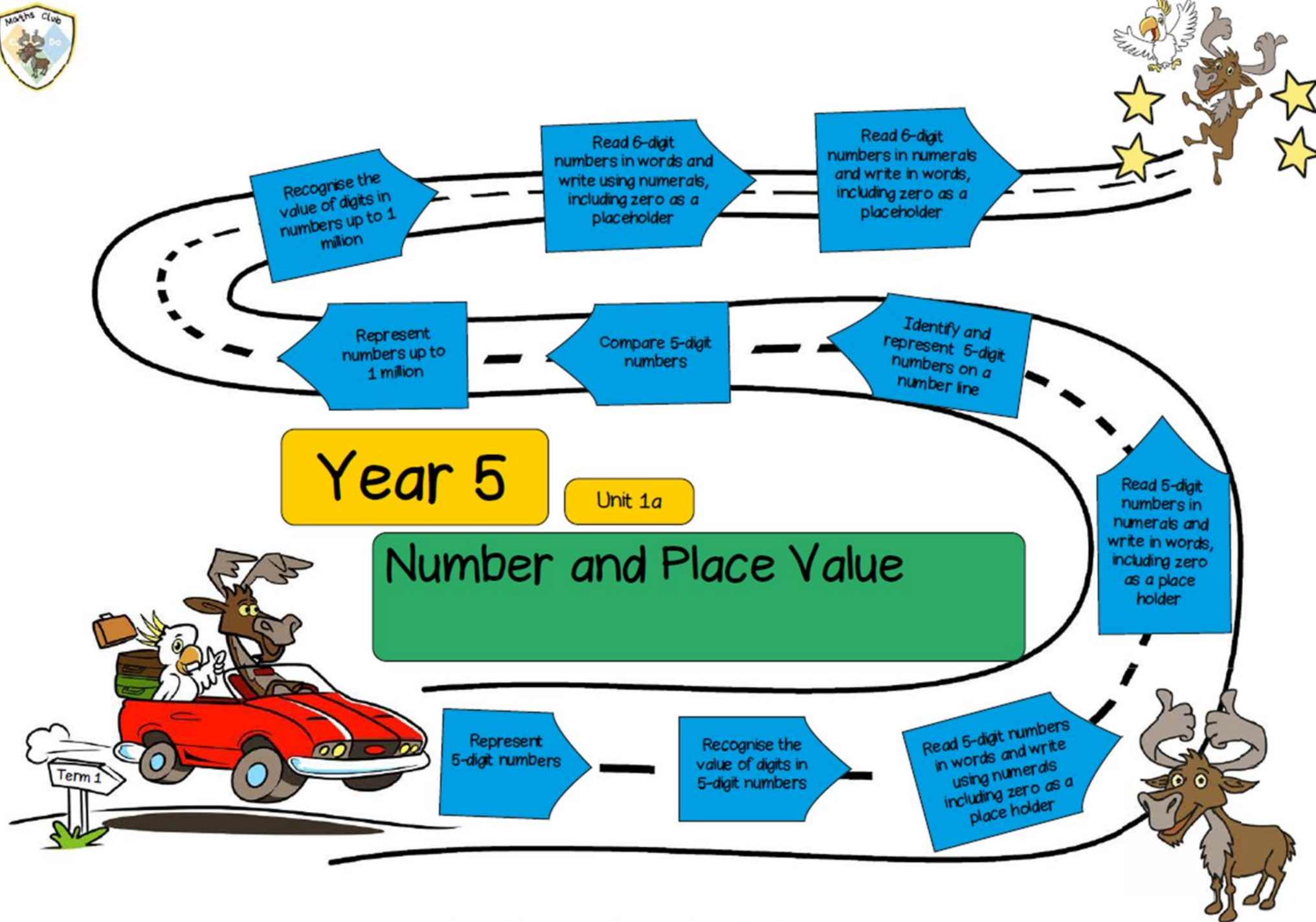


**Tiger and
Jaguar
Class
Term 1
Knowledge
Organisers**



Maths





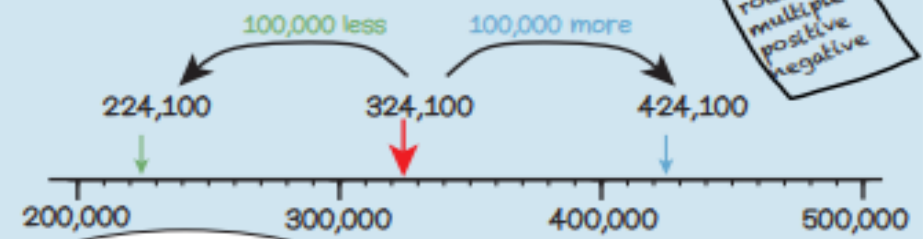
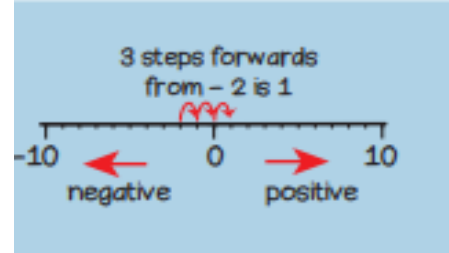
In order from smallest to largest

543,241 564,406 570,540

Stop and look.
What do you notice?

Thousands digit round multiple positive negative

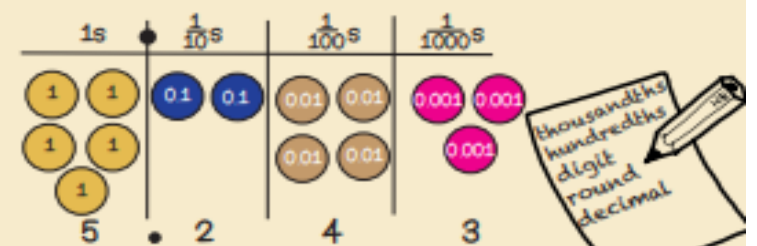
six hundred and twenty-three thousand, one hundred and forty-five
6 hundred thousands, 2 ten thousands, 3 thousands, 1 hundred, 4 tens and 5 ones



5 or more - round up
4 or less - round down

Round to the nearest ten thousand

