

## Art – Mayans (Year 6)

### Key element(s)

#### Line

A **line** is a path left by a moving point (e.g. by a pencil). A **line** can take many **forms** (e.g. horizontal, curved). A **line** can show contours, movement and feeling.



#### Colour

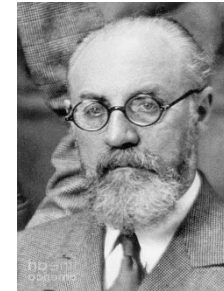
There are 3 **primary colours**: **RED**, **YELLOW** and **BLUE**. **Secondary colours** are made by mixing 2 **primary colours** together: **ORANGE**, **GREEN**, **PURPLE**.



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

- ♣ how to create a repeating pattern by considering line and colour when printing
- ♣ how other artists use line and colour to create prints
- ♣ how to use line and colour to print Mayan-inspired patterns

### Key artist(s)



Name: Henri Matisse

Era: Modern (1869-1954)

Nationality: French

Known for rejecting the realism movements and his use of colour



Name: Morag Thomson-Merriman

Era: Contemporary (c.1970)

Nationality: Scottish

Known for nature-inspired artwork and landscapes

Glossary of terms	Meaning
elements	The different visual parts of art
line	A path left by a moving point
pattern	A design in which lines, shapes, forms or colours are repeated
colour	The surface quality of something
printmaking	Transferring an image from a printing block to a different surface
polystyrene	A mouldable, temperate-resistant plastic
etch/engrave	To cut lines into a smooth surface
transfer	Printing a design onto a material
surface	The outside of something
subtractive	Removing pieces of material to achieve a design

<b>Ancient Art</b> Before 800 BC Classified by Geography	<b>Mesopotamian</b> <b>Egyptian</b> <b>African</b> <b>Asian</b> <b>Pre-Columbian</b>
<b>Art Periods</b> 800 BC – 1900 AD Classified by Time Period	<b>Greek / Roman</b> 800 BC – 400 AD <b>Religious Medieval</b> 400 AD – 1350 AD <b>Scientific Renaissance</b> 1350 AD – 1600 AD <b>Ornate Baroque</b> 1600 AD – 1750 AD <b>Logical Neoclassical</b> 1750 AD – 1800 AD <b>Passionate Romantic</b> 1800 AD – 1850 AD <b>Precise Realistic</b> 1850 AD – 1900 AD
<b>Art Movements</b> 1900 AD – present Classified by Type	<b>Eclectic Modern Art</b> 1900 AD – 1960 AD <b>Contemporary Art</b> 1960 AD – present

### Outcomes



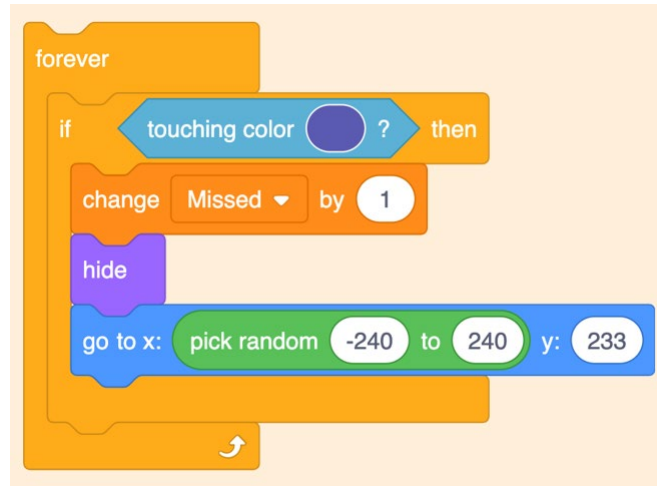
## Name of Unit: Computing – Scratch – Variables (Year 6)

### What I should already know:

- I will have already used Scratch in all previous years twice a term.
- I know what an algorithm is and can give everyday examples
- I will already know count - controlled loops, forever loops, conditions, conditions in a loop and basic procedures.
- I will have used the same style booklets last year to go through a series of sessions

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

- \*To define a 'variable' as something that is changeable
- \*To explain why a variable is used in a program
- \*To recognise that the value of a variable can be changed
- \* To choose how to improve a game by using variables
- \* To design a project that builds on a given example
- \*To use my design and evaluate a project



### Key Programming Knowledge

Variables are used to store information to be referred to and changed in a computer programme or algorithm

#### Variables

- Have a name and a value
- read the name but act on the value
- Values can be changed during the algorithm or programme
- When writing the value of a variable we call it as-signing

#### Variable Naming

- Always name a variable after the data that it stores or the task that it does
- Avoid naming variables with spaces teamScore (camelCase) user\_name (underscore)
- Avoid using the same name as a procedure

