

English



Writing Mat Expected Year 5

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

Marvellous Modals!

Include modal verbs to show possibility:

can could should
might must may
would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

surely possibly
certainly perhaps

Super Suffixes!

-ation preparation sensation
-ous courageous curious serious
-ly gently angrily frantically

Super Subordination!

Use these conjunctions to create super complex sentences:

if because as
before after until
that since when

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday,
Finally,
Place

Over the bridge, Inside the chest,
Beyond the clouds,

Frequency

Every few weeks, Never before,
Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

Spellings... I need to know most of these:

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

Expanded Noun Phrases:

Get Descriptive!
the ferocious, snarling beast
inside the cage
the breath-taking, scenic
view beyond the valley

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops.
!	Exclamation marks for exclamations or surprise.
?	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech. (Don't forget the commas too!)
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for parenthesis.

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
“ ”	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

Writing Mat Expected Year 6



Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils - my favourite sign of spring - swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened

her heart raced

sweat trickled gasping for air

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices

Spellings... I need to know many of these:

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

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as
before after until
unless since when

Maths

Multiplication and Division

Multiplication and Division		Knowledge Organiser
Key Vocabulary	Factors	Prime Numbers
multiply	A factor is a number that divides into another number exactly, without leaving a remainder.	
groups of		
lots of		
times	A common factor is a factor of 2 or more numbers.	
divide	The factors of 20 are 1, 2, 4, 5, 10 and 20.	
share	The factor pairs are: 1 and 20 2 and 10 4 and 5	
remainder		
factor	Squared² and Cubed³ Numbers	
multiple		$8 \times 9 = 72$ $80 \times 9 = 720$
product		$9 \times 8 = 72$ $90 \times 8 = 720$
	$2^2 = 4$ $2 \times 2 = 4$	$3600 + 400 = 9$ 3600 36 9
	$2^3 = 8$ $2 \times 2 \times 2 = 8$	$72 \div 9 = 8$ $720 \div 9 = 80$
	$5^2 = 25$ $5 \times 5 = 25$	$720 \div 8 = 90$ $724 \times 10 = 7240$ $724 \times 100 = 72400$ $724 \times 1000 = 724000$
	$5^3 = 125$ $5 \times 5 \times 5 = 125$	$486000 \div 10 = 48600$ $486000 \div 100 = 4860$ $486000 \div 1000 = 486$

Multiplication and Division		Knowledge Organiser
Short Multiplication	Long Multiplication	
$2543 \times 7 = 17801$	$2543 \times 67 = 170381$	
		<p>Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.</p>
<p>Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.</p>	<p>Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).</p>	

Short Division		Division
		$136 \div 4 = 34$
<p>$15 \div 4 = 3$ remainder 3</p> <p>Remember to regroup any remainders and move them into the next column.</p>	<p>$28 \div 5 = 5$ remainder 3</p> <p>If your calculation has a remainder, remember to record it in the answer using the letter r.</p>	

Maths Fractions

Fractions		Knowledge Organiser
Key Vocabulary	Equivalent Fractions	Compare and Order Fractions
numerator	To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.	We can compare and order fractions by using common denominators.
denominator		
unit fraction		
non-unit fraction		
whole		
equivalent	Mixed Numbers	Improper Fractions
mixed number	Mixed numbers contain a whole number and a fraction.	An improper fraction has a numerator which is greater than or equal to the denominator. $\frac{5}{3}$
improper fraction	Convert an Improper Fraction to a Mixed Number	Convert a Mixed Number to an Improper Fraction
simplest form	$\frac{9}{4}$ $9 \div 4 = 2r1$ $2\frac{1}{4}$	Multiply the whole by the denominator to make an improper fraction. $2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$
multiple		
common denominator	Fractions of Quantities	
common numerator	To find a fraction of a number, divide by the denominator and multiply by numerator.	
	To find quarters of 20:	To find eighths of 56:
	$\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20	$\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28 $\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56

