

Art – The Darkest Hour (Year 6)

Key element(s)

Colour

There are 3 **primary colours**: **RED**, **YELLOW** and **BLUE**

Secondary colours are made by mixing 2 **primary colours** together: **ORANGE**, **GREEN**, **PURPLE**



Tone/Value

Tone/value is how **light** or **dark** something is. This could be a **shade** or a **colour**.



Shape & Form

A **shape** is an area enclosed by a **line**. It could be just an outline or it could be **shaded** in.

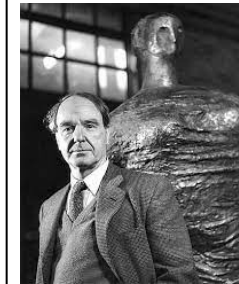
Form is a 3D **shape**. Sculpture and 3D art is about creating **form**.



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

- ♣ how to refine my use of a range of media (sketching pencils, wax resist, watercolour)
- ♣ how a modern artist uses colour, tone and form in their work, considering how to use this in my own work.

Key artist(s)



Name: Henry Moore

Era: Modern (1898-1986)

Nationality: English

Known for his semi-abstract bronze sculptures as well as his drawings and prints of the human form.

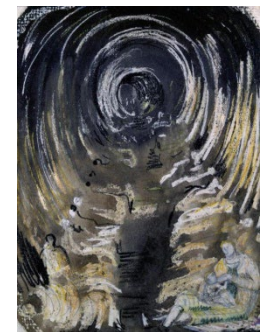
Glossary of terms	Meaning
elements	The different visual parts of art.
colour	Primary, secondary and tertiary.
tone	How light or dark something is.
form	3D shape – could be on a 2D surface.
media	The material being used (e.g. paint).
sculpt	Create using a shaping technique
proportion	An element compared to other elements.
mood	An atmosphere or feeling created by art.
wax resist	Using wax to mark out the lightest area.
abstract	Not attempting to appear realistic.
composition	The overall appearance of a piece of art.

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



Outcomes

To produce a final piece in the style of Henry Moore.



Name of Unit: Computing – Scratch – Basic procedures (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 and conditions in a loop
- 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 understand what a procedure is in programming

To predict what a sprite will do based on my understanding of algorithms and flow of control.

To investigate parts of a given script

To change elements of given scripts to show an understanding of basic procedures.

To create a procedure and 'call' command to draw shapes

Procedure in Scratch



basicProcedure

Basic Procedures



Key Programming Knowledge

A procedure is a small section of a program that performs a specific task.

Simple Procedures

Have a name

Are called or run by the name

Can be run many times in a programme

Found in My Blocks in Scratch

In Scratch has define first

Naming

Always name a procedure after the task that it does

Avoid naming procedures with spaces

Avoid using the same name as a variable

Glossary of terms	Or translation of key vocabulary and a picture
algorithm	A list of steps (or rules) to do something
count-controlled-loop	A definite loop (we know how many loops) controlled by a number
debugging	Finding and fixing problems in code
online safety	Knowledge needed to keep yourself and others safe when using online services
procedure	Named set of instructions grouped together to control a part of a program
call to procedure	Command that calls (starts) the procedure

Name of Unit: Design and Technology – Cooking and Nutrition – Two Course Meal on a Budget (Year 6)

What I should already know • Prepare, and follow a recipe and cook food to match a design criteria. • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. • Evaluate final outcomes based on the design criteria.	Key concepts- What I will know by the end of the unit • To know that food is grown, reared and caught in the UK, Europe and the wider world. • To know that seasons and weather affects the food available. • To know that recipes can be adapted to change the appearance, taste, texture and aroma. • To consider the overall costs of a recipe and to calculate the cost of a meal per head. • To know how to use utensils and equipment including heat sources to prepare and cook food. • To manage time efficiently to cook a two-course meal. • To know and use a wide range of relevant technical vocabulary.	Influential Focus Designer: John Torode (Chef)  John Torode has been a judge on MasterChef since it first started.
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Glossary of terms	Or translation of key vocabulary and a picture
two course	A two-course meal serves either a soup/salad followed by an entrée or a main course and finishes with a dessert item.
budget	A plan for how much money will be spent
seasonality	Different foods grow better at different times of the year
source	Where our food comes from and its journey to our plates
intolerance	A food allergy is an abnormal response of the body to a certain food.

