



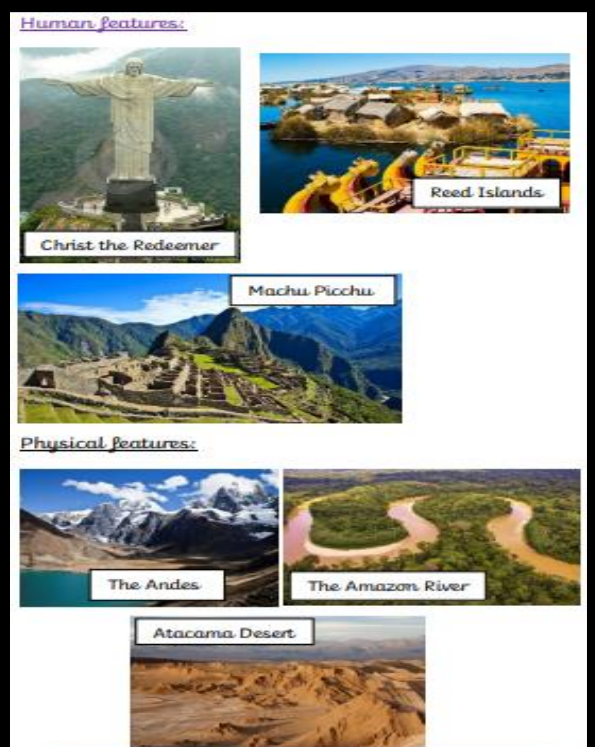
Jaguars Knowledge Organiser

Term 1

Passport to South America

Human and Physical Features

	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



South America

South America has five different time zones. South America has 12 countries and two territories. The Andes is the largest mountain range in the world. The main exports from Latin America are agricultural products and natural resources such as copper, iron, and petroleum. The capital cities of Brazil, Argentina, Chile are Brasilia, Buenos Aires and Santiago.



Climate

	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



Key Vocabulary

mountains	A very high area of land with steep sides.
climate	The weather conditions of an area.
time zones	The time in a particular area in relation to GMT.
mountain range	A group of connected mountains.
trade	The action of buying and selling goods and services.
human feature	A man-made feature of a place.
Physical feature	A natural feature of a place.
Human feature	Something man-made such as a landmark, road, factory or airport.
country	An area of land that has or used to have its own government and laws

Living Things and Their Habitats

Classification

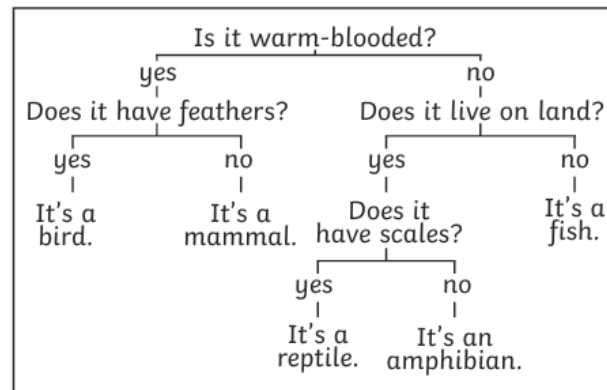
In the 1700s, Swedish scientist Carl Linnaeus published a system for classifying living things based on their observable characteristics, known as the Linnaean System. An adapted version of this system is still used today.

Taxonomists are scientists who sort, group and classify living things based on their similarities and differences. We can use a classification key to group and classify living things like a taxonomist does.

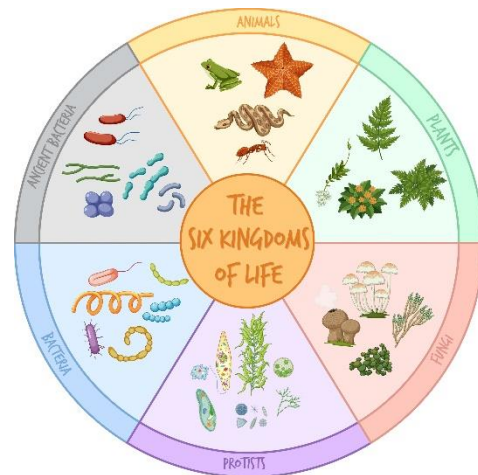
Carl Linnaeus

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

DOMAIN	Eukarya
KINGDOM	Animalia
PHYLUM	Chordata
CLASS	Mammalia
ORDER	Primates
FAMILY	Hominidae
GENUS	Homo
SPECIES	Homo sapiens



