

**YEAR 6 KNOWLEDGE  
ORGANISERS  
SUMMER 2**



# Hanslope Primary School

## Summer 2 Art Knowledge Organiser

### Year 6. Shadow Puppets

#### How does this link to my previous learning?

- To improve mastery of art and design techniques including drawing, painting and sculpture using a range of materials.

#### What key vocabulary will I learn:

**Cut-out** – a shape cut out of a board or other material.

**Historical Perspective** – understanding cultures and ideas from the past.

**Contemporary perspective** – understanding cultures and ideas from the present day.

**Visual notes** – to make sketches based on visual stimulus.

**Manipulate** – to handle or control in a skillful manner.

**Character** – a person in a book, play or film.

**Expression** – a look on someone's face that conveys a particular emotion.

**Articulation** – the joint where two or more areas meet that allow movement or change of position.

**Collaboration** – to work with someone co-operatively to produce an outcome.

**Transition** – to move from one place to another

**Retrospection** – to look back on, or review past events or experiences.

#### National Curriculum Links:

To create sketchbooks to record observations and use them to review ideas.

To improve mastery of art and design techniques including drawing, sculpture within a range of materials

To learn about great artists, architects and designers in history

#### How does this link to my future learning?

- To increase proficiency in the handling of different materials.
- To analyse and evaluate work to strengthen the visual impact or application of work created. (KS3)

#### What will I know by the end of this unit:

To know about traditions of using intricate cut-outs as shadow puppets to narrate archetypal stories.

To know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.

To take inspiration from other artists and cultures and make the processes and techniques our own.

To use materials, tools and narratives which are important to us.

To work in collaboration with others to make a shared experience.

To explore traditional and contemporary artists and craftspeople using intricate cut-outs which is meaningful to the culture in which it is created.

To create puppets working in collaboration.

To use sketchbooks to record, generate ideas, test and reflect.



# Hanslope Primary School

## Music Knowledge Organiser

Year 6: Composing and performing a leavers' song.

### How does this link to my previous learning?

This links to film music prior learning and composing music.

### What key vocabulary will I learn?

- Lyrics – The words of a song
- Tempo – The speed of the music
- Arrangement – Adapting a piece of music that already exists
- Chords – Two or more notes that are played at the same time and work in harmony.
- Chord progression – A group of chords played in a particular order
- Melody – The combination of pitch and rhythm which forms a tune.
- Dynamics – The volume of the music
- Verse – chorus structure – A structure common in pop music, with two repeating sections: the verse and the chorus.
- Rhyming pattern – The arrangement of the rhyming lines in a poem or song.
- Backing track – A pre-recorded musical accompaniment.

### National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

### How does this link to my future learning?

Links to learning in Secondary school.

### What will I know by the end of this unit:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation
- Perform the leavers' song with confidence.



# Hanslope Primary School Summer 2

## PE Knowledge Organiser

### Year 6: Health and Fitness/Athletics

#### How does this link to my previous learning?

- Y5 Health and fitness
- Y5 Athletics

#### National Curriculum Links:

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

#### How does this link to my future learning?

- Prepares you for secondary school PE
- Consolidation of all prior learning

#### What key vocabulary will I learn:

- Relay
- Accuracy
- Competition
- Safety
- Tackle
- Pressure
- Pattern
- Pace
- Power
- Possession
- Dribble
- Alternating
- Self-select
- Repeatable
- Accuracy
- Peripheral vision

#### Health and Fitness:

#### What will I know by the end of this unit:

- I can throw with good accuracy and weight.
- I can send and receive with fluency.
- I can perform with consistency (repeatable).
- I can turn over either shoulder to collect the ball.
- I can arrive in the correct position to collect the ball (timing).
- I can collect the ball with balance/control.

#### Athletics:

- Develop and improve their techniques for jumping for height and distance and support others in improving their performance
- Perform and apply different types of jumps in other contexts
- Set up and lead jumping activities including measuring the jumps with confidence and accuracy
- Perform and apply a variety of skills and techniques confidently, consistently and with precision



# Hanslope Primary School

## Science Knowledge Organiser

### Year Six - Light

#### How does this link to my previous learning?

- Light is a form of energy that makes it possible to see.
- Light is given off some objects (for example the Sun). Darkness is the absence of light.
- Light can reflect off surfaces (e.g. mirrors). Light is absorbed by other materials.
- Objects can be labelled as transparent, translucent, or opaque, depending on the amount of light that they let through.
- Shadows are formed when light is blocked by an opaque object.

#### What key vocabulary will I learn:

-We see things because...

- a.) they are a **light** source, sending light into our eyes, or
- b.) light is **reflected** from a light source off them and into our eyes.