Glossary of terms	Or translation of key vocabulary and a picture
<b>algorithm</b>	A list of steps (or rules) to do something
<b>count-controlled-loop</b>	A definite loop (we know how many loops) controlled by a number
<b>debugging</b>	Finding and fixing problems in code
<b>variable</b>	A named piece of data (often a number or text) stored in a computer's memory, which can be accessed and changed by a computer program
<b>program</b>	A set of ordered commands that can be run by a computer to complete a task

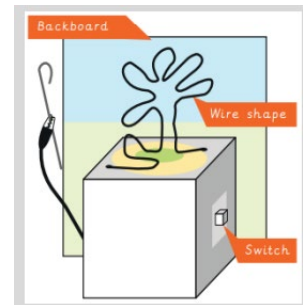
## Name of Unit: : Design and Technology – Electrical Control- Steady Hand Game (Year 6)

### What I should already know

- Understanding of the essential characteristics of a series circuit from Science lessons.
- Experience of creating a battery powered, functional, electrical product.
- Creating nets of 3D shapes.

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

- To draw a design from three different perspectives.
- To make and test a functioning circuit and assemble it within a structure.
- To know that a circuit must be complete for it to allow electricity to flow/other components to work.
- I can give constructive feedback when testing another pupil's product and make changes to the final product after given feedback.



### Influential Focus Designer:

**Louis Henry Sullivan.**  
(Engineer designer)



Louis Sullivan, renowned architect, shaped modern architecture with his influential philosophy of "form ever follows function."

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>current</b>	The flow of electricity in a wire or other conductor.
<b>output Devices</b>	Components that produce an outcome e.g. bulbs and buzzers.
<b>input Devices</b>	Components that are used to control an electrical circuit e.g. switches or sensors.
<b>open/closed Switch</b>	An open switch is where a current cannot flow through it. A closed switch is where a current can flow through it.
<b>market research</b>	Gathering and analysing information about a product in order to gain insight into the user.

## History – Mayans (Year 6)

### What I should already know

The time period corresponds with Anglo-Saxon period studied in Y4. Possibility to get Y4 to present some information to Y6 at the end of their Anglo-Saxon unit as a reminder.



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

- When/ where the Mayan civilization existed
- It began centuries before the period they study and continued afterwards.
- Mayan people still live in the same parts of central America now.
- Knowledge of important aspects of the Mayan civilization
- How some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc.



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>new world</b>	The western hemisphere, especially : the continental landmass of North and South America.
<b>culture</b>	Beliefs and behaviours that are traditionally practised by a group of people.
<b>astronomy</b>	The study of the universe and everything in it.





## Name of Unit: Holidays and Hobbies (Year 6 Summer)

### What I should already know

- 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 and lunch.

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

- To talk about the weather around the world - naming few countries
- To say where, how and who I am going on holiday with
- To name different hobbies, including sports
- To give an opinion on interests

### Les vacances

Où? Comment?

1. Bonjour! Je vais en France à vélo avec ma mère et mon père.

Avec qui?


### Temps libre


Quel est ton sport préféré? Mon sport préféré est .....


Qu' aimes-tu faire pendant ton temps libre?


### Où?


Je vais...


 en France


 au Canada


 en Belgique


 au Royaume-Uni

 en Angleterre

 au Pays de Galle

 en Irlande du Nord

 en Suisse

 en Écosse

### Comment?

Je vais...

 en train

 en bateau

 à vélo

 en voiture

 en avion

 en bus

### Avec qui?

 avec ma mère.

 avec mon père.

 avec ma sœur.  
avec mon frère.

 avec mon grand-père  
et ma grand-mère.

### Je vais...

 avec mes deux mamans.











 avec mes deux papas.

 avec mon père,  
ma belle-mère et  
mon demi-frère.


## Name of Unit: Year 6 composition

### What I should already know

- How to create an ostinato.
- What a coda is and what its purpose is.
- How different sounds can create images in a listener's mind.

















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		

TREBLE LINES: E G B D F      TREBLE SPACES: F A C E



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

- To listen to and reflect on a piece of orchestral music.
- To understand what makes a piece of music 'minimalist'.
- To understand that the images created in a listener's mind can be varied and abstract.
- To create a layered, expanding ostinato using a variety of rhythms and pauses.
- Create a melody using 4 notes.

Note Lengths			
Name	Length	Note symbol	Rest symbol
Semi-brave	4 beats		
Dotted-minim	3 beats		
minim	2 beats		
Dotted-crotchet	$1\frac{1}{2}$ beats		
crotchet	1 beat		
Dotted-quaver	$\frac{1}{2}$ beat		
quaver	$\frac{1}{2}$ beat		
Semi-quaver	$\frac{1}{4}$ beat		

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>ostinato</b>	A repeating rhythm.
<b>minimalism</b>	A style of music which emphasizes repetition, shifting music patterns and composition concepts beyond traditional classical music.

**Name of Unit: Change and RSHE**

**What I should already know**

Children in year 5 learned about puberty including how their body changes.

The have looked at relationships throughout KS2.