Round to the nearest hundred thousand



five point two, four, three
5 ones, 2 tenths, 4 hundredths, 3 thousandths

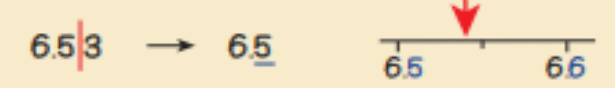
Thousands digit round decimal

Compare decimals

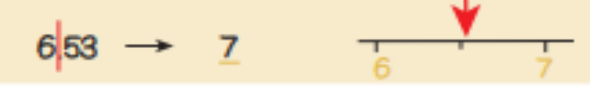
2.345 > 2.343 2.455 > 2.343 2.3 > 2.299

5 or more - round up
4 or less - round down

Round to the nearest tenth.

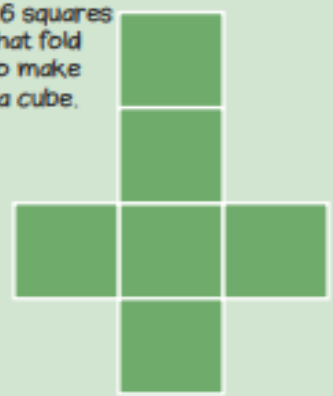


Round to the nearest whole number

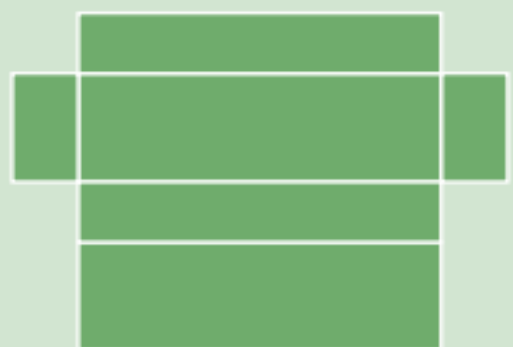


Year 5 Term 1

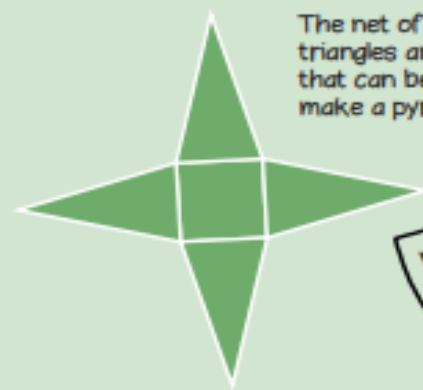
The net of a cube has 6 squares that fold to make a cube.



