

Name of Unit – RE – Resurrection (Christianity)– Year 6

What I should already know

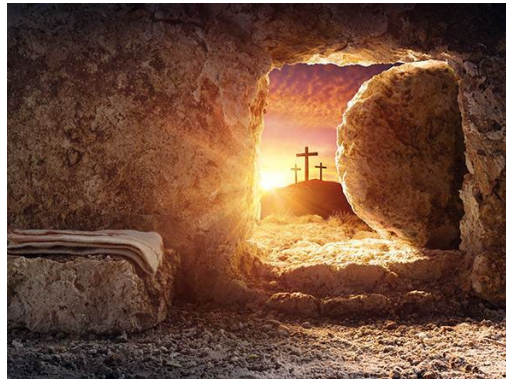
Children will have developed a good understanding of the enquiry cycle and what the different stages entail.

Children will be able to start explaining concepts with detail.

Children will have previously looked at the concept of suffering, Paschal Candle and the Easter story.

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

- To explain what resurrection is.
- To consider symbols that could represent resurrection.
- To know the importance and symbolism of the empty cross.
- Explain how responses to the idea of resurrection affect the way people live.



Glossary of terms	Or translation of key vocabulary and a picture
resurrection	(in Christian belief) the rising of Christ from the dead.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
symbolism	the use of symbols to represent ideas or qualities.
New life	Christian believers begin a new life when they are 'born again' by the Holy Spirit.
empty cross	a symbol representing that Jesus did not stay on the cross but that he rose again to life.

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



<u>Glossary of terms</u>	<u>Meaning</u>
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: Design and Technology – Frames Structures- Wildlife Shelter (Year 6)

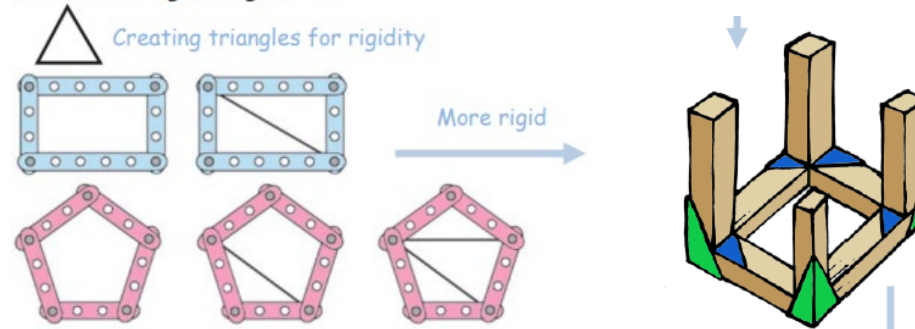
What I should already know

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.
- Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.

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

- To design a product using research to meet the needs of the user.
- To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
- To know materials can be strengthened by manipulating materials and shapes.
- I can test and adapt a product as it is developed to improve the outcome.











Understanding triangulation



Glossary of terms	Or translation of key vocabulary and a picture
shell structure	A shell structure is a hollow structure made from a thin outer layer.
frame structure	A framed structure in any material is one that is made stable by a skeleton that is able to stand by itself
join	To connect two or more materials together using a variety of techniques.
stability	The condition or quality of being stable - fixed, firm or steady in position
triangulation	The use of triangular shapes to strengthen a structure

Name of Unit – Music – Keyboard (Year 6)

What I should already know

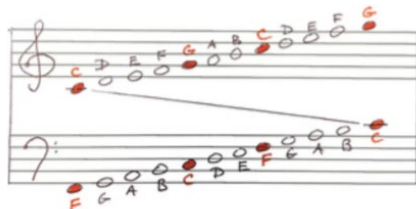
Dynamics		Interrelated Dimensions of Music	
Pianississimo	Very, very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Pianissimo	Very quiet	Rhythm	The combination of long and short notes to create a pattern.
Piano	Quiet	Pitch	How high or low a note is.
Mezzo piano	Quite quiet	Dynamics	How 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		

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.

