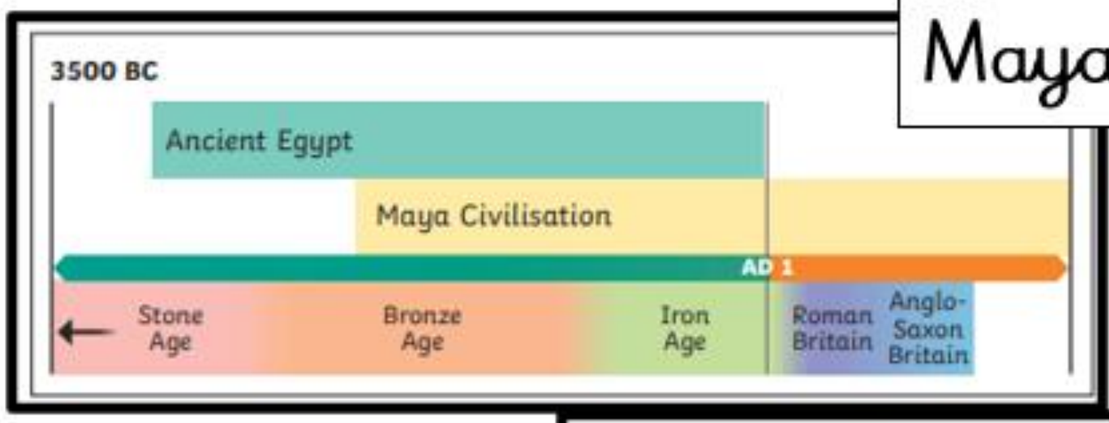
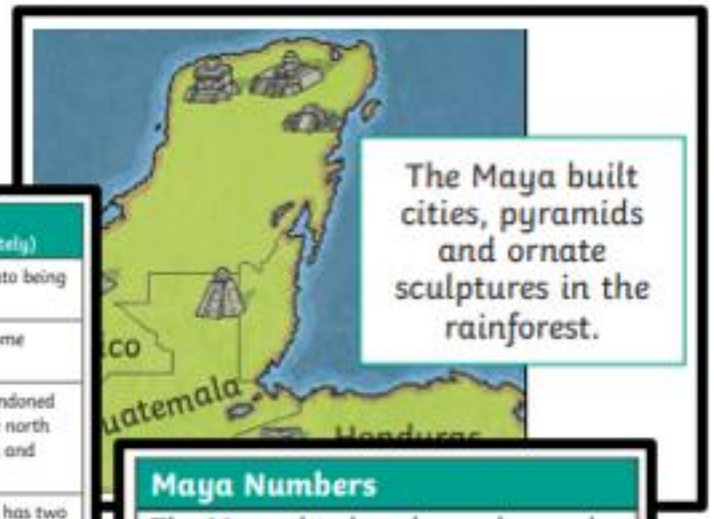