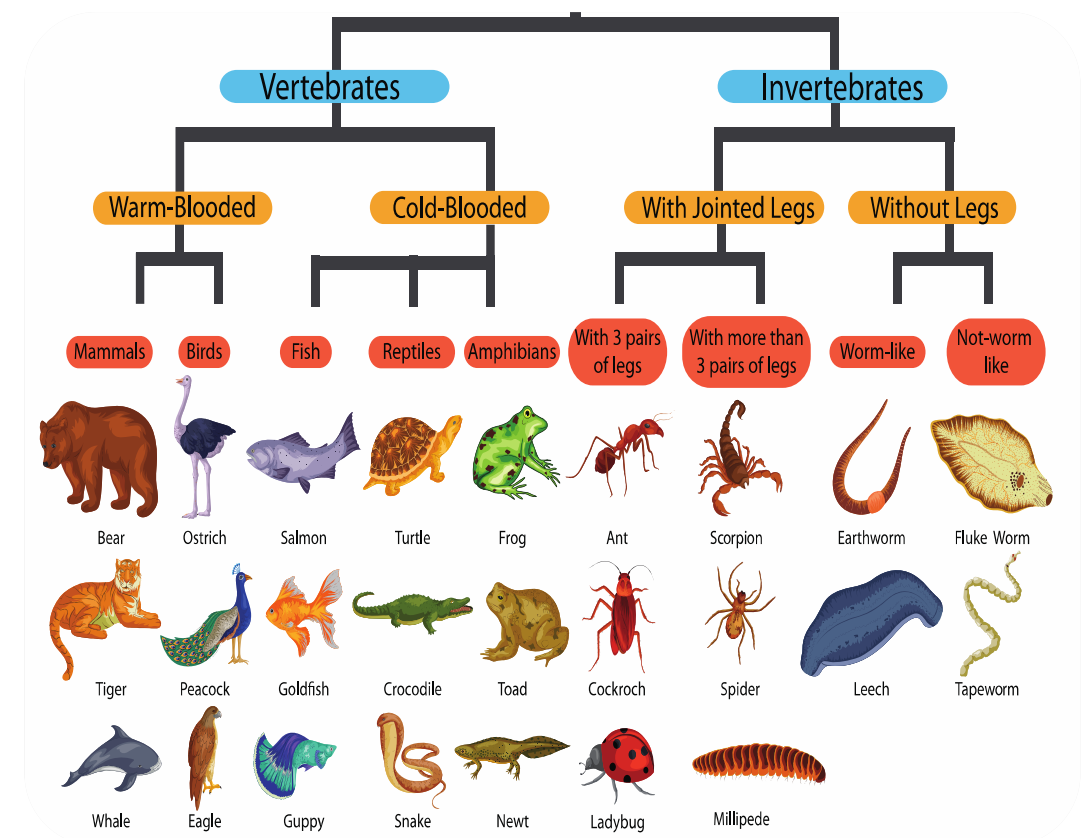
Six Kingdoms of Life



Some Invertebrate Groups

Arthropod	Annelid	Mollusc	Echinoderm
			
segmented legs include insects, crustaceans and arachnids	segmented bodies no legs include earthworms and leeches	segmented bodies no legs include slugs and octopuses	live in salt water tube feet include sea stars and sea urchins

Classification of Animals



Key Vocabulary

classification	The arrangement of animals and plants in groups according to their observed similarities.
microorganism	A tiny, microscopic organism such as bacteria, virus or fungus.
habitat	A place where living organisms live.
living organism	Something that can move, use energy and reproduce.
species	The smallest class of organisms.
microscopic	A microscopic organism, too small to see with the naked eye.
ecosystem	A group of living organisms that live and interact with each other in a specific environment.
kingdom	A category grouping together all forms of life, having certain characteristics in common.
Linnaean System	A diverse kingdom which includes mushrooms and brewer's yeasts.
cell	The smallest structural and functional unit of an organism.
classification key	A classification key is a set of questions used to identify and group living things. They are usually based on an organism's physical characteristics.

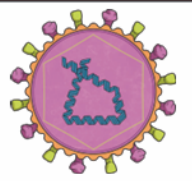
Microorganisms

Microorganisms are microscopic organisms that can be found almost everywhere on Earth – including inside our bodies.

Antibiotics, yoghurt, cheese, wine and yeast are all helpful bacteria.