The net of a cuboid has 6 rectangles that fold to make a cuboid.

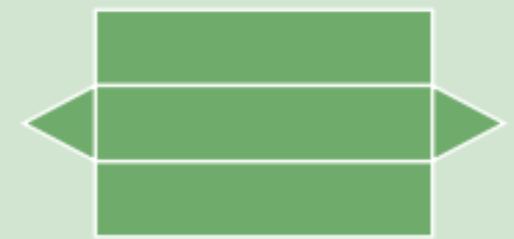


The net of a pyramid has triangles and a polygon that can be folded to make a pyramid.



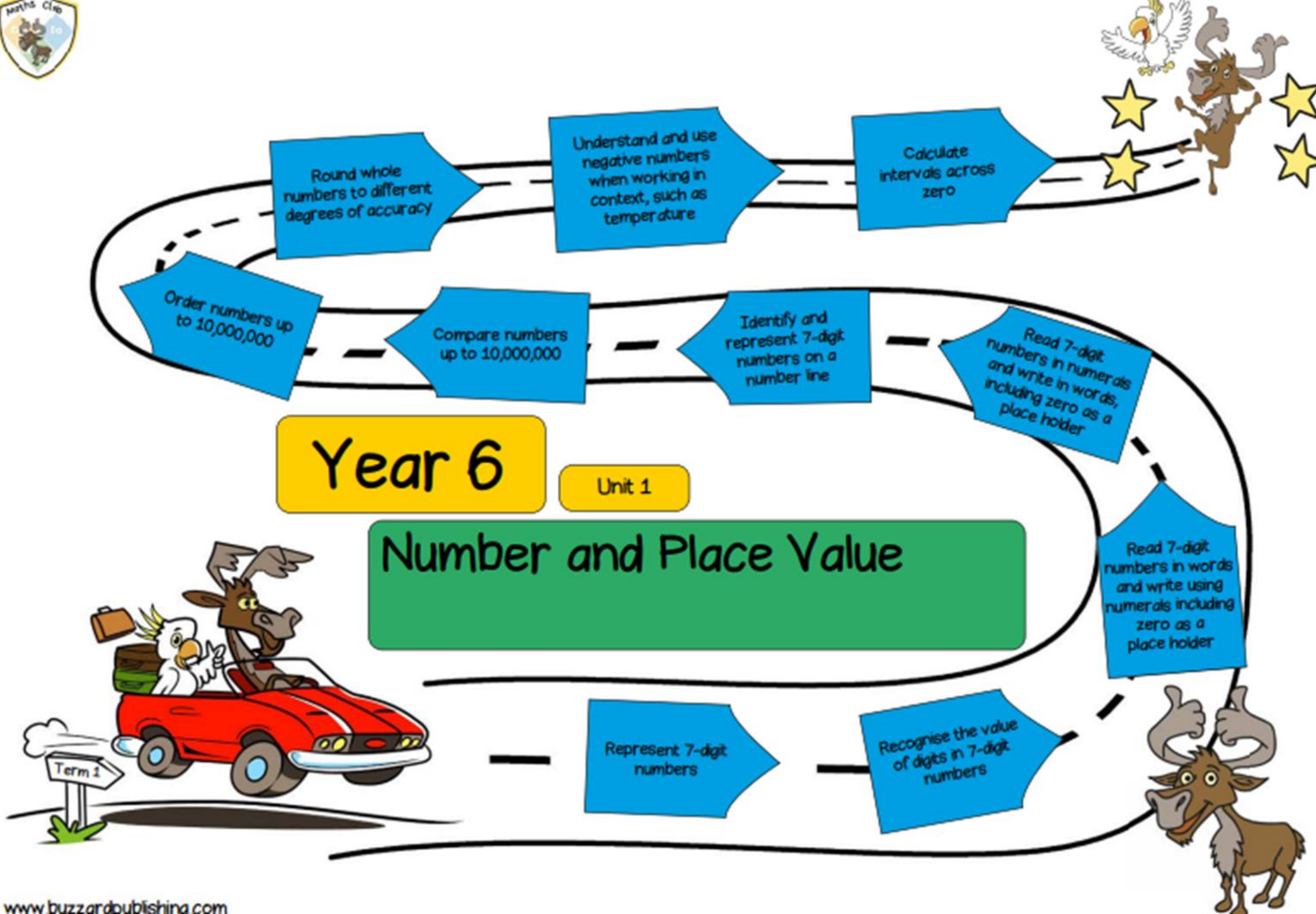
prism pyramid net polygon

The net of a prism has rectangles and two identical polygons that can be folded to make a prism.



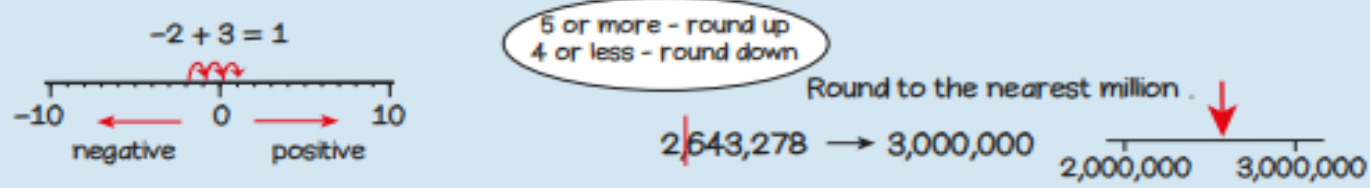


Maths





two million, five hundred and forty-three thousand, two hundred and forty-one
 2 millions, 5 hundred thousands, 4 ten thousands, 3 thousands, 2 hundreds, 4 tens and 1 one



Multiplying and dividing by 10, 100 and 1000

M	HTh	TTh	Th	100s	10s	1s	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	6		
			1	3	6				