When the light enters our eyes, we see the object!

-E.g. we see the sun because it is a light source, sending light into our eyes.

-However, the moon is not **luminous** (does not produce its own light).

We see it because light from the sun reflects off it into our eyes.

- After light reflects off objects, it continues to travel in a straight line, but in a new direction.

-**Opaque** objects let no light through (creating the darkest shadows),

**translucent** objects let some light through (creating fainter shadows),

**transparent** objects let all light through (no shadow).

#### National Curriculum Links:

- 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.

#### What will I know by the end of this unit:

-Light originates from light sources.

-Light sources can be natural (e.g. the sun, the stars) or man-made (e.g. street lamp, Christmas tree lights, glow stick, mobile phone, TV).

-Light travels in a straight line from light sources.

-We can see that light travels in straight lines when we shine a torch in a dark room, or when a ray of light comes through a window.

-When an object passes in front of a ray of light, the light can be blocked, creating a shadow.

-Our eyes have a small window at the front called a **pupil**, through which light can enter. The pupil looks as though it is black because it is dark inside our eyes.

-When it is dark, our pupils go larger, in order to let more light in so that we can see better. In bright lights, our pupils go smaller.

-At the back of our eye is a sensitive sheet of nerves called a **retina**. They can detect light when it comes in through the pupil, and send messages to the brain about what we can see.



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Six- Does it matter what we believe about creation?**

### National Curriculum Links:

- To explore different views of creation and consider the consequences of holding certain beliefs.  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

- Year One- Does creation help people understand God?
- Year Two- How should you spend the weekend?
- Year Four- Did Jesus really do miracles?
- Year Five- Does the community of the Mosque help Muslims lead better lives? What is best for our world? Does religion help us to decide?

### How does this link to my future learning?

- Key Stage Three-Further exploration of Christianity, alongside Sikhism and Buddhism.

### What key vocabulary will I learn:

**Multi faith-** something that involves a variety of religions.

**Creation-** a belief in how the world was made.

**Stewardship-** the job of supervising or taking care of something.

**Tawhid-** the Muslim belief that Allah is one in His being and attributes. He is the only one that is worthy of being worshipped and obeyed.

**Aum/ Om-** Hindu symbol of the Universe and ultimate reality.

**Creator-** a person or thing that brings something into existence.

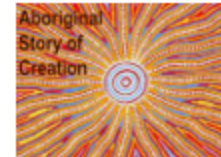


### What will I know by the end of this unit:

\* A variety of creation accounts

\*How to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world

\* How to use other religious texts to inform responses to environmental issues, comparing personal responses with those of believers in other faiths or none





**Year 6 Summer 2 Niveau Tricolore**

The United Kingdom consists of 4 countries: England, Scotland, Northern Ireland and Wales.  
Their capitals are London, Edinburgh, Cardiff and Belfast.



La Fête nationale is the national day in France, and is usually known in the UK as 'Bastille Day'. In France, it is also sometimes referred to by its date, as Le quatorze juillet. Liberté, égalité, fraternité, French for "liberty, equality, fraternity", is the national motto of France.



Infinitive phrase	Translation	Example
faire du vélo	to ride a bike	il fait du vélo
faire un pique-nique	to have a picnic	elle fait un pique-nique
faire un château de sable	to build a sandcastle	il fait un château de sable
faire la cuisine	to cook, do the cooking	elle fait la cuisine
faire ses devoirs	to do his/her homework	il fait ses devoirs
lire un magazine	to read a magazine	elle lit un magazine
lire un livre	to read a book	il lit un livre
écrire sur son cahier	to write in his/her exercise book	elle écrit dans son cahier
prendre le petit-déjeuner	to have breakfast	il prend le petit-déjeuner
apprendre un poème	to learn a poem	elle apprend un poème
tondre la pelouse	to mow the lawn	il tond la pelouse
dormir	to sleep	elle dort
jouer au football	to play football	il joue au football
jouer au ballon	to play ball	elle joue au ballon
jouer aux boules avec ses amis	to play boules with his/her friends	il joue aux boules avec ses amis
jouer à un jeu de société	to play a board game	elle joue à un jeu de société
jouer avec le chien	to play with the dog	il joue avec le chien
jouer dans l'eau	to play in the water	elle joue dans l'eau
dessiner	to draw	il dessine
nager	to swim	elle nage
regarder la télé	to watch TV	il regarde la télé
écouter son iPod	to listen to his/her iPod	elle écoute son iPod
écouter une histoire	to listen to a story	il écoute une histoire
ranger sa chambre	to tidy his/her room	elle range sa chambre
parler avec ses parents	to talk with his/her parents	il parle avec ses parents
préparer le déjeuner	to make lunch	elle prépare le déjeuner
manger un sandwich	to eat a sandwich	il mange un sandwich
manger une glace	to eat an ice cream	elle mange une glace
aider sa mère	to help his/her mother	il aide sa mère
aider ses parents	to help his/her parents	elle aide ses parents
laver la voiture	to wash the car	il lave la voiture
travailler à l'ordinateur	to work at the computer	elle travaille à l'ordinateur