Mould, food poisoning and athletes' foot are harmful bacteria.



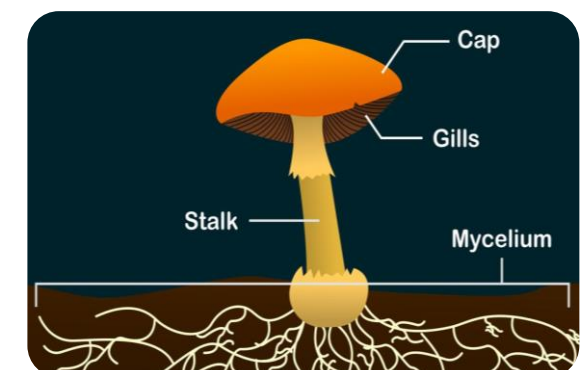
Bacterium	Virus	Fungus
 cholera bacteria	 influenza virus	 honey fungus
single-celled microorganism	very simple structure	can be very small or very large
found almost everywhere on Earth	scientists often disagree about whether they are alive or not	often have a fruiting body and a network of threads
can be spherical, rod shaped or curved/spiral	require a host to reproduce	reproduce through releasing spores

Mrs Gren

Movement
Respiration
Ssensitivity
Growth
Reproduce
Excretion
Nutrition

Fungi

Fungi gain energy from dead matter.





Round whole numbers to different degrees of accuracy

Understand and use negative numbers when working in context, such as temperature

Calculate intervals across zero

Order numbers up to 10,000,000

Compare numbers up to 10,000,000

Identify and represent 7-digit numbers on a number line

Read 7-digit numbers in numerals and write in words, including zero as a place holder

Year 6

Unit 1

Number and Place Value

Read 7-digit numbers in words and write using numerals including zero as a place holder

Represent 7-digit numbers

Recognise the value of digits in 7-digit numbers



Y6 PSHE Jigsaw Knowledge Organiser Being me in my world

Puzzle Outcomes

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
- I feel welcome and valued and know how to make others feel the same.
- I know that there are universal rights for all children but for many children these rights are not met.
- I understand my own wants and needs and can compare these with children in different communities.
- I understand that my actions affect other people locally and globally.
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I understand how democracy and having a voice benefits the school community.
- I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.

Weekly Celebrations

Week 1- Help others to feel welcome.
Week 2 – Try to make our school community a better place.
Week 3 – Think about everyone's right to learn.
Week 4 – Care about other people's feelings.
Week 5 – Work well with others.
Week 6 – Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Friendship and Perseverance



Key Vocabulary

Goals	Contained as part of a whole being considered.
Children's Rights	Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.
Community	A group of people living or working together in the same area.
Empathy	the ability to understand and share the feelings of another.
Opportunities	A time or set of circumstances that makes it possible to do something.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Democracy	People voice their opinions by voting on important issues and/or by voting a leader/ representative.

je joue

I play

je fais

I do



le tennis

tennis



le basketball

basketball



la
gymnastique

gymnastics



le rugby

rugby



le badminton

badminton



le football

football



la natation

swimming



le tir à l'arc

archery



la boxe

boxing



le skate

skateboarding



le Canada

Canada



la Suisse

Switzerland



le Sénégal

Senegal



la
Martinique

Martinique



le
Luxembourg

Luxembourg



la Côte
d'Ivoire

Ivory Coast



la France

France



la Belgique

Belgium



Tu aimes le sport ? - Do you like sports?

[Opinion] + [the infinitive of an action verb]



I like to play badminton because it's fast.



I don't like to play football because it's tiring.

The two main verbs used are **jouer à** (to play) and **faire de** (to do)

jouer à + [sport]

à + le = **au**

je joue au rugby

I play rugby

faire de + [sport]

de + le = **du**

je fais du ski

I do some skiing

When saying, 'I am going to' a country, the preposition changes according to the gender of the country as follows:

Je vais

I go / I'm going

au Canada (m)

en France (f)

to Canada

to France

les adjectifs - adjectives

fatigant	tiring
cool	cool
compétitif	competitive
amusant	fun
rapide	fast
passionnant	exciting
technique	technical

aller - to go

je vais	I go
tu vas	you go
il va	he goes
elle va	she goes
nous allons	we go

Opinions

j'aime	I like	je n'aime pas	I do not like
j'adore	I love	je préfère	I prefer
je déteste	I hate	parce que	because
il/elle aime	he/she likes	c'est	it is

Knowledge Organiser

Fitness Year 6

About this Unit

Regular participation in physical activities can significantly improve your mood. Exercise releases endorphins, which are natural chemicals in the body that create a feeling of wellbeing. Exercise can also reduce stress and anxiety, improve sleep and give you more energy.

