is reflected by a surface, it changes direction.	<input type="checkbox"/> How do we see things?		
refraction	This happens when an object slows down the light beam and it deflects its path.	<input type="checkbox"/> Why do shadows have the same shape as the objects that cast them?		
Periscope	An instrument people use to look at things from a hidden position.	<input type="checkbox"/> Can you name some different light sources?		
shadow	Formed when an object blocks the light.	<input type="checkbox"/> Can you name any animals that provide a source of light?		
spectrum	A range of different colours which is produced when light passes through a glass prism or a drop of water.	<input type="checkbox"/> Which type of surfaces reflect light well?		
translucent	Light passes through translucent materials but the light source isn't clear	<input type="checkbox"/> Which type of surfaces do not reflect light well?		
transparent	Light passes through transparent materials.			

## Year 6 Computing: Programming A – Variables in games

Subject Specific Vocabulary	
Variables	Something that is changeable
Program variable	a placeholder in memory for a single value
Program	When we make and input a set of instructions for computers to follow
Value	Is the representation of some entity that can be manipulated by a program.
Algorithm	a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.
Implement	the installation of new hardware and system software
Scratch	The programming website
Design	To plan the look and installation of a program
code	the set of instructions, or a system of rules, written in a particular programming language



### Sticky Knowledge about programming

- What is a variable?
- Can a variable's value change?
- Can you make use of an event in a program to set a variable
- Can I choose the artwork for my project?
- Can I create algorithms for my project?
- Can I explain my choices?
- Can you choose a name for your variables that identifies its role
- Can you extend your game using variables?



Subject Specific Vocabulary		Year 6: Why are mountains so important?	Sticky Knowledge about Mountains
mountain	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill		<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</li> <li>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover;</li> <li>Explain how the movement of plates of the Earth's crust can form ranges of fold mountains;</li> <li>Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;</li> <li>Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;</li> <li>Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward;</li> </ul>
rock	Rocks are solid, natural masses of mineral material that are formed at different times and are a result of the environment present during that time.	<ul style="list-style-type: none"> <li>Can you explain what a mountain range is and give examples and locations?</li> </ul>	
continent	Any of the world's main continuous expanses of land	<ul style="list-style-type: none"> <li>What are 'fold mountains' and how are they formed?</li> </ul>	
volcano	A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.	<ul style="list-style-type: none"> <li>What is the significance of the legend of Mallory and Irvine in the mystery of mountaineering?</li> </ul>	
hot spot	An area on Earth over a mantle plume or an area under the rocky outer layer of Earth, called the crust, where magma is hotter than surrounding magma.	<ul style="list-style-type: none"> <li>Why did Edmund Hillary and Tenzing Norgay discover fossils of sea animals on the summit of Everest?</li> </ul>	
tectonic plate	Gigantic pieces of the earth's crust and uppermost mantle.	<ul style="list-style-type: none"> <li>How do the ages of the rocks on the Himalayas and the Cambrian mountains compare?</li> </ul>	
crust	The rocky outer layer.	<ul style="list-style-type: none"> <li>How do the Cambrian mountains compare to the Himalayan mountains?</li> </ul>	
mantle	The thickest section of the Earth.	<ul style="list-style-type: none"> <li>Can 'renewable energy schemes' actually be detrimental to the environment?</li> </ul>	
magma	Molten liquid rock which collects under volcanoes		
lava	This is magma once it reaches the surface.		
summit	Highest point on a mountain		

## Key questions

### Aspirations and Goal Setting

Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals?

How can problems, challenges and barriers be overcome?

### Managing Risk

Are risks physical or emotional?

How can a risk be emotional?

What can someone do to reduce or remove risk?

## I can ...

I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can give examples of an emotional risk and a physical risk.

## Key vocabulary

give connect influence  
be active assessing risk  
problems choices  
goal setting overcome vaping  
practise media  
aspirations take notice (mindful)  
weigh up achieve challenges  
perseverance  
keep learning (get creative)

## 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 MacIver

# Term 3

THE DEFINITIONS MUST NOT BE GIVEN BY THE BELIEVER OR ALL MEMBERS OF THE PERSONALITY

<b>Religion /Worldview: Christianity</b>	<b>Enquiry Question: Is anything ever eternal?</b>
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<b>Core Knowledge</b> (see also background information documents)		<b>Link to other aspects of belief</b>	<b>Personal connection / resonance</b>
<p>Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</p> <p>Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word <i>topos</i>, which is translated as "place." For example, he says, <i>"I go to prepare a place for you."</i></p> <p>Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</p>		<p>Salvation: God sent Jesus to humanity to die and to be resurrected to allow man to have a pathway back to God where he can live with God for eternity.</p>	<ul style="list-style-type: none"> <li>• Do I believe in eternity?</li> <li>• What do I think or believe might be eternal?</li> </ul>
<b>Key Terms and definitions</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	<b>Spiral curriculum link</b>
<p><b>Agape:</b> universal and unconditional love, such as the love for strangers, nature, or God</p> <p><b>Messiah:</b> a saviour from God prophesied about in the Old Testament and Jewish Scriptures.</p>	<p>Agape is also called charity, as in St Paul's words in 1 Corinthians 13:13 which are often used in weddings; <i>"and now abideth faith, hope, charity, these three; but the greatest of these is charity"</i>.</p>	<p>Agape is defined as the unselfish concern for the welfare of others (links to the belief in loving your neighbour as yourself) so Christians will try to emulate this in their kindness to friends and also charity or helping people they don't know.</p> <p>Jesus' talked of a place that Christians would be eternally loved which leads to their belief in heaven.</p>	<p>Previous units which cover Agape in Yr2 Autumn 2 and Yr4 Spring 2.</p>



# Term 3 Art – Brave Colour

## Key Concepts:

- That as humans we react emotionally to colour.
- That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others.
- That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form.
- That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models.

Selection of papers, elastic bands, cardboard, soft pencils, coloured pencils, oil/chalk pastels, water colour paint, inks, acrylic or ready mixed paint, brushes, collage papers, PVA glue, scissors.

## I Can...

- I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others.
- I can respond to a creative challenge or stimulus, research the area, and make a creative response.
- I can create a 3d model or 2d artwork which shares my vision with others.
- I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.
- I can take photos of my artwork, thinking about focus, lighting and composition.
- I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.
- I can listen to the creative ideas of others, and share my feedback about their work.