		1	3	6	0	0			
						1	3	6	
						0	1	3	6

Ten times greater

136 x 10
 digits one place left

136 x 1000
 digits 3 places left

Ten times smaller

136 ÷ 10
 digits one place right

136 ÷ 100
 digits 2 places right

millions digit round
 multiple positive
 negative

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number has exactly 2 factors:
 2, 3, 5, 7, 11, 13, 17, 19...

15 and 21 have the common factors 1 and 3

15 and 21 are common multiples of 3

prime common factor multiplier divisor

If I know... then I also know... because... 

$0.8 \times 7 = 8 \times 7 \div 10$
 $4.2 \times 5 = 42 \div 2$ $56,000 \div 80 = 700$

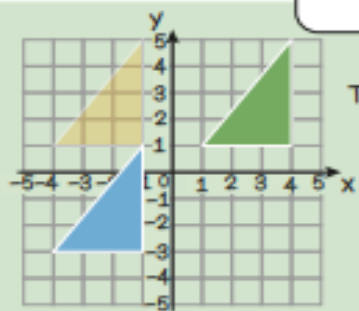
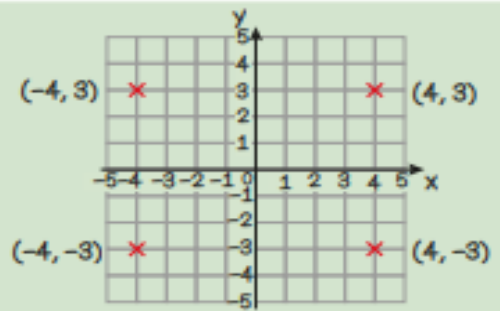
2427
 x 38
 19416
 72810
 92226

