

WOODLANDS PRIMARY SCHOOL

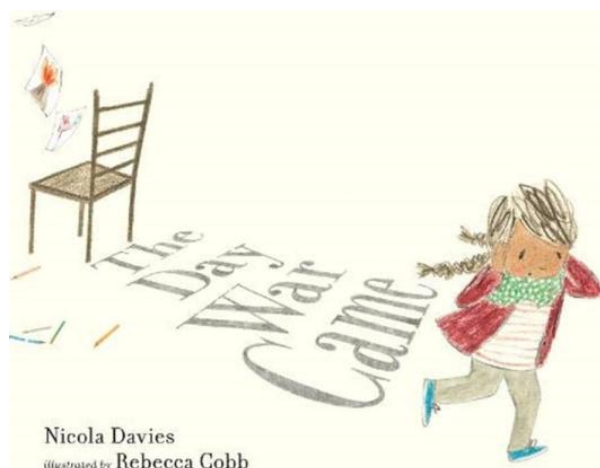


Year 6

Autumn 2 Curriculum

Ready · Respectful · Safe

English Mastery Targets - Year 6 - Autumn 2



My mastery targets for this term are:

- Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
- Use a wider range of devices to build cohesion
- Use passive verbs effectively and purposefully
- Use semi-colons to mark boundaries between independent clauses

The text types I will explore are:

Diary Entry from the perspective of the child and how war changed her life - A personal, informal recount of an event written in the first person. It shows thoughts and feelings, often includes time adverbials and may use brief speech or inner voice to show emotion.

A letter to raise awareness of the plight of refugees - An informative piece of text to spread awareness, build empathy and inspire the reader while applying the features of recount, persuasion, information and explanation in the form of a letter.

Vocabulary I will use this term...

Year 5/6 Words:

accompany	familiar
appreciate	foreign
committee	identity
communicate	individual
community	necessary
conscience	neighbour
curiosity	persuade
desperate	prejudice
determined	recognise
disastrous	vehicle

Key words I may use:

acceptance	refugee
apprehension	shambling
approval	situation
benevolence	solidarity
displaced	spattering
empowering	unaccompanied
flee	wailing
optimism	
possession	
ragged	

MATHS - FOUR OPERATIONS (PART 1)

What new **knowledge** will I learn?

- I will add and subtract integers using mental and formal written methods.
- I will identify and use factors and common factors of numbers.
- I will find multiples and common multiples of numbers.
- I will use and apply rules of divisibility.
- I will recognise prime numbers up to 100 and recall prime numbers to 19.
- I will identify and use square and cube numbers, including notation (2 and 3).
- I will multiply up to a 4-digit number by a 2-digit number using long multiplication.
- I will solve word problems and multi-step problems involving multiplication.

What **mathematical sentences** will I use?

- "In column addition/subtraction, we start with the ____ place value column."
- "____ is a factor of ____ because ____ $\times$ ____ = ____."
- "____ is a factor of ____ because ____ $\div$ ____ = ____."
- "____ is a common factor of ____ and ____."
- "The first multiple of a number is always ____."
- "____ is a multiple of ____ because ____ $\times$ ____ = ____."
- "____ is a common multiple of ____ and ____."
- "If the sum of the digits is divisible by ____, then the number is divisible by ____."
- "____ is prime because it has exactly ____ factors."
- "____ is a composite number because ____ = ____ $\times$ ____."
- "To square a number, you multiply the number by ____."
- "To cube a number, you multiply the number by ____ and then by ____ again."
- "____ is a square number because ____ $\times$ ____ = ____."
- "____ is a cube number because ____ $\times$ ____ $\times$ ____ = ____."
- "To multiply by a 2-digit number, first multiply by the ____, then multiply by the ____, and then find the total."
- "Multiplying by ____ is the same as multiplying by ____ and then multiplying the answer by ____."
- "To multiply by ____, I can multiply by ____ and add/subtract ____ from the product."
- "____ = ____ $\times$ ____, so to multiply by ____ I can first multiply by ____ and then by ____."