Fractions		Knowledge Organiser
Adding and Subtracting Fractions		
$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$	$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$	$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$
$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$	To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.	
Add Fractions When the Total is Greater Than 1	Add Mixed Numbers	
$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$	$1\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$	
$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$		
Subtract From a Mixed Number	Subtract from a Mixed Number - Breaking the Whole	Subtract Two Mixed Numbers
$1\frac{2}{3} - \frac{2}{9} = 1\frac{4}{9} - \frac{2}{9} = 1\frac{2}{9}$	$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$	$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{6}{8}$
starting number find the equivalent fraction subtract	$2 - 1 = 1$	$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$
Multiply Unit Fractions by an Integer	Multiply Non-Unit Fractions by an Integer	Multiply Mixed Numbers by Integers
$\frac{1}{3} \times 5 = \frac{5}{3}$	$2 \times \frac{4}{9} = \frac{8}{9}$	Convert to an improper fraction and multiply the numerator by the integer.
		$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$
		Use repeated addition. $2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Maths Decimals

Decimals Knowledge Organiser

Key Vocabulary

- decimal place
- decimal fraction
- recurring decimal
- equivalent fraction
- tenth
- sharing
- partitioning
- exchanging
- rounding to 3d.p.
- hundredth
- thousandth
- equal to
- remainder
- grouping

Place Value

Tens	Ones	tenths	hundredths	thousandths
	● ● ●	● ● ● ●	● ●	● ● ● ● ● ●

$3 + \frac{4}{10} + \frac{2}{100} + \frac{6}{1000} \leftarrow 3.426 \rightarrow 3 + 0.4 + 0.02 + 0.006$

1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Fractions to Decimals

$\frac{7}{20} = \frac{35}{100}$ or 0.35
 $\frac{7}{25} = \frac{28}{100}$ or 0.28
 $\frac{7}{50} = \frac{14}{100}$ or 0.14
 $\frac{8}{200} = \frac{4}{100}$ or 0.04

When the denominator is not a factor or multiple of 100

$\frac{7}{8} = 7 \div 8$

	0	8	7	5
8	7	0	6	0

Dividing Decimals by Integers

$8.12 \div 4$

	2	0	3
4	8	1	2

$6.93 \div 3 = 2.31$

Ones	tenths	hundredths
● ●	● ● ●	● ●
● ●	● ● ●	● ●
● ●	● ● ●	● ●

Decimals Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
			2	0	8	
		$\times 10$	2	0	8	
			2	0	8	

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
			4	3	5	
$\times 100$	4	3	5	0		
	4	3	5	0		

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
			1	3	5	1
$\times 1000$	1	3	5	1		
	1	3	5	1		

Decimal Numbers as Fractions

0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

$\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ 1

$\frac{1}{5}$ $\frac{2}{5}$ $\frac{1}{2}$ $\frac{3}{5}$ $\frac{4}{5}$

$\frac{1}{100} = 0.01$

$\frac{50}{100} = \frac{1}{2} = 0.5$

$\frac{25}{100} = \frac{1}{4} = 0.25$

$\frac{75}{100} = \frac{3}{4} = 0.75$

$\frac{20}{100} = \frac{1}{5} = 0.2$

Multiplying Decimals by Integers

$3.21 \times 3 = 9.63$

Ones	tenths	hundredths
● ● ●	● ●	● ●
● ● ●	● ●	● ●
● ● ●	● ●	● ●

	3	4	5
\times			3
1	0	3	5
	1	1	

Maths Percentages

Percentages		Knowledge Organiser		
Key Vocabulary	Equivalent Fractions, Decimals and Percentages			Order Fractions, Decimals and Percentages
per cent (%) = 'out of 100'				$\frac{3}{10} > 25\% > 0.2$
percentage				
discount	$\frac{50}{100} = \frac{1}{2} = 0.5 = 50\%$	$\frac{25}{100} = \frac{1}{4} = 0.25 = 25\%$	$\frac{10}{100} = \frac{1}{10} = 0.1 = 10\%$	$\frac{30}{100} = 30\%$ $\frac{25}{100} = 25\%$ $\frac{20}{100} = 20\%$
equivalent fraction				$80\% = 0.8 = \frac{4}{5}$
equivalent decimal				
convert	$\frac{75}{100} = \frac{3}{4} = 0.75 = 75\%$	$\frac{1}{100} = 0.01 = 1\%$	$\frac{20}{100} = \frac{2}{10} = 0.2 = 20\%$	$\frac{80}{100} = 80\%$ $\frac{80}{100} = 80\%$ $\frac{80}{100} = 80\%$
compare	Fractions to Percentages			
order	$\frac{15}{50} = \frac{30}{100} = 0.3 = 30\%$			
the whole	$\frac{60}{200} = \frac{30}{100} = 0.3 = 30\%$			
	visit twinkl.com			