Name of Unit – History - WW2 in Britain (Year 6)

What I should already know

- Conflict, invasion and power in earlier British history (Anglo-Saxons, Romans).
- An idea about the role of government and leadership in shaping society.
- An understanding that:
- Historical events have causes and consequences.
- Technology and innovation can change how people live.
- Accounts of the past (sources) may differ.

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

By the end of this unit, I will be able to:

Place World War II accurately on a historical timeline.

Explain the causes of World War II and its impact on Britain.

Use a range of historical sources to answer questions about the past.

Evaluate whether a source is reliable by considering its purpose, audience and possible bias.

Compare different historical interpretations of events.

Explain the short-term and long-term consequences of the war.

Use evidence to support my opinions and conclusions.

Make links between World War II and other periods of history I have studied.

Use historical vocabulary accurately when speaking and writing.



Glossary of terms	Or translation of key vocabulary and a picture
blitz	The bombing raids Germany launched against Britain
evacuation	The process of moving people away from an area
rationing	Limiting people's access to food
Propaganda	A message designed to change how people think or act.
allies	Friendly nations that trust and work together



Name of Unit: What is the time (Year 6 Autumn)

What I should already know

- To read the time in English
- To count up to 31
- Days of the week

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

- 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

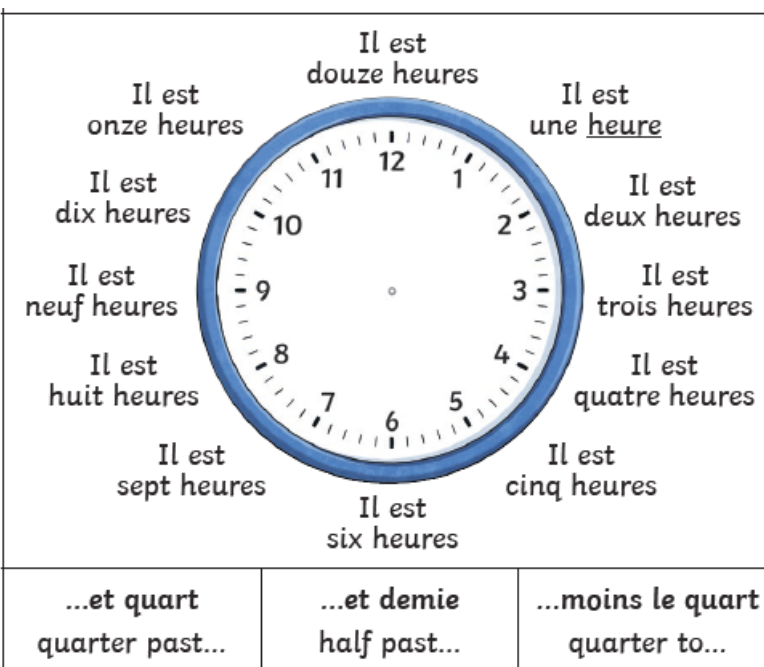
Quelle heure est-il? What time is it?

Il est une heure. It is one o'clock.

Il est une heure et quart. It is quarter past one.

Il est une heure et demie. It is half past one.

Il est deux heures moins le quart. It is quarter to



Ma journée My day

A sept heures, je me lève.

At 7 o'clock, I get up.

A une heure, je mange mon déjeuner.

At one o'clock, I have lunch.

A l'école At school

Jeudi, l'anglais est avant les mathématiques.

On Thursday, English is before Maths.

Mardi, la musique est après l'informatique.

On Tuesday, music is after IT.

A la télévision On TV

Qu'est-ce qui passe à la télévision?

What's on TV?

C'est..... It is.....

Name of Unit – Music Singing during WWII (Year 6)

What I should already know

The important of warm-ups.

Vocabulary for dynamics.

Dynamics	
Pianissimo	Very quiet
Piano	Quiet
Mezzo piano	Quite quiet
Mezzo forte	Quite loud
Forte	Loud
fortissimo	Very loud

Inter-related dimensions of music.

Inter-related dimensions of music	
Pulse	The heartbeat or steady beat of a piece of music.
Rhythm	The combination of long and short notes to create a pattern.
Pitch	How high or low a note is.
Dynamics	How loud or quiet music is.
Tempo	How fast or slow a piece of music is.
Timbre	The quality and character of the sound.
Structure	How the sections of a piece are ordered.
Texture	Layers of sound in the music.

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

- The impact singing had on moral during WWII
- A greater knowledge and ability to use the inter-related dimensions of music when performing.
- How to compose a simple rhythm to accompany a known song.
- Further knowledge and experience performing using the following note lengths.