What **vocabulary** will I use?

add, subtract, integer, factor, common factor, multiple, common multiple, divisibility, divisible, prime number, composite number, prime factor, square number, cube number, squared (2), cubed (3), long multiplication, product, calculation, strategy, operation, column method, partition, regroup, efficient method, estimate

Column addition

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

Column subtraction

	3	5	6	13	1
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

Common factors

Factors of 48

1	2	3	4	6	8	12	16	24	48
---	---	---	---	---	---	----	----	----	----

Factors of 30

1	2	3	5	6	10	15	30
---	---	---	---	---	----	----	----

Common factors: 1, 2, 3, 6

Common multiples

Multiples of 3

3	...	18	21	24	...	39	42
---	-----	----	----	----	-----	----	----

Multiples of 7

7	14	21	28	35	42
---	----	----	----	----	----

Common multiples: 21, 42...

Prime numbers

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47

A composite number has factors other than 1 and itself.

Squares and cubes

Square numbers result from a number being multiplied by itself (e.g. $5 \times 5 = 25$): 1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice ($2 \times 2 \times 2 = 8$): 1, 8, 27, 64, 125

Long Multiplication

		5	3	8	2
		$\times$		7	5
	2	6	1	9	4
3	7	2	6	5	7
4	0	3	6	5	0
1	1	1			

(5382 $\times$ 5)

(5382 $\times$ 70)

MATHS - FOUR OPERATIONS (PART 2)

What new **knowledge** will I learn?

- I will divide numbers using short division.
- I will use and apply long division for up to 4-digit numbers divided by 2-digit numbers.
- I will interpret remainders according to the context of a problem.
- I will solve word problems involving division.
- I will solve multi-step problems involving addition, subtraction, multiplication and division.
- I will use the order of operation to carry out calculations.
- I will perform mental calculations with increasingly large numbers.
- I will reason from known facts to derive new number facts.

What **mathematical sentences** will I use?

- "___ divided by ___ is ___."
- "In short division, we divide the ___ by the ___ first."
- "___ can be divided by ___ because $\text{___} \times \text{___} = \text{___}$."
- "We use factors to divide because $\text{___} \div \text{___} = \text{___}$, then $\text{___} \div \text{___} = \text{___}$."
- "___ divided by ___ is ___ remainder ___."
- "The remainder represents ___ in this context, so the answer is ___."
- "To solve this problem, the first step is ___."
- "The calculation I need to do is ___ because ___."
- "The order of operations is brackets, indices, multiplication/division, then addition/subtraction."
- "In this calculation, I complete the ___ first because of the order of operations."
- "To calculate mentally, I will partition ___ into ___ and ___."
- "If I know ___, then I also know ___."
- "I estimate that the answer will be about ___ because ___."
- "___ is ten/hundred/thousand times greater/smaller than ___, so ___."

What **vocabulary** will I use?

divide, division, short division, long division, dividend, divisor, quotient, remainder, factor, multiple, efficient method, product, calculation, context, problem, multi-step, operation, addition, subtraction, multiplication, order of operations, brackets, indices, estimate, mental calculation, partition, regroup, strategy, reason, derive

Short division

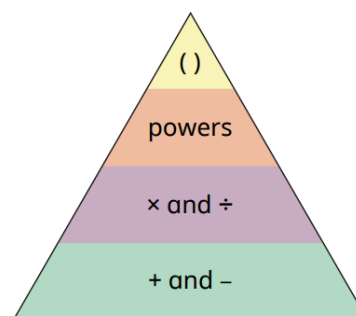
Start from the left.

		4	4	0	r6
12	5	⁵ 2	⁴ 8	6	

Long division

		1	2	0	r	3
14	1	6	8	3		
—	1	4				
	—	2	8			
		2	8			
			3			

Order of operations



B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Reason from known facts

$$90 \div 10 = 9$$

so $90 \div 20 = 4.5$ and $90 \div 5 = 18$

$$16 \times 9 = 144$$

so $1.6 \times 9 = 14.4$

$$4352 \div 17 = 256$$

so $256 \times 18 = 4352 + 256 = 4608$

$$3786 + 2850 = 6636$$

so $4786 + 2850 = 7636$
and $2786 + 3850 = 6636$
and $8636 - 3786 = 4850$

MATHS - FRACTIONS

What new **knowledge** will I learn?

- I will understand that equivalent fractions have common multiples.
- I will simplify fractions by dividing the numerator and denominator by a common factor.
- I will convert fractions to have common denominators.
- I will use decimal equivalence to order and compare fractions.
- I will use my knowledge of equivalent fractions to add fractions.
- I will convert mixed numbers into improper fractions.
- I will understand that when multiplying by a fraction, the answer will be smaller..
- I will follow a standard written method to multiply fractions.
- I will divide a proper fraction by a whole number.
- I will calculate a decimal from a fraction by dividing the numerator by the denominator.
- I will explore recurring equivalence between decimals and fractions.
- I will recall common fraction and decimal equivalents.