Percentages		Knowledge Organiser	
Finding a Percentage of an Amount			
$50\% = \frac{1}{2}$ so we can divide by 2	$10\% = \frac{1}{10}$ so we can divide by 10	$25\% = \frac{1}{4}$ so we can divide by 4	$1\% = \frac{1}{100}$ so we can divide by 100
$10\% = 20$	$20\% = 40$		
$20 \times 3 = 60$ $30\% = 60$	$35\% \text{ of } 200 = ?$	$20 \div 2 = 10$ $5\% = 10$	
	$35\% = 30\% + 5\%$ $60 + 10 = 70$ so $35\% \text{ of } 200 = 70$		
	visit twinkl.com		
Percentages – Missing Values			
Whole value (100%) of bar model = ?			
$10\% = 15$			
We know $10\% = 15$ $10\% \times 10 = 100\%$ (the whole) so $15 \times 10 = 150$			

Art and design

Sculpture/3D – Making Memories

Year 6 - Sculpture and 3D

abstract	When something doesn't necessarily look like it does in real-life.
assemblage	A 3-dimensional collage of collected or made items.
composition	Putting different elements together in a pleasing way.
literal	When something is represented exactly as it is.
manipulate	To change how a material looks by handling or using tools.
memory	Something remembered from the past.
relief	In art, refers to artwork that projects from a solid base.
sculpture	Three dimensional art made by carving, modelling, casting or constructing.

Artists

Joseph Cornell

Cornell made 3D art from found objects with personal meaning assembled in a box. He was one of the first artists to create 'Assemblage' art.



- Louise Nevelson
- Joseph Cornell
- Judith Scott
- Yinka Shonibare
- Nicola Anthony
- Louise Bourgeois
- Romare Bearden

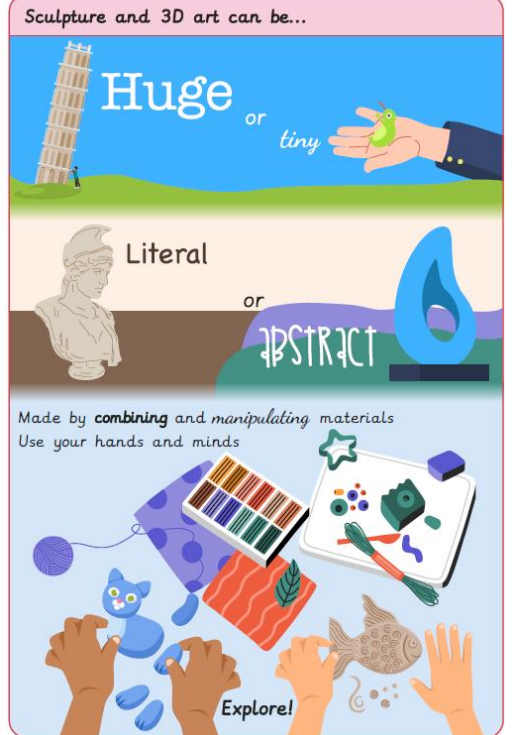
Sculpture and 3D art can be...

Huge or **tiny**

Literal or **ABSTRACT**

Made by **combining** and **manipulating** materials
Use your hands and minds

Explore!