# Tigers Knowledge Organisers

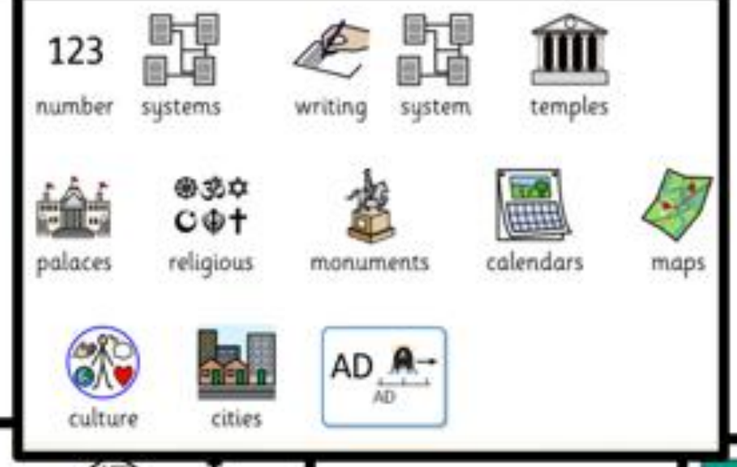
# Term 2

# Maya Civilisation



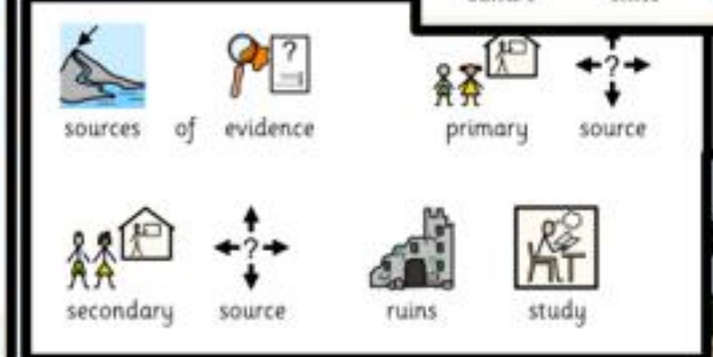




## Key Vocabulary









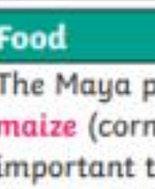



| Key Dates (c. stands for circa, which means approximately) | |
|---|---|
| c. 2000 BC | The Maya civilisation comes into being in Central America. |
| c. 300 BC | Cities, such as El Mirador, become large and powerful. |
| AD 900 | Cities in the rainforest are abandoned due to a drought. People move north to the highlands of Guatemala and the Yucatán. |
| AD 1000 | Cities like Chichén Itzá (which has two temple pyramids) are still thriving. |
| AD 1500s (16th century) | The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest. |
| AD 1839 | American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood, explore Copán and other cities including Chichén Itzá, reigniting interest in the Maya civilisation. |
| AD 2014 | The cities of Lagunita and Tamchén are rediscovered. |

## Maya Numbers

The Maya developed an advanced number system for their time.

They were one of only two cultures in the world to develop the concept of zero as a placeholder.




The number system used three symbols in different combinations.

## Religion

The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The Maya people would dance, sing and make offerings to the gods/goddesses.



Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.

## Writing

The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs.

Logograms are glyphs representing whole words.

Syllabograms are glyphs representing units of sound (syllables).

The glyphs were carved on stone buildings and monuments and painted on pottery.



Maya scribes also wrote books called codices.

## Food

The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods.

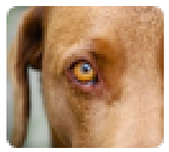


The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich. It was used for medicines and in ceremonies. The cacao beans were highly valued and even used as a form of money.

# Knowledge Organiser
# Year 6 – Evolution & Inheritance

**Careers connected to Evolution and Inheritance:** geneticist
DNA analyst, biological Researcher, conservationist

## 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. Environmental factors can also affect a person's characteristics




## 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. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.




## 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. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.



# Knowledge Organiser
# Year 6 – Evolution & Inheritance

Careers connected to Evolution and Inheritance: geneticist, DNA analyst, biological Researcher, conservationist

## Rocket Words

| | |
|---|---|
| **variation** | the differences in characteristics or traits between living things of the same species |
| **inherited** | when characteristics or traits are passed on from parents to offspring |
| **adaptation** | changes or special features of a living thing to help it live in a habitat |
| **ancestor** | someone or something a living thing is related to from a long time ago |
| **natural selection** | survival and reproduction of the fittest |
| **evolved** | how living things gradually changed over time |
| **extinct** | a species that is no longer living, having completely vanished from the Earth |
| **Homo sapiens** | the scientific name for the human species |

**Suggested prior learning** Textiles: Stuffed toys

## Unit hub
## Textiles: Waistcoats :

### Intended outcome of the unit

Consider a range of factors in their design criteria and use this to create a waistcoat design.

Use a template to mark and cut out a design.

Use a running stitch to join fabric to make a functional waistcoat.

Attach a secure fastening, as well as decorative objects.

Evaluate their final product.