What **mathematical sentences** will I use?

- "___ and ___ are equivalent fractions because I can multiply/divide both the numerator and denominator by ___."
- "To compare these fractions, I converted them to a common denominator / decimal, and I found that ___ is greater/less than ___."
- "To add these fractions, I changed them to equivalent fractions with a common denominator, so ___ becomes ___ and ___ becomes ___."
- "I converted the mixed number ___ into the improper fraction ___ because ___ $\times$ ___ + ___ = ___."
- "When I multiply ___ by the fraction ___, the answer gets smaller because I am finding part of the whole."
- "To divide ___ by ___, I shared the numerator into ___ equal groups / I used a diagram to show the sharing."

What **vocabulary** will I use?

numerator, denominator, proper fraction, improper fraction, factor, highest common multiple, lowest common multiple, equivalent, common numerator, common denominator, decimal equivalent, simplify, simplest form, mixed number, whole number

Simplify Fractions

$$\frac{9}{12}$$

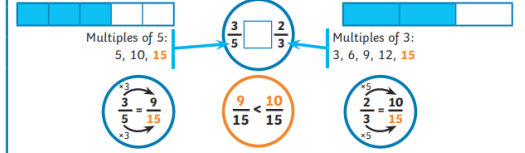
Factors of 9:
1, 3, 9
Factors of 12:
1, 2, 3, 4, 6, 12

$$\frac{9}{12} = \frac{3}{4}$$

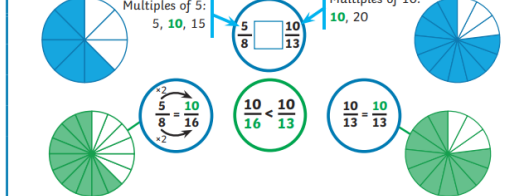


Compare and Order Fractions

Use the Common Denominator



Use the Common Numerator



Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:
 $\div 2$ is the same as $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{1}{5}$$

Adding and Subtracting Proper Fractions

Same Denominators

$$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$$

$$\frac{8}{11} - \frac{3}{11} = \frac{5}{11}$$

Different Denominators

$$\frac{2}{7} + \frac{3}{5}$$

$$\frac{9}{10} - \frac{1}{4}$$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$$\frac{2}{7} = \frac{10}{35}, \frac{3}{5} = \frac{21}{35}$$

$$\frac{9}{10} = \frac{18}{20}, \frac{1}{4} = \frac{5}{20}$$

$$\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$$

$$\frac{18}{20} - \frac{5}{20} = \frac{13}{20}$$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$$2\frac{2}{5} + 1\frac{3}{10}$$

$$2\frac{1}{2} - 1\frac{1}{4}$$

$$2 + 1 = 3$$

$$2 - 1 = 1$$

$$\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$$

$$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$$

$$3 + \frac{7}{10} = 3\frac{7}{10}$$

$$1 + \frac{1}{4} = 1\frac{1}{4}$$

Convert the mixed numbers to improper fractions.