Key vocabulary

assemblage

composition

identity

manipulate

relief

self

attribute

embedded

juxtaposition

originality

representation

symbolic

collection

expression

literal

pitfall

sculpture

tradition

Design Technology

Textiles – Stuffed Toy

Textiles - Stuffed toys

Accurate	Neat, correct shape, size and pattern with no mistakes.
Annotate	To add notes to explain your plan or design.
Appendage	Something attached to a larger or more important thing.
Blanket-stitch	A sewing technique that joins two pieces of fabric together.
Design criteria	To help designers focus their ideas and test the success of them.
Detail	The small features of an object.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material, that is made from plant fibres, animal fur or synthetic material.
Sew	To join or fasten by stitches made using a needle and thread.
Shape	The form of an object.
Stuffed toy	A shape of outer fabric sewn together and filled with flexible material. They are also known as plush toys or stuffed animals.
Stuffing	Soft material used to fill cushions and stuffed toys.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).

Did you know?

The teddy bear was invented in honour of Theodore Roosevelt, the 26th US President, in November, 1902.



 Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

Key facts

There are different **techniques** to use in a design such as **cross-stitch**, **running-stitch**, **blanket-stitch** and **appliqué**.



Appliqué a type of textiles work where small pieces of cloth are sewn or stuck in a pattern onto a larger piece.



The **blanket-stitch** is used to reinforce the edge of a **fabric** material or to securely join two pieces of **fabric** together.



Science

Light

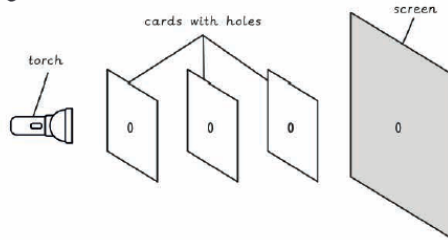
Science - Light and reflection



light	A store of energy that can be seen with our eyes.
light source	Where light comes from.
light ray	A narrow beam of light.
luminous	Something that gives off light.
non-luminous	Something that does not give off light.
transparent	A material that allows light to pass through with minimal scattering or reflection so an object is clearly visible.
translucent	A material that allows some light to pass through. Light may be scattered, causing objects behind to appear fuzzy or distorted.
opaque	A material that blocks or absorbs all light, preventing objects on the other side from being seen.

Light travels in a **straight** line.

The holes must line up exactly for the light to pass through and show on the screen. This is because light cannot move around objects - it travels in a straight line.



Shadow: a dark area caused by something blocking the light.



A **shadow** is formed when an **opaque** object is in the pathway of light because light travels in straight lines.

Shadows have the same shape as the objects that cast them. The size of a shadow changes as the light source moves.

Key vocabulary

anomaly

conclusion (LKS2)

control variable (LKS2)

evaluate

evidence

fair test

light ray

line graph

line of best fit

mean average

pupil

ray diagram

reflective

relationship

reliable

scale

testable

units

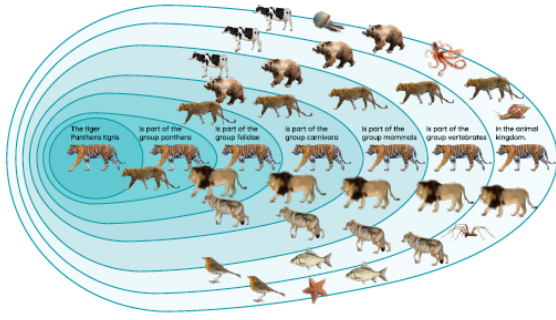
variable (LKS2)

Classification of Living Things

Classifying big and small

Carl Linnaeus

Carl Linnaeus developed the Linnaean system for sorting and classifying living things according to shared characteristics.



Number keys

The key is made from pairs of questions or statements.

The answers lead through the key until a group or name is reached.