$0139r3$
 $24 \overline{) 3339}$
 0139.125
 $24 \overline{) 3339.000}$

1	24
2	48
3	72
4	96
5	120
6	144
7	168
8	192
9	216
10	240

$3339 \div 24 = 139 \text{ r}3 = 139 \frac{3}{24}$
 $= 139.13$ (to 2dp)

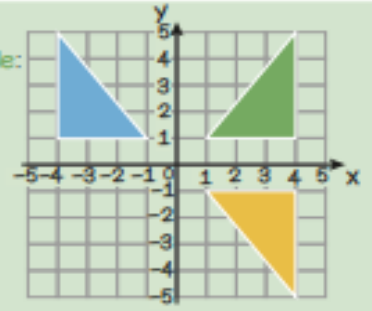
Year 6 Term 1



Translate the triangle 5 squares left and 4 squares down.

object image plot reflect translate

Reflect the triangle: in the x axis in the y axis



Year 5 and 6 Statutory Spellings


accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

Simple Past	Simple Present	Simple Future	Active Voice	Passive Voice	Punctuating Bullet Points	Brackets, Dashes and Commas (for parenthesis)
Lily licked the lolly.	Paul kicks the ball.	<ul style="list-style-type: none"> • Paul will kick the ball. • Lily is going to lick the lolly. 	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Eva is hoping to: <ul style="list-style-type: none"> • make lollies • play football with Paul The plan for this lesson is: <ul style="list-style-type: none"> • We will learn more about SPaG. • The class will have fun. 	<ul style="list-style-type: none"> • Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.
Past Perfect	Present Perfect	Future Perfect	Modal Verbs (indicating possibility)	Adverbs (indicating possibility)		
Paul had kicked the ball past the goalkeeper.	Paul has kicked the football. I have eaten the lolly.	Paul will have kicked the ball.	could, should, would, can, may, might, must, shall, ought, will	never, always, often, rarely, maybe, perhaps, probably		
Past Progressive	Present Progressive	Future Progressive	Colons	Colons (to introduce a list)	Semi-Colons	Hyphens (to avoid ambiguity)
Paul was kicking the ball. Eva was licking the lolly.	Paul is kicking the ball. Eva is licking the lolly.	Paul will be kicking the ball.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.	Eva loves lollies; strawberry flavoured ones are her favourite.	a man eating snake a man-eating snake
Subjunctive	Expanded Noun Phrase	Relative Clause	Relative Pronouns used at the beginning of a relative clause		Dashes	Commas (to clarify meaning)
If Paul were a better footballer, he could kick the ball straight.	the dark-haired girl with a taste for frozen lollies	Paul, who enjoyed football, played every week.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.		Eva and Paul are friends - they have known each other for years.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!?' Eva likes fruit, pasta and a drink for lunch.


Geography

South America

Human features:



Christ the Redeemer



Reed Islands



Machu Picchu


Physical features:



The Andes




The Amazon River



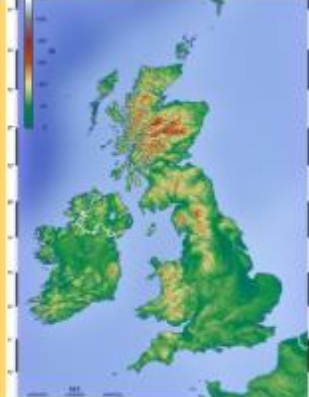
Atacama Desert

Temperate	Mild temperatures and moderate rainfall.
Tropical wet	Warm temperatures and regular rainfall through out the year.
Tropical dry	Warm temperatures, with several months of little or no rain.
Warm semi-arid	Hot temperatures with periods of drought mixed with periods of above-average rainfall.
Humid subtropical	Hot and humid summers, mild winters.
Arid (desert)	Hot temperatures and very little rain.
Highland	Low temperatures and a lot of rain.

South America



United Kingdom





Vocabulary

Capital city: The most important city of a country, usually where the central government operates from.

Climate: The regular pattern of weather conditions of a particular place.

Country: An area of land that has or used to have its own government and laws.

Human feature: A man-made feature of a place.

Physical feature: A natural feature of a place.