Physical fitness includes different components including agility, balance, co-ordination, speed, stamina and strength. The wonderful thing about fitness is that no matter where your fitness levels are, you can always make improvements with practise.

These are the tests you will use to measure each component of fitness.

- Agility: T-test
- Balance: stork test
- Co-ordination: skipping
- Speed: 30m sprint
- Stamina: 4m run
- Strength: calf raises



Key Vocabulary

abdominals: muscles in the stomach
agility: the ability to change direction quickly
analyse: examine in order to understand
calves: a muscle in the bottom back of leg
co-ordination: moving two or more body parts at the same time
consistent: to repeat something in the same way
drive: a forceful and controlled movement to help move you forward
engage: to activate
measure: to mark a distance
motivate: to encourage
persevere: to continue trying
power: speed and strength combined
quadriceps: the muscles in the thighs
record: to make note of
rhythm: a strong, regular repeated pattern of movement
stable: to be balanced



Ladder Knowledge



Agility:

Agility requires speed, strength, good balance and co-ordination.

Speed:

Speed can be improved by training. Different distances require different speeds.

Balance:

Apply force to maintain control and balance.

Strength:

You can build up strength by practicing in your own time.

Co-ordination:

Co-ordination also requires good balance.

Stamina:

Different exercises can develop stamina which can be improved by training over time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of set your plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

Healthy Participation



- Focus on your own results without comparing them with others.
- Work within your own capabilities.
- All actions need to be performed with control.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Red or black?

What you need: A pack of cards.

How to play:

- One player guesses whether the first card will be red or black.
- If they are correct they get to guess if the next card will be higher or lower than the first.
- If they are correct they get to guess if the next card will be a number in between the first two cards or a number outside of the first two cards.
- If they are correct they win one hand.
- If they are wrong at any stage they complete 10 x of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 x hands.

Red or black / higher or lower / in or out?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Get Set 4
Education

Knowledge Organiser

Gymnastics Year 6

About this Unit

Gymnastics traces its roots back to ancient Greece, where it was a crucial part of physical training. The word "gymnastics" even comes from the Greek word "gymnos," meaning naked, as ancient athletes often practiced in the nude. There are two main types of gymnastics: artistic and rhythmic. Artistic gymnastics includes those jaw-dropping flips and twists you see on the Olympic vault and floor routines. Rhythmic gymnastics, on the other hand, features elegant dance moves and performances with apparatus like ribbons and hoops.

Perfect Performance Tools



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

Use these performance tools to improve the quality of your sequences.



Key Vocabulary

aesthetics: how a performance or skill looks

competent: able to perform

contrasting: different to one another

counter balance: creating a balance by pushing against a partner

counter tension: creating a balance by pulling away from a partner

engage: to activate

execution: completing the action

flight: time in the air

formation: where performers are in the space in relation to others

handstand: an inverted balance in which weight is held on hands

progression: a stage of a skill

refine: to improve the quality

structure: the way in which a sequence is ordered or organised

vault: performing an action over a piece of apparatus



Ladder Knowledge



Shapes:

Use clear shapes when performing other skills.

Inverted movements:

Spreading your weight across a base of support will help you to balance.

Balances:

Apply force to maintain control and balance.

Rolls:

You can use momentum to help you to roll. This momentum will come from different body parts depending on the roll you are performing.

Jumps:

Taking off from two feet will give you more height and therefore more time in the air.

Movement Skills

- straddle roll
- forward roll
- backward roll
- counter balance
- counter tension
- bridge
- shoulder stand
- handstand
- cartwheel
- flight

This unit will also help you to develop other important skills.

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

Thinking observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Strategy

Use changes in formation to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.



If you enjoy this unit why not see if there is a gymnastics club in your local area.

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Cereal Box Challenge



What you need: an empty cereal box, one or more players.

How to play:

- Place the cereal box on the floor.
- Pick the cereal box up using only your mouth.
- Nothing but your feet can touch the floor.
- If successful tear an inch from the top of the cereal box and play the game again.
- Repeat the challenge, taking an inch from the box each time.

Top tip: hold onto your leg/s to help you to balance.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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