

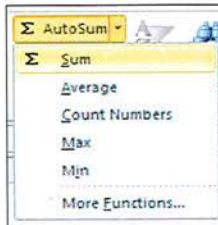
Name of Unit - Computing – Year 6 – Spreadsheets (Excel)

What I should already know:

I will have already used Excel in Year 5. I will have had previous experience entering simple formula into cells.

Key concepts- What I will know by the end of the unit

- To enter data and formulas into a spreadsheet
- To use the SUM function to add numbers together
- To use the fill tool to copy formulas
- To insert charts / graphs
- To add to and edit given data by changing formula, inserting new columns and rows
- To use a spreadsheet to solve problems.



Click in the cell that you want the calculation to appear. Then click on Sum in the AutoSum menu.

What if we changed the contents of the cells now?

Next, we are going to enter calculations for Subtract, Multiply and Divide.

To multiply we use the '*' symbol, e.g.

Numbers: $3 * 4 = 12$

Cells: B5 * C5

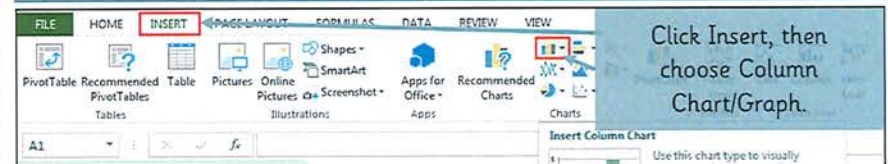
To divide, we use the '/' symbol, e.g.

Numbers: $12 / 4 = 3$

Cells: B5 / C5



When you have completed your data, it can be presented as a graph.



Glossary of terms

Or translation of key vocabulary and a picture

Cell

The rectangular box where the column and the row meet. Columns are identified with numbers whereas rows are identified as letters.

Data

A group of information that can be analysed. It may be organised into charts or graphs. Data can include numbers, facts or measurements.

Formula

Enables you to perform calculations such as addition, subtraction, multiplication and division on a selected group of cells.

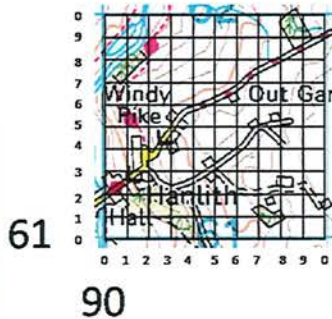
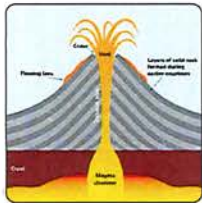
Spreadsheet

A spreadsheet is a computer program that can capture, display and manipulate data arranged in rows and columns

Geography – Mountains (Year 6)

What I should already know

- Volcanoes are formed by the movement of tectonic plates
- Different ways to collect geographical data
- How to read and find 6 figure grid references



Key concepts- What I will know by the end of the unit

- To explain what a mountain is using geographical vocabulary
- To know what a fold mountain is and how it's formed using knowledge of tectonic plates
- To recognise the world's famous mountains and locate them on a map
- To compare UK mountains to mountains around the world
- To appreciate the findings of famous explorers

Tectonic plates



Glossary of terms

Or translation of key vocabulary and a picture

Mountain

A large, high part of ground

tectonic plates

The group of connected, large rocks which together make up the earth's crust

Fold mountain

Mountain formed by a tectonic plate folding as it moves

reservoir

A large body of water, formed naturally or by humans

Summit











The highest point of a mountain











Elevation

How high a mountain or other piece of land is above sea level

Name of Unit – Music – Keyboard (Year 6)

What I should already know

Dynamics		Interrelated Dimensions of Music	
Pianississimo	Very, very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Pianissimo	Very quiet	Rhythm	The combination of long and short notes to create a pattern.
Piano	Quiet	Pitch	How high or low a note is.
Mezzo piano	Quite quiet	Dynamics	How loud or quiet music is.
Mezzo forte	Quite loud	Tempo	How fast or slow a piece of music is.
Forte	Loud	Timbre	The quality and character of the sound.
Fortissimo	Very loud	Structure	How the sections of a piece are ordered.
Fortississimo	Very, very loud.	Texture	Layers of sound in the music.
		Notation	Ways to visually represent music.
Other Vocabulary			
Melody	A combination of pitch and rhythm.		
Polyphonic overlap	Two contrasting melodies played over each other.		
Round	One melody played with a staggered start.		
Crescendo	Gradually getting louder.		
Diminuendo	Gradually getting quieter.		
Note Lengths			
Name	Length	Note symbol	Rest symbol
semibreve	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		
semi-quaver	$\frac{1}{4}$ beat		