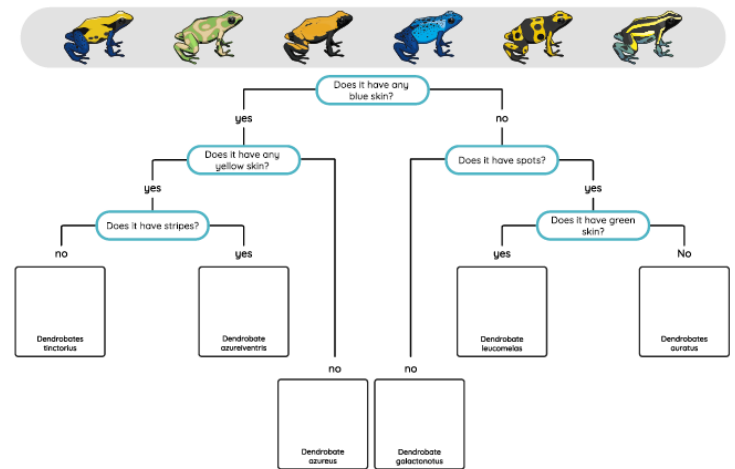
1a	Wings are covered by an exoskeleton.	Go to 2.
1b	Wings are not covered by an exoskeleton.	Go to 3.
2a	Exoskeleton is red.	Ladybird.
2b	Exoskeleton is green.	Green beetle.
3a	Wings are broad and wide.	Butterfly.
3b	Wings are long and narrow.	Dragonfly.

Classification keys

Classification keys can be used to sort and classify living things. They can use questions or statements.

Branching keys

Each branch of the key has a question. The answers will eventually lead to a final group or name.



Key vocabulary

classification key (LKS2)

classify (LKS2)

cold-blooded

conifer

exoskeleton

fern

life processes

micro-organism

moss

organism

warm-blooded

How does your Worldview impact the way you understand death and beyond? - Hinduism

RE knowledge organiser: Year 6
Spring term 1: The Journey of Life and death...

The BIG Question!

What is this Journey of life and death?



This term, we are investigating beliefs about life and life after death and encouraging them to reflect on and express their hopes for the future. We will have the opportunity to share our feelings of loss caused by separation, learn about how faith can provide believers with answers to life's most challenging and ultimate questions, and also how faith challenges our attitudes, values and commitments in life.

Scripture

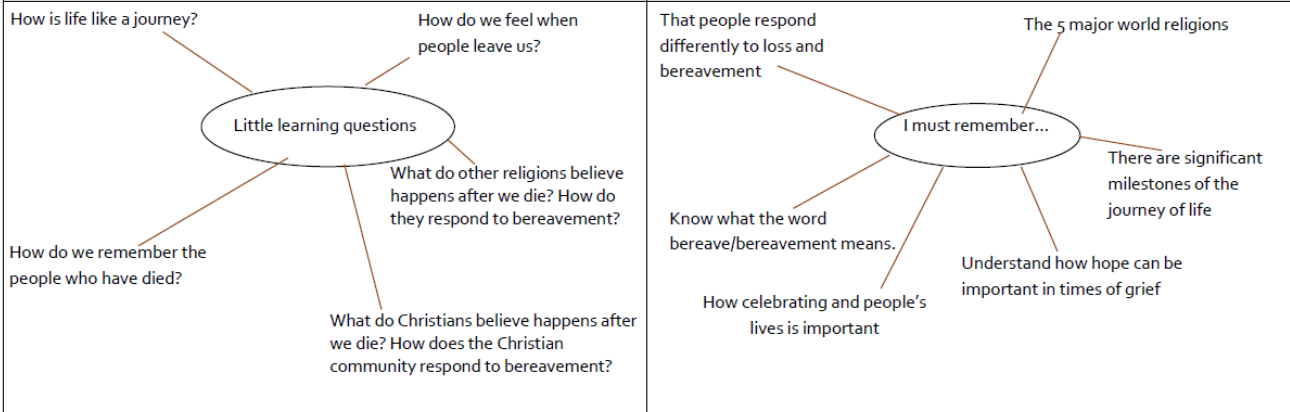
1 Corinthians 2:9

BOOKS OF THE BIBLE



Key Vocabulary

- Christian
- Christianity
- Hindu
- Hinduism
- Judaism
- Jew
- Muslim
- Islam
- Sikh
- Sikhism
- Burial
- Commemorate
- Sadness
- Remembering
- Religious
- Grave
- Burial



At the end of the unit, I must...