Note Lengths			
Name	Length	Note symbol	Rest symbol
Semi-brave	4 beats		
Dotted-minim	3 beats		
minim	2 beats		
Dotted-crotchet	1 ½ beats		
crotchet	1 beat		
Dotted-quaver	½ beat		
quaver	½ beat		
Semi-quaver	¼ beat		

Glossary of terms	Or translation of key vocabulary and a picture
moral	The spirit of a group of people.
ensemble	A group of people who perform together.
unison	All together.
melody	A combination of pitch and rhythm.

Name of Unit – RE (Year 6) – Justice (Christianity and Islam) – Autumn 1

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail. Concepts covered include Warning, Belonging, Suffering and Neighbour.

Understanding 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

I will be able to explain what the concept of justice means.

I will be able to accurately explain how justice is significant in the stories of Christians (The Prodigal son) and Muslims (Justice for all).

I will be able to discern the value of justice to Christians and Muslims.

I will be able to explain some examples of how justice can be applied in my own and others' lives.



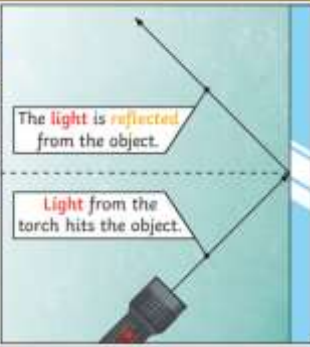
Glossary of terms	Or translation of key vocabulary and a picture
 Justice	Fairness in the way that people are dealt with.
 Freedom	It is the power or right to act, speak and change as you want to without hindrance or restraint.
Fairness	Treating people according to their needs. This does not always mean it will be equal.
 Unjust	Not fair or deserved.
Laws	Laws are a set of instructions put in place to keep people safe, maintain order in society through good behaviour and protect rights and property.
 Equality	When each person is seen as equal in the eyes of the law. A government that protects human rights makes one set of laws for everyone, not different laws for different people.

Name of Unit – Science Light (Year 6)

What I should already know

From Year 3 objectives:

We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected light** hits our eyes, we can see the object. Some surfaces and materials **reflect light** well. Other materials do not **reflect light** well. **Reflective** surfaces and materials can be very useful...




hi-vis jacket



cat's eyes

Mirrors **reflect light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



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

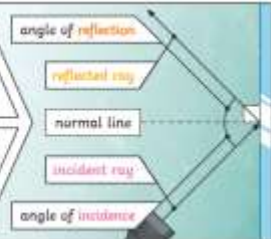
We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called beams of light.

Light from the sun travels in straight lines, light can then be reflected off of objects and into people's eyes to enable them to see them.

The law of reflection states that the angle of incidence is equal to the angle of reflection. Whenever light is reflected from a surface, it obeys this law.

The angle of reflection is the angle between the normal line and the reflected ray of light.

The angle of incidence is the angle between the normal line and the incident ray of light.



angle of reflection

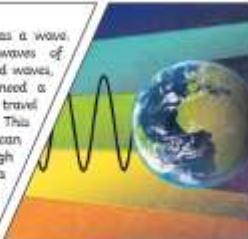
reflected ray

normal line

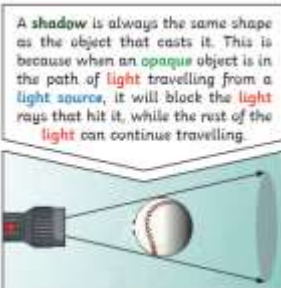
incident ray

angle of incidence

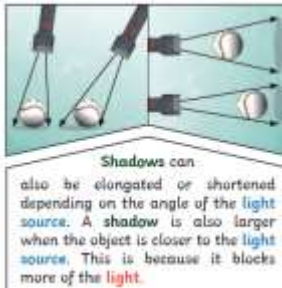
Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means light can travel through a vacuum - a completely airless space.



A shadow is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.



Shadows can also be elongated or shortened depending on the angle of the **light source**. A **shadow** is also larger when the object is closer to the **light source**. This is because it blocks more of the **light**.



Glossary of terms	Or translation of key vocabulary and a picture
light	A form of energy that travels in a wave from a source.
light source	An object that makes its own light
reflection	Reflection is when light when light bounces off a surface, changing the direction of a ray of light
incident ray	A ray of light that hits a surface
reflected ray	A ray of light that has bounced back after hitting a surface
law of reflection	The law states that the angle of the incident ray is equal to the angle of reflected ray.