### Key Vocab

| | |
|---|---|
| annotate<br>decorate<br>design criteria<br>fabric | target customer<br>waistcoat<br>waterproof |

### Unit specific links:

Assessment D&T Y6: Textiles: Waistcoats
Knowledge organiser
D&T Textiles skills videos
Key vocabulary

| Week | Week | Week | Week |
|---|---|---|---|
| Lesson 1: Waistcoat design | Lesson 2: Preparing fabric | Lesson 3: Assembling my waistcoat | Lesson 4: Decorating my waistcoat |
| To design a waistcoat. | To mark and cut fabric according to a design. | To assemble a waistcoat. | To decorate your waistcoat. |

**Suggested Next Steps**
Electrical systems: Steady hand game

# ‘RICH’ BOOK GUIDE – ‘Pig Heart Boy’ by Malorie Blackman

***Background knowledge needed:***

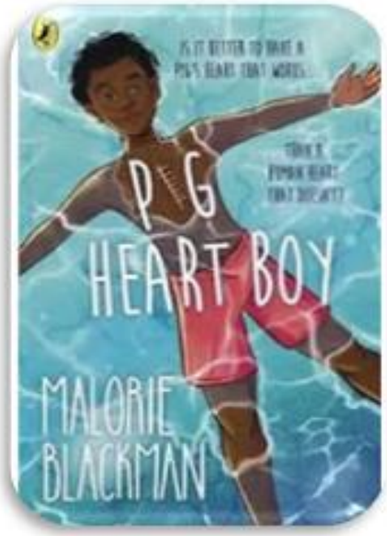
Prior knowledge of medical ethics, including discussions on organ transplants, particularly when an organ is taken from an animal.

It may also be beneficial to have some knowledge of social media and its negative impact.

## *Vocabulary needed:*

| Word | Definition |
|---|---|
| transplant | replace a damaged body part with a working one |
| research | careful study of something to find information |
| cardiovascular | relating to the heart and blood vessels |
| surgery | operation |
| circulation | blood travelling across the body |
| paediatric | medicine dealing with children |
| donor | person who gives blood or an organ |