- Know that there are significant milestones of the journey of life
- Understand the different ways humans respond to loss and bereavement
- Be able to talk about the different beliefs people have about the journey of life
- Be able to discuss the similarities and differences the five world religions have on the journey of life
- Begin to understand the importance of hope for human beings
- Begin to consider ways to help people feel better if they have experienced a loss

RE

What difference does the resurrection make to Christians? - Salvation

SMRP RE Knowledge Organiser for Year 6

Term 4 SALVATION: What difference does the Resurrection make to Christians?

This unit children explore what the Resurrection means to Christians through discussion, giving their own opinions.



RE questions

Why do Christians think Jesus was resurrected?
What evidence is there that Jesus was resurrected?
Where does the Crucifixion & Resurrection of Christ fit into the 'Big Story' of Christianity?
What Christian concept do you think a piece of art represents?

Answer sentence stems

I think that...
Christians believe that...
This is important to Christians because...
Events and stories in the Bible lead up to the Resurrection, for instance...
Salvation for Christians is different than for Muslims or Hindus, for example...

RE Vocabulary

Word	Definition
Salvation	The act of saving or protecting from harm or destruction.
Resurrection	The rising of Christ after His death and burial.
Gospel	The story of Christ's life and teachings, especially as contained in the first four books of the New Testament, namely Matthew, Mark, Luke, and John.
Sacrifice	The act of giving up something that you want to keep especially in order to get or do something else or to help someone.
Crucifixion	An ancient act of killing a person by nailing them to a cross.
Incarnation	God 'in the flesh' – in human form on Earth (Jesus).



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

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

Strategy

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

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.
- Place the cereal box up using only your mouth.
- Noting that your feet can touch the floor.
- If successful, lean on each from the top of the cereal box and play the game again.
- Repeat the challenge, taking on each from the box each time.

Tip: hold onto your legs to help you to balance.

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

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

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

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

Fitness

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 practice.

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

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.

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 it's of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 hands.

Red or black? Higher or lower? In or out?

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

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

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension



Knowledge Organiser Dodgeball Year 6

About this Unit

Dodgeball is a target game between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



Dodgeball was first played in Africa over 200 years ago. Instead of soft balls, players threw rocks at the opposition, while also defending their own teammates who were under attack. The game was meant to encourage teamwork for when the players went into battle with other tribes.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Key Vocabulary

- abide:** act in accordance with the rules
- anticipate:** to expect / be ready
- appropriate:** suitable approach
- assess:** make a judgement of the situation
- collaborate:** collaborate
- cushion:** take the power out of an object
- fake:** to pretend
- officiate:** to be in charge of the rules
- situation:** circumstances that create the environment
- stance:** the body position taken
- tactic:** a plan or strategy
- trajectory:** the path the object takes in the air



Ladder Knowledge



Throwing:
Assess the situation before deciding who to throw at to get opponents out.

Catching:
Make quick decisions on if to catch or if to dodge the ball.

Movement Skills

- throw
- catch
- dodge
- jump
- block

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

- Social:** collaboration, respect, leadership, communication
- Emotional:** honesty, determination, confidence
- Thinking:** make decisions, select and apply tactics

Rules

OUTS

- A player is 'out' when:
 - A live ball hits their body (shoulders or below).
 - An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
 - Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

Tactics

Create and apply a tactic for the specific situation or outcome.

A live ball is one that has not bounced or hit a wall/ceiling.

Healthy Participation

- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

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



How will this unit help your body?
agility, balance, co-ordination, speed.

Home Learning

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

Wall Catch

What you need: 1 ball & wall.

How to play:

- Stand far away from the wall.
- Throw the ball against the wall and try to catch it before it reaches the floor.
- Can you get to 5 catches in a row?
- Take a step back and repeat.
- How far from the wall can you get?



www.getset4education.co.uk

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

Tag Rugby



Knowledge Organiser Rugby Year 6

About this Unit

Rugby 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.

Competitions: The Six Nations

Rugby Union is a popular version of rugby and one of the biggest competitions is 'The Six Nations Championship' which is held every year between England, France, Ireland, Italy, Scotland and Wales.

This competition began in 1885 and used to be called the Home Nations Championship because it only had teams from the UK. The women's tournament started as the Home Nations in the 1996 with England, Ireland, Scotland and Wales. It now follows the same format as the men's competition as 'The Six Nations'.