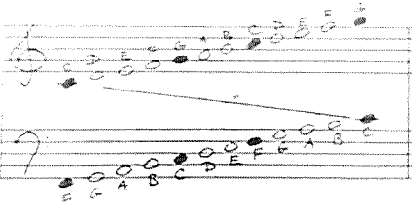
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Key concepts- What I will know by the end of the unit

How to sight-read simple tunes and rhythms using formal written notation.

How to read the notes on the treble clef and begin to read notes on the base clef.

Treble Clef Notes



Bass Clef Notes

What sharp and flat notes are and where they appear on the keyboard.

How to play simple tunes on the keyboard using 2 hands.

How to sight-read simple tunes and rhythms using formal written notation.

How to read the notes on the treble clef and begin to read notes on the base clef.

Treble Clef Notes	
Line 1	F
Line 2	A
Line 3	C
Line 4	E
Line 5	G
Space 1	D
Space 2	F
Space 3	A
Space 4	C
Space 5	E



Bass Clef Notes

What sharp and flat notes are and where they appear on the keyboard.

How to play simple tunes on the keyboard using 2 hands.

Glossary of terms	Or translation of key vocabulary and a picture
Treble clef	The higher notes that we play, shown on the top line in the picture above.
Bass clef	The lower notes that we play, shown on the bottom line in the picture above.
Sharp/flat	Notes that are half a tone above or below the note.

Name of Unit – RE – Peace (Islam) – Year 6

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail.

Year 5 - Children understand Islam and what it is like to be a Muslim in today's world.

Key concepts- What I will know by the end of the unit

- To understand the meaning of peace, identifying images, art and words that are associated with peace.
- To explore the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace.
- To explain and identify examples of how your responses and ideas about peace affect how you and others behave.
- To express and explain your personal responses to peace.



Glossary of terms	Or translation of key vocabulary and a picture
Peace	free from disturbance or tranquillity.
Submission	the action of accepting or yielding to a superior force or to the will or authority of another person.
Ramadan	the ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.
Sawm	fasting from dawn until dusk during Ramadan, one of the Five Pillars of Islam.
Prayer	a solemn request for help or expression of thanks addressed to God.
Calm	not showing or feeling nervousness, anger, or other strong emotions.

Name of Unit: PSHE – Community (Year 6)

What I should already know

Previous unit- anti bullying and relationships.

In year 5, the children were introduced to the term pressure groups when learning about communities.

When looking at responsibilities, they were introduced to being responsible for money and saving.

Key concepts- What I will know by the end of the unit

Children will continue their learning on community and responsibilities from year 5.

They will look at the notion of identity and diversity.

They will look at how culture in the UK has changed over time.

The children will the explore the identities of others.

Children will be taught that some people have very extreme views.

They will understand the impact of contributing and belonging to a community.

Glossary of terms	Or translation of key vocabulary and a picture
community	a group of people living in the same place, having a particular characteristic or shared value in common.
values	the beliefs people have
identity	Identity refers to our sense of who we are as individuals and as members of social groups
diversity	the practice or quality of including or involving people from a range of different backgrounds
culture	the ideas, customs, and social behaviour of a particular people or society.

Name of Unit – Science - Fossils – (Year 6)

What I should already know

Types of rock

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Cobble Stone

Describing rocks - stone, pebble, boulder, grain, crystals, layers, hard, soft, texture

Erosion – when water, wind or ice wears away rock

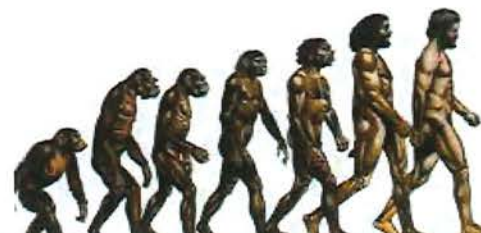
Permeable – allows liquid to pass through or be absorbed

Impermeable – does not allow liquid to pass through

Key concepts- What I will know by the end of the unit

Evolution

Evolution is the gradual process by which different kinds of living organism have developed from earlier forms over millions of years. Scientists have proof that living things are continuously evolving – even today!