***Book:***




***Story type:***

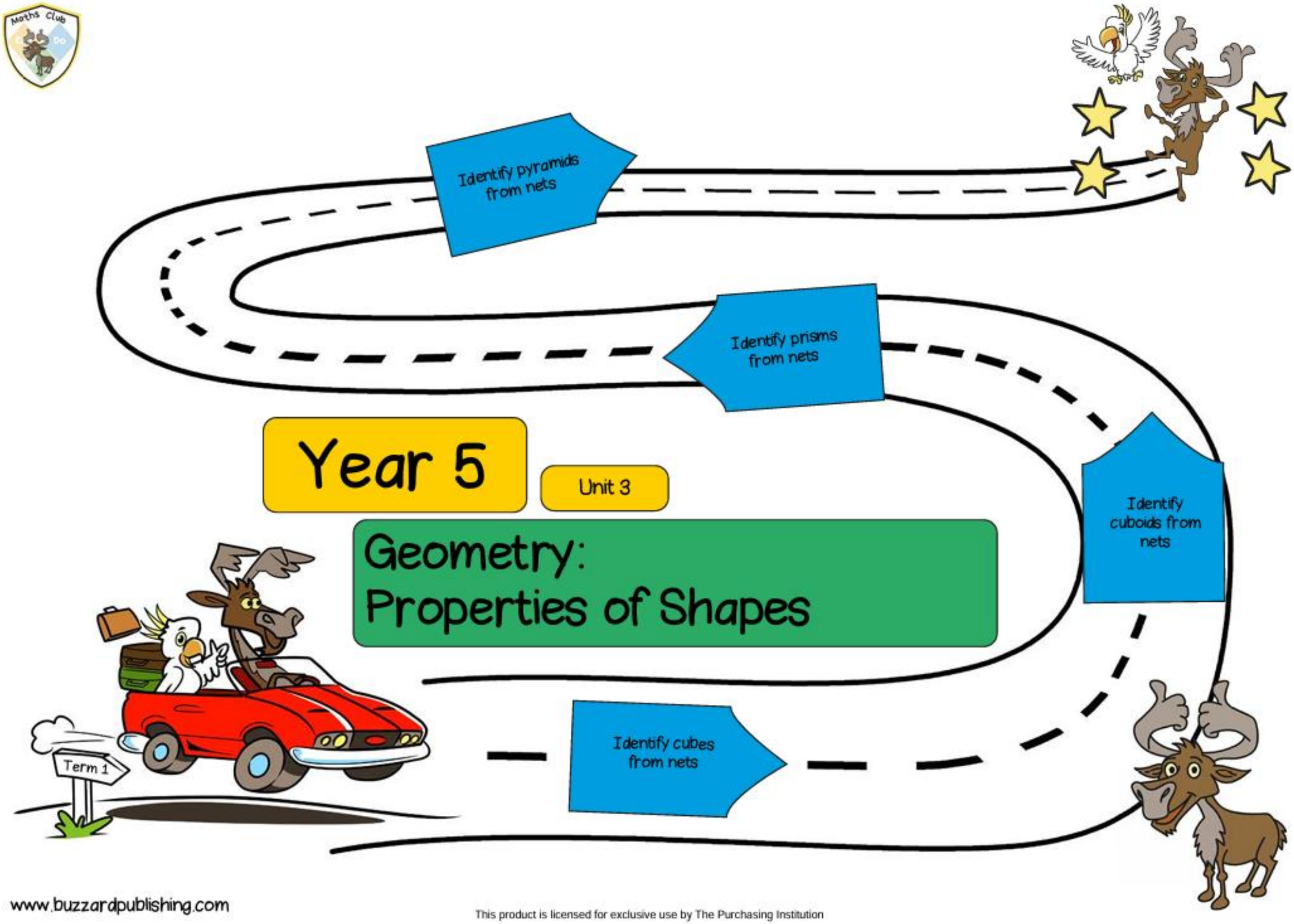
Contemporary realistic fiction

***Narrator/s:*** First person narrative told by Cameron. At times, there is an audio/ video recording for is unborn brother.

| **Important Information:** | |
|---|---|
| Plot: ‘Pig Heart Boy’ tells the story of Cameron, a boy with a life-threatening heart condition. He undergoes an experimental pig heart transplant. As he navigates the challenges of recovery and societal judgment, Cameron learns about resilience and the importance of family and friendship in facing adversity. | |
| Setting: London: the story unfolds in both urban and hospital environments. | |
| Themes: Identity, resilience, self- perception, friendship, acceptance, courage, mortality | |
| Characters: | |
| Protagonist: Cameron Kelsey | Boy who needs a transplant |
| Antagonists: social media | reporters |
| Catherine Kelsey | Cameron’s mother |
| Michael Kelsey | Cameron’s father |
| Dr Bryce | Dr who looks after Cameron |
| Nan | Only heard of through quotes from Cameron |
| Marlon | Cameron’s best friend |

***What does the book teach us?***

- Acceptance
- Ethical considerations
- The importance of family support
- How to develop courage and resilience




# Year 5

Unit 3

# Geometry: Properties of Shapes

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# Year 5

Unit 4

# Addition and Subtraction

Use column subtraction for numbers with 1,2 or 3 decimal places when exchanging is required

Add two decimal numbers choosing an efficient strategy

Subtract two decimal numbers choosing an efficient strategy

Use column addition for numbers with 3 decimal places when regrouping is required

Use column addition for numbers with 1,2 or 3 decimal places when regrouping is required

Use column subtraction for numbers with 3 decimal places when exchanging is required

Use column subtraction for two numbers with more than 4 digits when regrouping is required in multiple columns

Use column addition for two numbers with more than 4 digits when regrouping is required in multiple columns

Subtract two whole numbers choosing an efficient mental strategy

Add two whole numbers choosing an efficient mental strategy

Term 2

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Maths Club

Divide a whole number by 1000

Divide a decimal by 10

Divide a decimal by 100

Multiply a decimal by 100

Multiply a decimal by 10

AMultiply a whole number by 1000

Multiply a whole number by 100

Multiply a whole number by 10

Divide a whole number by 10

Divide a whole number by 100

# Year 5

Unit 5

# Multiplication and Division: Powers of 10

Term 2



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# Year 6

Unit 9a

# Fractions: Calculating

Add mixed numbers (denominators multiples of each other) fractions beyond the whole (mixed number answer)

Add mixed numbers (denominators not multiples of each other) fractions within the whole (mixed number answer)

Add mixed numbers (denominators not multiples of each other) fractions beyond the whole (mixed number answer)

Add mixed numbers (denominators multiples of each other) fractions within the whole (mixed number answer)

Add mixed numbers (same denominators), fractions within and beyond the whole (mixed number answer)

Add mixed and proper fractions (denominators not multiples of each other) fractions beyond the whole (mixed number answer)