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

Children will begin by recapping puberty and the changed that happen in their body including menstruation. They will then look at how pressure comes from other sources, e.g. the media, other relationships etc. The children will then learn about the process of human reproduction. This will include the different ways babies come into families. They will define the term sexual intercourse, human reproduction. They will learn how identical and non- identical twins are created. They will be able to explain the different stages of pregnancy and how a baby is born.

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>growth</b>	Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.
<b>genitals</b>	Name given to all the external sexual organs
<b>IVF</b>	Where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb
<b>ovary</b>	Where the ova (eggs) are kept. There are usually two.
<b>penis</b>	The shaft-shaped reproductive organ that hangs outside the male body. An organ that can help transport urine (wee) and sperm away from the body.
<b>semen</b>	Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles, and seminal fluid.
<b>sexual intercourse</b>	Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.
<b>sexual Reproduction</b>	Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to

	them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.
<b>vagina</b>	The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse
<b>vulva</b>	The external parts of the girl's genitals which are visible. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia), the urethra (wee hole) and the entrance to the vagina.

Definitions provided by the [Office for National Statistics and the UK government](#)



**Name of Unit – RE – Ritual (Islam) – Year 6 Summer 1**

**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 have covered the concept of ritual when looking at the Paschal candle in Year 4.

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

- To explain the significance of ritual by explaining the value to Muslims and explaining situations that may arise in relation to ritual.
- To describe what ritual means to them and others
- To identify rituals in Islam and their own life
- To reflect / evaluate on value of rituals



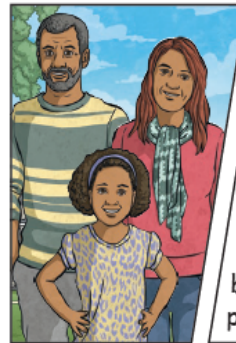
Glossary of terms	Or translation of key vocabulary and a picture
<b>ritual</b>	a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.
<b>Islam</b>	the religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.
<b>Wudu</b>	the practice of ritual washing before daily prayer for Muslims.
<b>Salat</b>	the ritual prayer of Muslims, performed five times daily in a set form, one of the Five Pillars of Islam.
<b>Eid-ul-Fitr</b>	the Muslim festival marking the end of the fast of Ramadan.

## Science – Evolution and Inheritance (Year 6)

### What I should know:

- To know how rocks are formed
- To describe in simple terms how fossils are formed
- To know the life cycle of different living things

Key Vocabulary	
<b>offspring</b>	The young animal or plant that is produced by the reproduction of that species.
<b>inheritance</b>	This is when <b>characteristics</b> are passed on to <b>offspring</b> from their parents.
<b>variations</b>	The differences between individuals within a species.
<b>characteristics</b>	The distinguishing features or qualities that are specific to a species.
<b>adaptation</b>	An <b>adaptation</b> is a trait (or <b>characteristic</b> ) changing to increase a living thing's chances of surviving and reproducing.
<b>habitat</b>	Refers to a specific area or place in which particular animals and plants can live.
<b>environment</b>	An <b>environment</b> contains many <b>habitats</b> and includes areas where there are both living and non-living things.



### Offspring

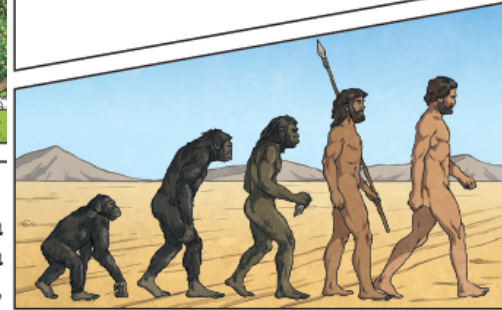
Animals and plants produce **offspring** that are similar but not identical to them. **Offspring** often look like their parents because features are passed on.

### Variation

In the same way that there is **variation** between parents and their **offspring**, you can see **variation** within any species, even plants.



**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!



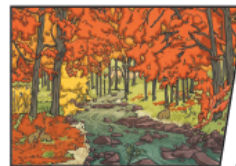
### Adaptive Traits

**Characteristics** that are influenced by the **environment** the living things live in. These **adaptations** can develop as a result of many things, such as food and climate.



### Inherited Traits

Eye colour is an example of an **inherited trait**, but so are things like hair colour, the shape of your earlobes and whether or not you can smell certain flowers.

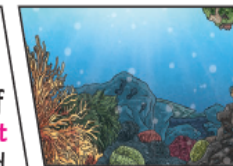


### Habitats

A good **habitat** should provide shelter, water, enough space and plenty of food.

### Environments

There are many types of **environment** around the world. Polar regions, deserts, rainforests, oceans, rivers, and grasslands are all **environments**.



### Natural Selection

**Fossils** of giraffes from millions of years ago show that they used to have shorter necks. They have gradually **evolved** through **natural selection** to have longer necks so that they can reach the top leaves on taller trees.