Trade: The action of buying and selling goods and services.

Mountain range: A group of connected mountains.

	Human features	Physical Features
England–Europe	Major cities - London, Manchester, Liverpool, Birmingham, Leeds, Glasgow, Belfast, Dublin and Cardiff. Trade in UK is farming, machinery, transport and oil	Seas, Oceans Mountain Ranges Mountains Rivers
Brazil – South America	Major Cities in Brazil—Sao Paulo & Rio de Janeiro. Trade in Brazil is farming (coffee, soybeans, sugar). Brazilians are football crazy and home to the world's largest carnival – Rio Carnival!	Rainforest Rivers Waterfalls



Lesson Sequence



1. Understand how offspring vary and are not identical to their parents



2. Learn about animal adaptations



3. Learn about plant adaptations



4. Explore what we can learn from fossils



5. Explore the theory of evolution by natural selection



6. Explore human evolution

Characteristics and Variation

A characteristic describes how something looks or how it behaves. **Characteristics** can be passed on from parents to their offspring, meaning that they can be **inherited**. They can include hair colour, eye colour and height. However, **environmental** factors are important too.



Adaptations

Plants and animals have numerous **adaptations** which help them to survive in their **habitats**.

- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants



Charles Darwin, the Galapagos Islands and Human Evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. He called this process natural selection.

Australopithecus

Homo habilis

Homo erectus

**Homo heidelbergensis/
neanderthalensis**

Homo sapiens

3.6 million years ago

Human Evolution

Today

Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton.



Science



Rocket Words

	inherit	when features are passed on from parents to offspring
	adaptation	changes or special features of a living thing to help it live in a habitat
	epiphytes	plants that grow on the surface of other plants
	fossil	the remains or impression of a prehistoric plant or animal embedded in rock
	Mary Anning	A famous palaeontologist who discovered fossils on the Jurassic Coast
	palaeontologist	a scientist that studies the remains of plants and animals found as fossils
	ichthyosaurus	a large marine reptile that lived 201-194 million years ago
	Charles Darwin	an English naturalist, best known for his theory of evolution
	evolved	how living things gradually change over time
	natural selection	survival and reproduction of the fittest
	ancestor	a person/living thing an organism is descended from
	Homo sapiens	the scientific name for the human species

Science

Art

Pathway for Years 5 & 6

Disciplines:

Design: Typography, Drawing, Collage, Sketchbooks

Key Concepts:

- That when designers work with fonts and layout it is called **Typography**.
- That we can use the way words look to help us communicate ideas and emotions.
- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.

In this pathway children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions.

They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three dimensional maps.





Jigsaw knowledge and skills progression: Being Me In My World - Ages 9-10

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>			

PSHE

Portraits - describing in French

Key knowledge

Phonics

- ✓ To know that 'h' at the start of a word in French is not pronounced.

Grammar

- ✓ To know that the ending of an adjective changes depending on the gender and number of the noun it describes.
- ✓ To know that certain colour adjectives are invariable and do not change in the feminine form: **rouge**; that some do not change in feminine or plural forms: **marron, orange**.
- ✓ To know that some adjectives are irregular in the feminine and/or
- ✓ To know that we can use conjunctions to link phrases such as **et/mais**.
- ✓ To know that the verbs **avoir** and **être** are used to describe appearance and personality.
- ✓ To know how **avoir** (to have) and **être** (to be) are conjugated in the third person singular forms: **il/elle a; il/elle est**.
- ✓ To know that some adjectives are irregular in the feminine and/or plural forms: **violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse**.
- ✓ To know that the endings of verbs change according to the subject.
- ✓ To know how to form the first, second and third person of the verbs **avoir** (to have) and **être** (to be).

PE Gymnastics

Key Skills

- Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight
- Social: work safely, collaboration, communication, respect
- Emotional: independence, confidence, determination
- Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

PE Fitness

Key Skills

- Physical: agility, balance, co-ordination, speed, stamina, strength
- Social: support and encourage others, collaboration
- Emotional: perseverance, determination
- Thinking: observation, analysis, comprehension