Add mixed number and proper fractions (denominators not multiples of each other) fractions within whole (mixed number answer)

Add proper fractions (denominators not multiples of each other) within the whole

Add proper fractions (denominators not multiples of each other) beyond the whole (mixed number answer)

Term 3

# Year 6

Unit 9b

# Fractions: Calculating

Subtract mixed number from mixed numbers (denominators multiples of each other), fractions across the whole

Subtract mixed number from mixed numbers (denominators not multiples of each other), fractions within the whole

Subtract mixed number from mixed numbers (denominators not multiples of each other), fractions across the whole

Subtract mixed number from mixed numbers (denominators multiples of each other), fractions within the whole

Subtract mixed number from mixed numbers (same denominators), fractions across the whole

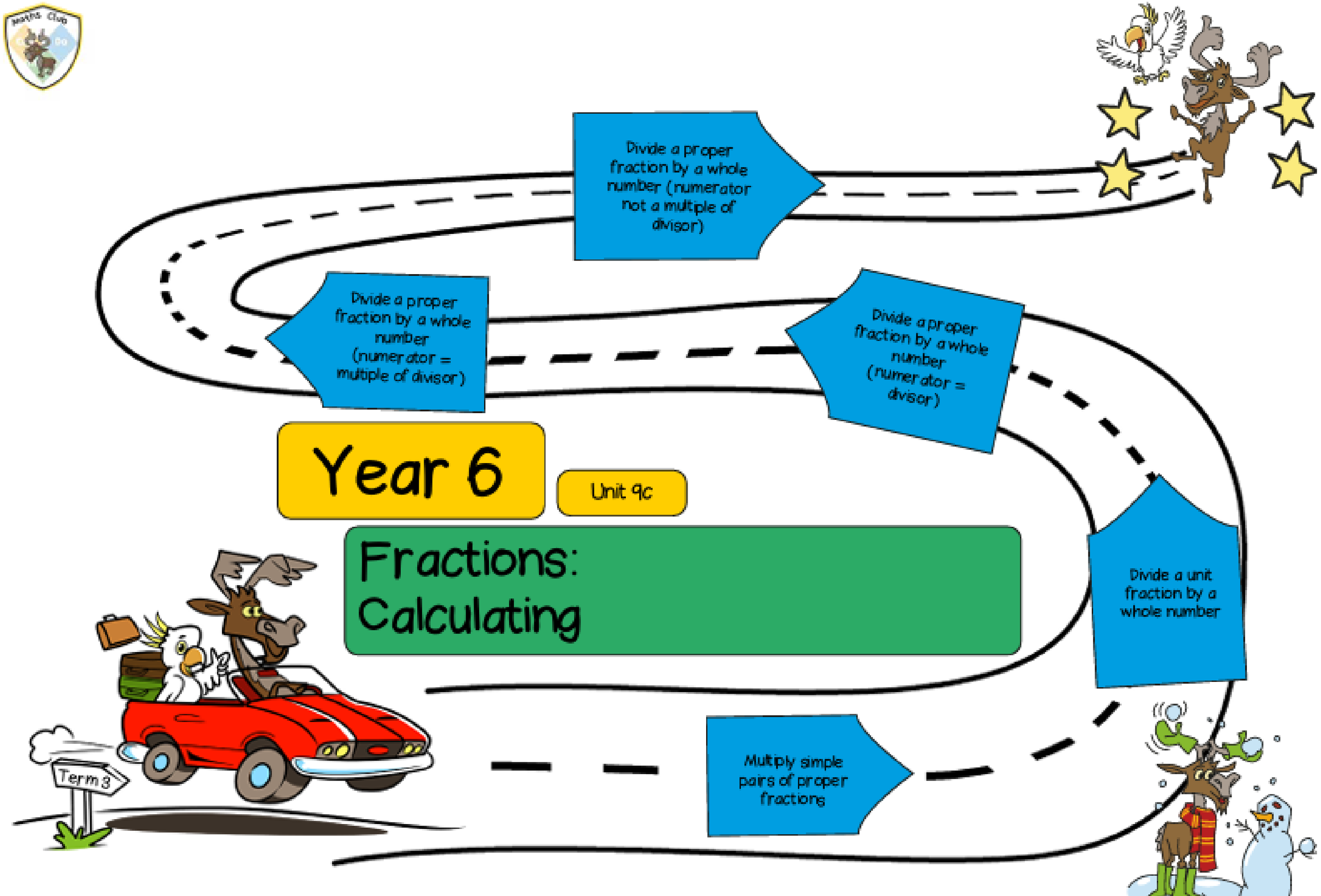
Subtract mixed number from mixed numbers (same denominators), fractions within the whole