What is a fossil?

A fossil is the preserved remains of an organism, either animal or plant, that has been in the earth for millions of years. The organism dies and gets buried under multiple layers of rock and silt – as the flesh degrades the bones remain and a fossil is left behind.

Who finds fossils?

Palaeontologists spend their lives digging up fossils and using these to study and create theories about how different creatures lived and moved throughout history. Some of the fossils that they discover are millions of years old and can build

Glossary of terms	
Evolve	Develop gradually.
Adapt	Become adjusted to new conditions
Evolution	The theory of evolution is based on the idea that all species are related and gradually change over time.
Extinct	Having no living members; no longer in existence.
Fungi	Fungi are a group of living things including mould, mushrooms, and yeast.
Geological Time	The long period of time marked by events in the earth's geological history.
organism	an individual animal, plant, or single-celled life form.

Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.



Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.



Name of Unit – Art - CogArt (Year 6)

What I should already know

- ♣ how to explore **line** and **tone** in order to create proportion and perspective
- ♣ how to experiment with mark-making and **colour** to create texture and perspective
- ♣ how to consider composition in other artists' work and apply this to my own

Key concepts- What I will know by the end of the unit

- ♣ how to further develop mark-making and **colour** to create texture and perspective
- ♣ how to use graphite to create **tone** and shadow
- ♣ how to further develop an understanding of composition in other artists' work and apply this to my own



Glossary of terms	Meaning
tone	The lightness or darkness of a colour
tint	Adding white to create a lighter tone
shade	Adding black to create a darker tone
mood	The emotions created by a piece of art
texture	The physical feel or appearance of a surface
graphite	A metallic, grey drawing medium
pressure	Pressing harder or lighter to create a different tone
shadow	Creating the illusion of a dark area caused by light being blocked
gradient	Two or more colours blending into each other
observational	Drawing or painting from something you can physically see
harmonious	How well visual elements work together (e.g. complementary colours)
complementary	Pairs of colours that contrast with each other (usually opposite each other on a colour wheel)
analogue	Physical materials or mediums (as opposed to digital ones)



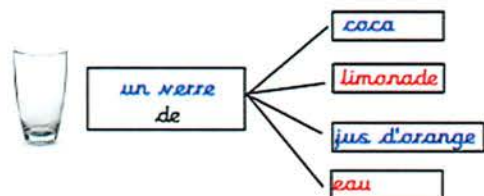
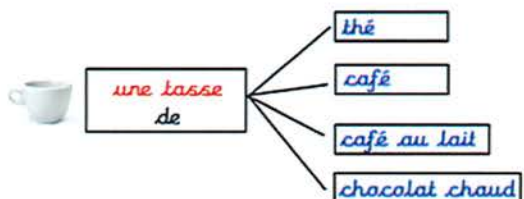
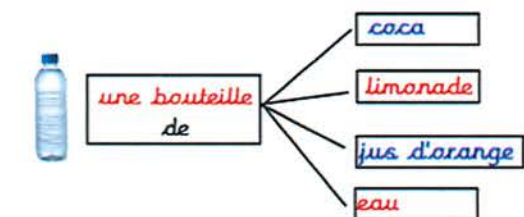
Name of Unit: That's tasty (Year 6 Spring)

What I should already know

- To read and write the time: o'clock, half past, quarter past and quarter to
- To describe my daily routine
- To describe my school timetable
- To describe a TV program

Key concepts- What I will know by the end of the unit

- To take part in a role play about drink choices.
- To ask and answer what times a restaurant opens and closes on a particular day.
- To write and say what you would like for breakfast.
- To order a sandwich with specific ingredients



Que désirez-vous boire?



Je voudrais
une tasse de café,
s'il vous plaît?

Pour mon petit déjeuner, je voudrais.....

For breakfast, I would like.....



Les horaires d'ouvertures

Opening Times

	Ouvert	Fermé
lundi	6h00	3h00
mardi	7h00	3h00
mercredi	6h30	4h00
jeudi	7h00	2h30
vendredi	7h00	7h00
samedi	7h30	5h30
dimanche	Fermé	

Ouvert = Open
Fermé = Closed