$$2\frac{2}{5} + 1\frac{3}{10}$$

$$2\frac{1}{2} - 1\frac{1}{4}$$

$$2\frac{2}{5} = \frac{12}{5}$$

$$1\frac{3}{10} = \frac{13}{10}$$

$$2\frac{1}{2} = \frac{5}{2}$$

$$1\frac{1}{4} = \frac{5}{4}$$

$$\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$$

$$\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$$

$$\frac{37}{10} = 3\frac{7}{10}$$

$$\frac{5}{4} = 1\frac{1}{4}$$

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$$

Multiplying Fractions by Whole Numbers

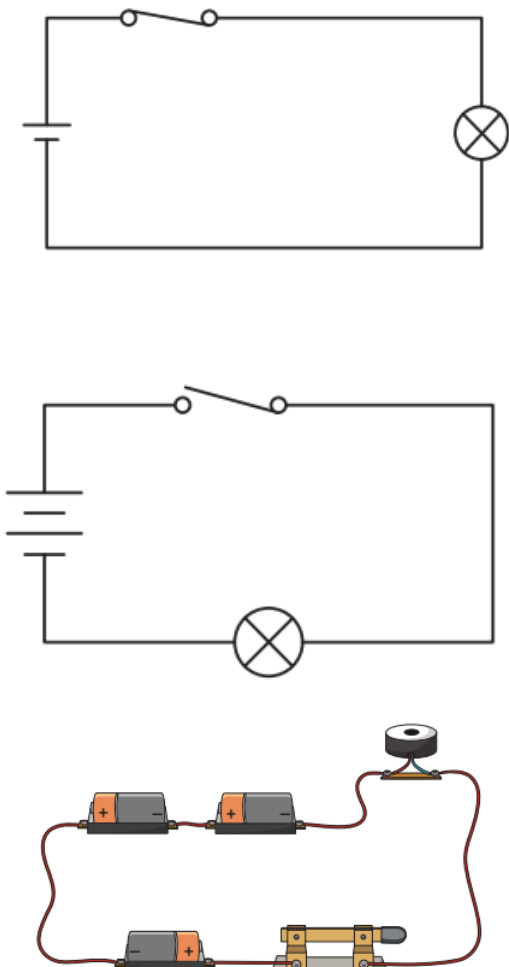
$$\frac{2}{5} \times 3 = \frac{2 \times 3}{5} = \frac{6}{5}$$

$$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$$

HISTORY - What was it like to live through wars in our local area?

What should I already know? - Conflicts have happened throughout history for different reasons such as power, land or resources. - Wars have changed over time - from battles fought with swords and shields to more modern conflicts using new technology. - I can place historical events on a timeline to show when they happened.	What <u>vocabulary</u> will I use this term: <table> <tr> <td data-bbox="608 255 890 360">The Blitz</td><td data-bbox="890 255 1538 360">Sustained bombing of British cities, especially London, during World War II from 1940 to 1941.</td></tr> <tr> <td data-bbox="608 360 890 510">air raid shelter</td><td data-bbox="890 360 1538 510">A strong underground or covered structure built to protect people from bombs dropped during air raids in World War II.</td></tr> <tr> <td data-bbox="608 510 890 660">evacuation</td><td data-bbox="890 510 1538 660">Children (and other civilians) were moved from cities to the countryside during World War II to keep them safe from bombing attacks.</td></tr> <tr> <td data-bbox="608 660 890 810">rationing</td><td data-bbox="890 660 1538 810">When people are only allowed a certain amount of food or supplies because there isn't enough for everyone.</td></tr> <tr> <td data-bbox="608 810 890 916">docks</td><td data-bbox="890 810 1538 916">Docks are places by the sea or river where ships load and unload goods or passengers.</td></tr> <tr> <td data-bbox="608 916 890 1048">home front</td><td data-bbox="890 916 1538 1048">Home Front means the people and activities in a country at war, who support the war effort while not fighting themselves.</td></tr> </table>	The Blitz	Sustained bombing of British cities, especially London, during World War II from 1940 to 1941.	air raid shelter	A strong underground or covered structure built to protect people from bombs dropped during air raids in World War II.	evacuation	Children (and other civilians) were moved from cities to the countryside during World War II to keep them safe from bombing attacks.	rationing	When people are only allowed a certain amount of food or supplies because there isn't enough for everyone.	docks	Docks are places by the sea or river where ships load and unload goods or passengers.	home front	Home Front means the people and activities in a country at war, who support the war effort while not fighting themselves.
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What new <u>knowledge</u> will I learn? - Ellesmere Port and Liverpool were important during both World Wars because of their docks, shipbuilding and factories. - Liverpool was heavily bombed during the Blitz in World War II because of its docks and industry, and this caused a lot of damage to homes, buildings and people's lives. - People in our area experienced rationing during the war - this meant food, clothes and fuel were limited and people were given coupons to buy only small amounts. - Many children and mothers in Liverpool were evacuated to the countryside because the city was so dangerous during the Blitz, but people in rural areas often stayed where they were and took in evacuees. - The role of women changed during the war, as many worked in factories, on farms, and in other jobs to help the war effort.	 												
What <u>skills</u> will I use? - I will put the World Wars on a timeline and describe when and why key events happened in our local area. - I will use evidence from photos, maps, artefacts, newspapers and people's memories to explain what life was like here during wartime. - I will ask and answer questions about how the war affected different people locally: men, women, children, evacuees and workers. - I will compare people's experiences in Ellesmere Port and Liverpool with what happened in other parts of Britain.													