Competitions: The World Cup

The Rugby World Cup is a tournament held every four years.

Can you find out who the reigning world champions are?

Can you find out the name of the trophy and who it is named after?

Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

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

Key Vocabulary

- abide:** act in accordance with the rules
- ball carrier:** person in possession
- close down:** to reduce the amount of space for an opponent
- consecutive:** in a row
- create:** to make space
- decision:** select an outcome
- dictate:** to give order
- draw:** encourage movement of an opponent
- offside:** when a tag is made, all defending players must get into an onside position.
- onside:** when the defender is in front of the ball carrier
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- support:** to help
- tactic:** a plan to help you attack or defend
- track:** to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Sending & receiving:
Making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:
Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

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

- Social:** communication, support others, collaboration
- Emotional:** honesty and fair play, confidence, determination, trust
- Thinking:** decision making, comprehension, reflection, identify strengths and areas for development, plan

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout "tag," followed by the number tag it is e.g. "tag two" then give the tag back. The attacker must return to where the tag was made, they have 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.
- If a team uses a forward pass (any pass where the ball travels in the direction of the team's scoring try line), a free pass is given to the non-offending team.

Offside:

- When a tag is made, all defending players must get into an onside position.
- Onside is in front of the ball carrier, offside is behind the ball carrier.
- Defenders must be three tag steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



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.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby 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

All four, I score

What you need: four socks and a partner

How to play:

- Put two socks on your waistband, one on either side, so that they hang down.
- Stand facing your partner.
- Try to take your partner's socks. If you manage to get one, hold it in the air and shout "tag." At this point, the game stops so that you can both see additional socks you've swapped.
- Restart the game. To win, you need to get all four socks back onto your waistband.



www.getset4education.co.uk

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

History

WW2



Britain during the Second World War

Why this period is important

In this topic you will learn why Britain went to war and was threatened with invasion by Hitler's Germany during the Second World War from 1939-45, just over 20 years since the horrors of the First World War. But most of the time will be devoted to working out how the British people managed to cope with life on the Home Front for 6 years, much of that time with rationed food, restricted freedom and the threat of bombing, especially in large cities. You will learn how families were torn apart, with men fighting in all parts of the world, older men preparing to stop any invasion, women working on the land and in factories and children evacuated to the countryside. What kept people going was what came to be known as the 'Blitz spirit', which people sometimes refer to today when times are hard. One of the most important things you will learn about relates to the world of 'fake news' today. To keep up people's spirits the government produced a lot of propaganda as well as censorship to put a positive spin on events. You will learn how to spot this - an important skill for life. In terms of the wider world war, you will learn much more about the fighting itself in KS3.



Morale	The amount of confidence felt by a person or group of people.
Morrison shelter	Indoor shelters for those without gardens
Propaganda	The government made sure that posters and radio messages persuaded people that the war was going well.
Rationing	Because German ships stopped food coming into the country, there were shortages of food. People had to use a card which allowed them only a limited amount of certain items, including essential food.

Key vocabulary

Allies	Countries fighting on the same side
Anderson shelter	Outdoor steel cage shelters put up in gardens and covered with earth
ARP - Air Raid Patrol warden	Responsible for making sure people wore gas masks, hid in shelters and put lights out at night
Battle of Britain	Famous victory in the air battle involving Spitfires which took place in the skies of Kent in the summer of 1940 when Britain alone was fighting Germany
Billeting	Place of evacuated children in volunteer foster parents' homes
Black market	Illegal sale of scarce goods people couldn't get through rationing.
Blitz	Lighting attacks by German bombers on British ports and cities. London and Coventry were worst hit.
Censorship	The government control of news to make sure it didn't help the enemy
Civilian	Someone not in the armed forces
Dunkirk	A place in France where British army was trapped and had to be rescued by all sorts of small boats coming from the UK
Evacuation	Large-scale sending of children from cities likely to be bombed to safe places in the countryside
Home Guard	1.5 million men between ages of 17 and 65 who guarded the coast and important army posts