Adverb of time	Translation
ce week-end	this weekend
après l'école	after school
pendant les vacances	in the holidays
vendredi prochain	next Friday
Main verb	Translation
je vais	I am going
Infinitive phrase	Translation
faire du vélo	to ride a bike
faire un pique-nique	to have a picnic
faire un château de sable	to build a sandcastle
faire la cuisine	to cook, do the cooking
faire mes devoirs	to do my homework
lire un magazine	to read a magazine
lire un livre	to read a book
prendre le petit-déjeuner	to have breakfast
apprendre un poème	to learn a poem
tondre la pelouse	to mow the lawn
dormir	to sleep



Infinitive phrase	Translation
aller au cinéma	to go to the cinema
aller à la plage	to go to the beach
jouer au football	to play football
jouer au ballon	to play ball
jouer aux boules avec mes amis	to play boules with my friends
jouer à un jeu de société	to play a board game
jouer avec le chien	to play with the dog
jouer dans l'eau	to play in the water
dessiner	to draw
nager	to swim
regarder la télé	to watch TV
écouter mon iPod	to listen to my iPod
écouter une histoire	to listen to a story
ranger ma chambre	to tidy my room
parler avec mes parents	to talk with my parents
parler avec mes amis	to talk with my friends
bricoler	to do craft activities
préparer le déjeuner	to make lunch
manger un sandwich	to eat a sandwich
manger une glace	to eat an ice cream
aider ma mère	to help my mother
aider mes parents	to help my parents
laver la voiture	to wash the car
travailler à l'ordinateur	to work at the computer



# Hanslope Primary School

## Computing Knowledge Organiser

### Year 6: Sensing movement

#### How does this link to my previous learning?

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

#### What key vocabulary will I learn:

**Micro:bit** - The BBC micro:bit is a pocket-sized computer that introduces you to how software and hardware work together.

**MakeCode** - A free online learn-to-code platform where anyone can build games, code devices, and mod Minecraft!

**Output** - a place where power or information leaves a system.

**Variable** - able to be changed or adapted.

**Code** - program instructions.

**Test** - the process of evaluating and verifying that a software product or application does what it's supposed to do.

**Debug** - identify and remove errors from (computer hardware or software).

**Algorithm** - a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

**Accelerometer** - The micro: bit's accelerometer measures forces in 3 dimensions, including gravity, so your projects

#### National Curriculum Links:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### How does this link to my future learning?

- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.

#### What will I know by the end of this unit:

- To create a program to run on a controllable device.
- To explain that selection can control the flow of a program.
- To update a variable with a user input.
- To use a conditional statement to compare a variable to a value.
- To design a project that uses inputs and outputs on a controllable device.
- To develop a program to use inputs and outputs on a controllable device.







# Hanslope Primary School

## Geography Knowledge Organiser

**Year 6: Into the future is our planet sustainable?**

### How does this link to my previous learning?

- Trade, natural resources, energy (Yr6)
- How sustainable is the rainforest (Yr4)

### What key vocabulary will I learn:

- Sustainability – using natural resources in a way that we could keep doing for a long time
- Renewable- a natural resource that can be replaced when used
- Non renewable
- Conservation- the protection of environments to prevent their loss or destructions
- Fossil fuels – oil, coal and natural gas. Formed from the remains of plants, animals and other living things a long time ago. A non-renewable resource,
- Carbon neutral- the term given to attempt to remove carbon dioxide from the atmosphere
- Biofuels- fuels made from plant materials
- Curitiba – a city in Brazil, known as one of the greenest cities in the world
- Energy Security- access to reliable and affordable sources of energy
- Freiburg- a German city which has developed sustainable practices for its long term future

### **National Curriculum Links:**

- Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### How does this link to my future learning?

- Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources (KS3)
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)

### What will I know by the end of this unit:

- I can describe some renewable, non renewable energy sources and how we can impact by reduce, reuse and recycling
- I can understand the positive and negative impact we can have on the environment and sustainability (climate, water, natural resources etc)
- I can explore the city of Curitiba (Brazil) the green city and how it is sustainable
- I can explain how Freiburg became more sustainable
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Focus: Sustainability of my school and locality e.g. green space, public transport, recycling)