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.

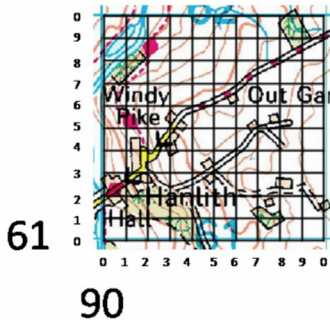
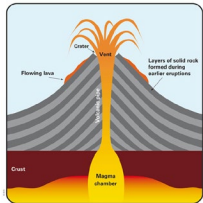
sharp/flat

Notes that are half a tone above or below the note.

Geography – Mountains (Year 6)

What I should already know

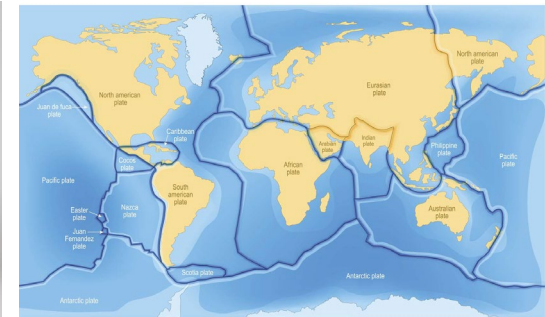
- Volcanoes are formed by the movement of tectonic plates
- Different ways to collect geographical data
- How to read and find 6 figure grid references



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 Respect, Rights and Responsibilities

<p>What I should already know</p> <p>How to make informed choices, e.g. a balanced diet and good dental hygiene, and how this shows yourself respect.</p> <p>What legal and illegal drugs are.</p>	<p>Key concepts- What I will know by the end of the unit</p> <p>To understand the importance of self-respect.</p> <p>The children will be taught about the importance of their mental health. They will look at promoting positive mental health as well as the consequence of poor mental health.</p> <p>As well as looking at how to keep mentally healthy, they will look at how to keep physically healthy and the benefits of this.</p> <p>Children will be taught that even when following a healthy lifestyle, sometimes people can become ill. They will learn what vaccines are and how they are used.</p>
<p>Glossary of terms</p>	<p>Or translation of key vocabulary and a picture</p>
<p>self-respect</p>	<p>loving yourself and treating yourself with care</p>
<p>mental health</p>	<p>a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community</p>
<p>physical health</p>	<p>the normal functioning of the body- how your body grows, feels and moves, how you care for it, and what you put into it.</p>
<p>vaccines</p>	<p>a substance used to stimulate immunity to a particular infectious disease</p>
<p>immunisation</p>	<p>the action of making a person or animal resistant to a particular infectious disease or pathogen, typically by vaccination.</p>



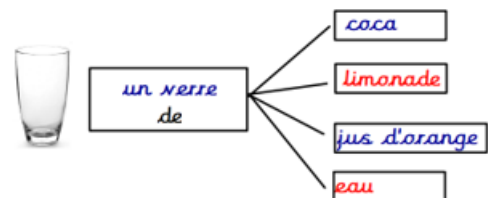
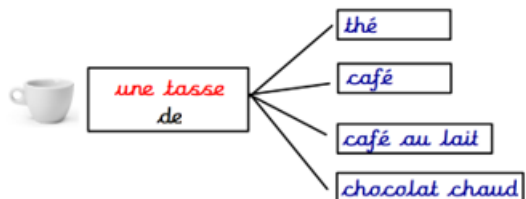
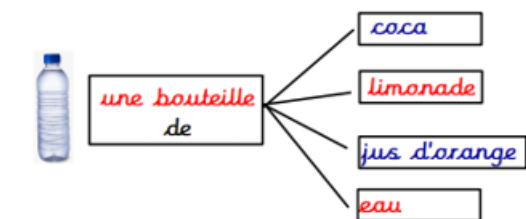
Name of Unit: That's tasty (Year 6 Spring)

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