Subtract proper fractions from mixed numbers, fractions across the whole (denominators not multiples of each other)

Subtract proper fractions from mixed numbers, fractions within the whole (denominators not multiples of each other)

Subtract proper fractions (denominators not multiples of each other) within the whole




Divide a proper fraction by a whole number (numerator not a multiple of divisor)
Divide a proper fraction by a whole number (numerator = multiple of divisor)
Divide a proper fraction by a whole number (numerator = divisor)
Year 6
Unit 9c
Fractions: Calculating
Divide a unit fraction by a whole number
Term 3
Multiply simple pairs of proper fractions

# Year 6

Unit 11

# Ratio and Proportion Road Map

Find the value of the whole and parts, given one part

Use scale factors to calculate dimensions in similar shapes

Use scales to find distances

Use percentages to make comparisons

Find the value of the parts, given the whole

Find complex percentages of an amount (eg 17%, 28%, 63%)

Find simple percentages of an amount (mulitples of 10% and 5%)

Find 10%, 25%, 50% and 75% of an amount



Year 5/6
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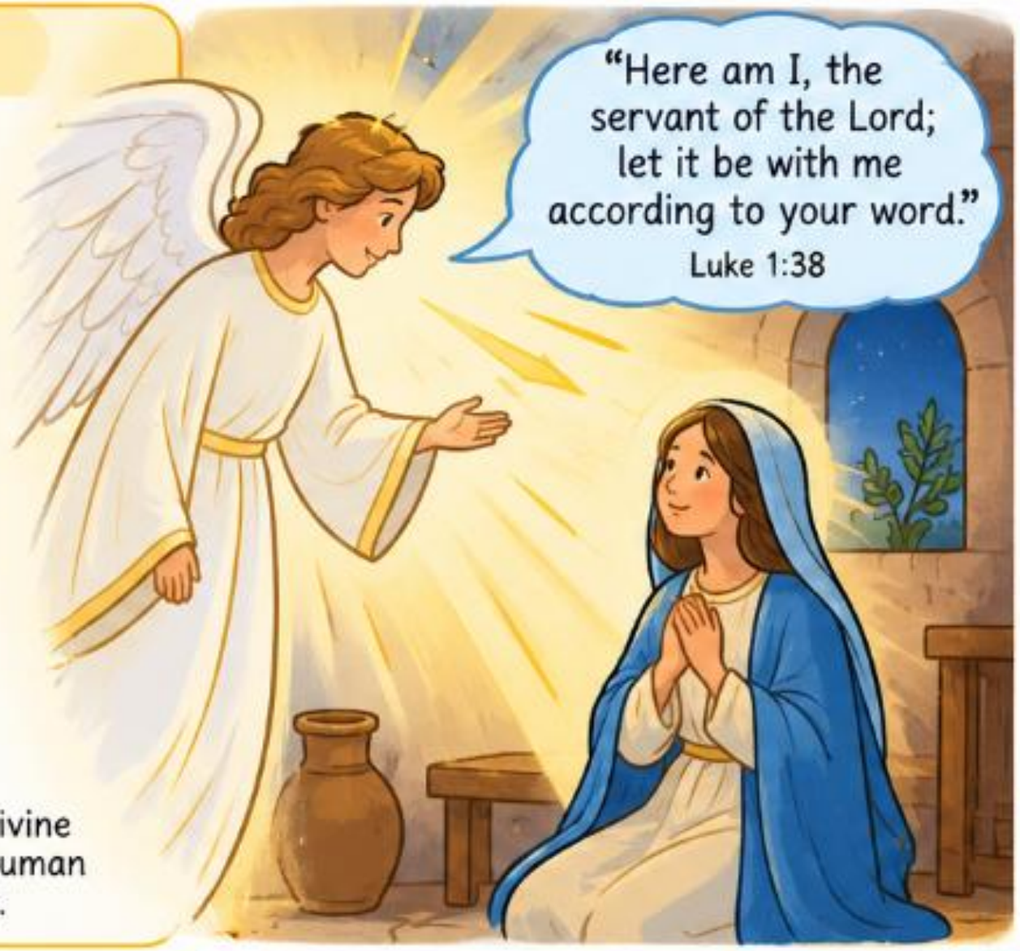
# Christianity