Top takeaways

1. Britain was at war with Germany and her allies for 6 years but managed to win the war, despite all the hardship people faced.
2. Britain was led through the darkest days of the war by Winston Churchill and was helped especially by the USA, Russia and troops from across the British Empire, to win the war.
3. Many British cities were badly bombed and people killed, especially during what was known as the Blitz which saw massive destruction in the main industrial cities and ports as well as London.
4. Many children had to be evacuated to the countryside and billeted on foster families to avoid being bombed or gassed in air raids.
5. Everyone had a part to play in the war effort including 1.5 million women who worked in factories, farming transport and defence doing jobs such as delivering planes.
6. People still talk about the 'Blitz spirit' of coping with hardship, but not everyone behaved wonderfully. Propaganda was widely used to lift people's morale.
7. The government made use of propaganda to persuade the people that the war was going well.

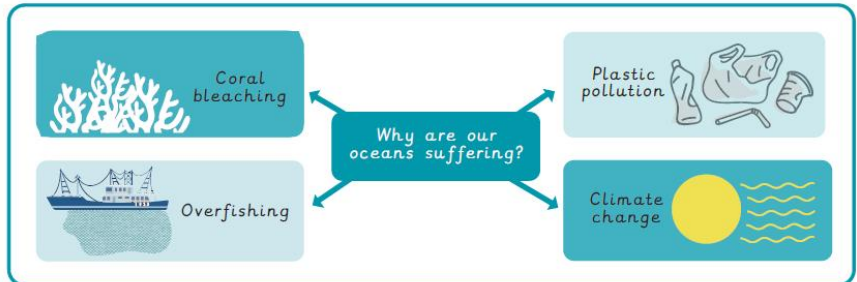
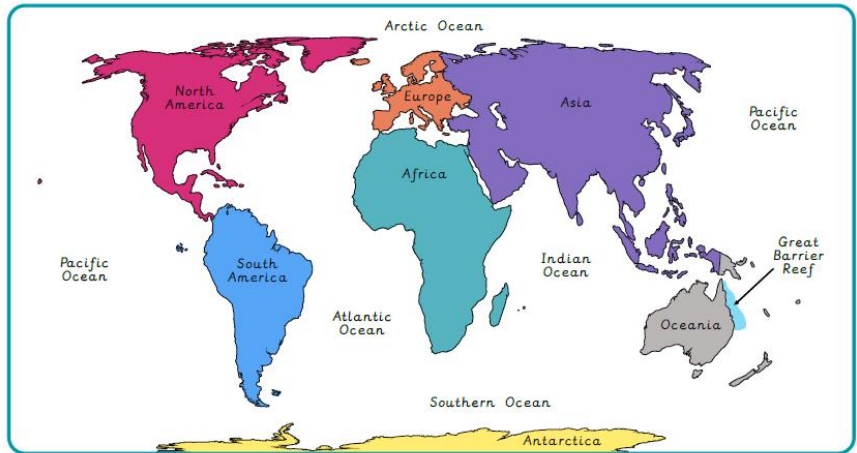
Geography

Why do Oceans Matter?

Why do oceans matter?

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.



Why do oceans matter?

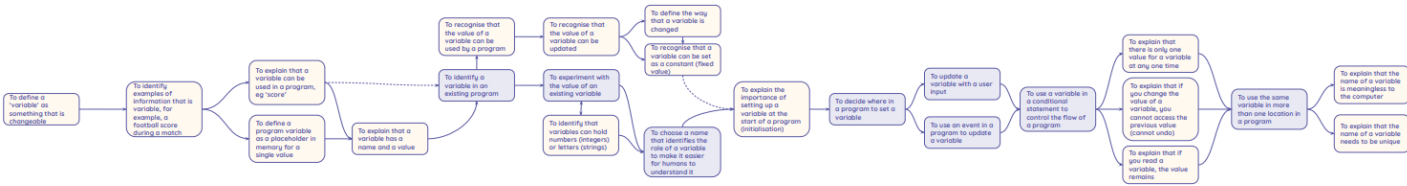
Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.



ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

Programming – Variables in Games



Data and Information - Spreadsheets