## How significant is it that Mary was Jesus' mother?



## Key Knowledge

- Christians celebrate the arrival of Jesus as God's Son.
- God chose a Jewish young woman called Mary to be the mother of his earthly son.
- The angel Gabriel visited Mary to ask her to be Jesus' mother. This is called the Annunciation.
- Mary agreed and said, "Here am I, the servant of the Lord; let it be with me according to your word." (Luke 1:38)
- Mary was a virgin, so the conception of Jesus was a miracle, through the Holy Spirit.
- This shows the Christian belief in the **incarnation** – God becoming man or "made flesh".
- Jesus needed to be both human and divine in order to bring salvation. Having a human mother and a divine father shows this.




## Key Vocabulary

| | |
|---|---|
| **Incarnation** | God becoming man or "made flesh". |
| **Fiat** | Mary's "Yes" to the angel Gabriel when asked if she would be the mother of Jesus. It means "let it be done". |
| **Annunciation** | The visit of the angel Gabriel to Mary to ask her to be Jesus' mother and her agreement. |
| **Holy Spirit** | The third person of the Trinity. Christians believe the Holy Spirit was part of the conception of Jesus. |
| **Trinity** | The belief that God is three persons in one: God the Father, God the Son and the Holy Spirit. |

## Why is Mary significant?

- She was chosen by God to be the mother of Jesus.
- She said "Yes" and showed courage and faith.
- Some Christians believe she was sinless and lived without doing anything wrong.
- She is seen as a very special person because she was the mother of God's Son.
- Many Christians pray to Mary and ask for her help and prayers.

## Key Beliefs

- Jesus was both human and divine.
- His human mother, Mary, and divine father show how unique he is.
- Mary's conception of Jesus was a miracle, through the Holy Spirit.
- This event shows God's love and plan for the world.
- Mary's "Yes" was a free choice, showing the importance of free will.

## Things to think about...

- Do you think it is possible for someone to live without doing anything wrong ever in their life?
- Would this make them very special? Why?
- Why are certain people significant or special to you?
- What does Mary's story teach Christians today about faith, trust and saying "Yes" to God?

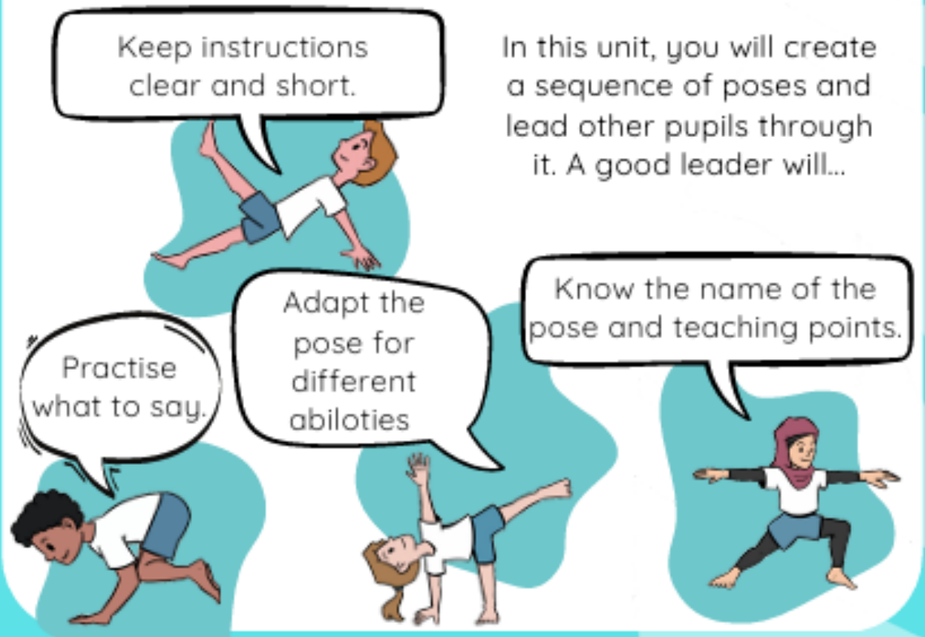
# Knowledge Organiser
# Mindful Movement Year 5

Get Set 4 Education

## About this Unit

Mindful Movement is good for your body and your mind. It develops balance, strength and flexibility and it helps you to feel calm, focused, and aware of how you are feeling.

In this unit, you will create a sequence of poses and lead other pupils through it. A good leader will...




## Key Vocabulary

**concentrate:** focus
**connect:** join together
**contact:** point touching the floor or someone else
**exhale:** to breathe out
**extend:** lengthen
**fluidly:** flow easily
**inhale:** breathe in
**maintain:** keep
**quality:** the standard of the skill
**posture:** how you sit or stand
**stability:** to be balanced
**transition:** moving from one action or position to another

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## Ladder Knowledge



**Balance:** Use your breath to maintain balance within a pose and when transitioning from one to another.

**Flexibility:** You can improve your flexibility when moving with your breath.

**Strength:** Different poses will use different muscles.

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

**Movement Skills**

- balance
- flexibility
- strength
- co-ordination

**Social**
independence, confidence, perseverance, acceptance

**Emotional**
collaboration, communication, share ideas, respect

**Thinking**
comprehension, provide and use feedback, reflection, select and apply, creativity

## Strategies

**Using your breath helps you to:**

- Manage discomfort when holding challenging poses.
- Stay stable and balanced.
- Provide oxygen to working muscles.
- Stay calm, focused and concentrated.

## Healthy Participation

- Bare feet so you don't slip.
- Stretch slowly and breathe deeply, never force a pose.

## Home Learning

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







**How will this unit help your body?**

**balance, co-ordination, flexibility, strength**

**Head to youtube to watch the skills videos for this unit.** **@getset4education136**

# Knowledge Organiser
# Football Year 5

Get Set 4 Education

## About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

In this unit, you will learn the fundamental movement skills and strategies needed to play football effectively. You will need teamwork, spatial awareness, and game tactics.

### Invasion Games Key Principles

| attacking | defending |
|---|---|
| score goals | stop goals |
| create space | deny space |
| maintain possession | gain possession |
| move the ball towards goal | |

The origins of modern football can be traced back to the mid-19th century in England, but the game has roots that stretch back even further. One of the earliest known versions of a game similar to football was called "cuju," which was played in China during the Han Dynasty (206 BC – 220 AD). Cuju involved players kicking a leather ball filled with feathers through a small opening into a net, and it was often played as a form of military training.

Can you think of any other invasion games that share these principles?

## Key Vocabulary

**ball carrier:** player in possession
**close down:** to reduce the amount of space for an opponent
**create:** to make space
**decision:** the choice and action made
**delay:** to slow down
**opposition:** the other team
**possession:** to have
**pressure:** to add challenge
**situation:** circumstances that create the environment
**sportsmanship:** play fairly, respect others and be gracious in victory and defeat
**tactics:** a plan to help you attack or defend
**support:** to help
**tactics:** a plan that helps you to attack or defend
**tournament:** a competition of more than two teams

## Ladder Knowledge

**Sending & receiving:**
Not having a defender between you and the ball carrier helps you to send and receive with better control.

**Dribbling:**
Dribbling in different directions and at different speeds will help you to lose a defender.

**Space:**
Moving to space even if you do not receive the ball will help to create space for a teammate.

## Movement Skills

- run
- dribble
- pass
- receive
- track

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

**Social** communication, respect, co-operation

**Emotional** honesty, perseverance, independence, self regulation, determination

**Thinking** identify, creativity, make decisions, select and apply skills and tactics

## Rules

- No fouling (not too much contact - pushing etc). Fouls result in a free kick for the opposition.
- If the ball goes off the sides of the pitch the opposition have a 'kick-on'.
- A kick on from the corner is taken if the ball goes out of play on a goal line (back line) and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.
- When a goal is scored, the conceding team restarts the game with a goal kick.

## Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

## Healthy Participation

- Make sure any unused equipment is stored in a safe place.



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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

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




Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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