ELECTRICITY

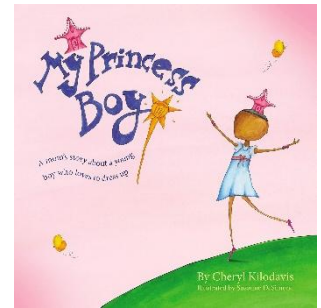
What should I already know?	What <u>vocabulary</u> will I use this term:	
- Many appliances use electricity, which can come from mains sockets or from batteries (cells), to power devices like lights, cookers, and fridges. - Electricity can be dangerous if used incorrectly, so we should keep water and hands away from plugs and sockets. - A circuit must form a complete loop for electricity to flow, and it can include bulbs, wires, switches, buzzers and cells. - A switch opens or closes a circuit, and a bulb will not light if the circuit is incomplete or the switch is open. - Metals like copper, aluminium and steel are conductors, which allow electricity to flow, and materials like plastic, wood and rubber are insulators, which block electricity.	Circuit	A closed loop or path that electricity flows through.
	Component	A single device in a circuit with a specific function (e.g., bulb, switch, motor)
	Switch	A component used to break or complete a circuit, turning it on or off.
	Cell	A power source for a circuit (also known as a battery).
	Voltage	The electrical potential difference in a circuit.
	Current	The flow of electricity in a circuit
What new <u>knowledge</u> will I learn? - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram	Images in here to support? 	
What <u>skills</u> will I use? - I will construct and draw a series of circuits using symbols - I will use a number of simple variations within circuits - I will investigate voltage - I will complete incomplete circuits - I will plan a voltage experiment - I will evaluate my voltage experiment		

No Outsiders

What **story** will I use?

My Princess Boy by Cheryl Kilodavis and Suzanne DeSimone

- My Princess Boy tells the story of a young boy who loves to wear dresses, pink, and sparkly things.
- The book explores how his family supports him and how others sometimes react differently.



What **key questions** will I discuss?

- What makes the Princess Boy happy?
- How do different people in the story react to the Princess Boy?
- Why might some people feel uncomfortable when others are different?
- How do we show respect to people even if they are different from us?
- What might the Princess Boy's story teach us about identity and belonging?
- How can we challenge stereotypes in our own lives?
- What does it mean to be proud of who you are?

What **skills** will I use?

- Talking and listening respectfully to others' ideas.
- Celebrating difference and individuality.
- Asking questions about identity and difference in a safe, thoughtful way.
- Recognising and challenging stereotypes about gender and identity.
- Showing respect and tolerance towards everyone.
- Reflecting on personal identity and how we value others.

What **vocabulary** will I use?

equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity, acceptance, fairness, kindness, injustice, prejudice, bias, empathy, individuality, expression, beliefs, community



Art/D.T

Autumn 2 — D.T: Anderson Shelters (Construction)

Theme/Context:

The effects of war on the local area

Text Link: *The Day War Came*

What new **knowledge** will I learn?

- Structures need to be strong, stiff and stable to stay upright and safe.
- Anderson Shelters were built to protect people during WWII air raids.
- The Anderson Shelter was named after Sir John Anderson, the Home Secretary during WWII.
- Materials have different functional properties which affect how well they work in construction.

What **skills** will I use?

- I will research and develop design criteria for a strong, stable structure.
- I will select suitable materials based on their strength and purpose.
- I will measure, cut, join and finish materials accurately to build my model.
- I will test and improve my structure to make it stronger and more stable.
- I will evaluate my product against the design criteria and suggest improvements.

What **vocabulary** will I use?

construction, structure, stability, strength, stiffness, join, reinforce, materials, prototype, evaluate, criteria, model

Final Outcome:

A strong and stable model of an Anderson Shelter, built from chosen materials, tested for strength, and improved based on evaluation.

Computing

Web Page Creation

What new **knowledge** will I learn?

- Websites are made up of web pages that include text, images, and links.
- Web pages are created using HTML code, but website builders like Google Sites make this easier to do.
- A good website has a clear layout, navigation, and purpose.
- Copyright and fair use mean we must use only images and content we have permission to use.
- Navigation paths (or breadcrumb trails) help users move between pages.
- Hyperlinks connect different pages and websites together.
- Linking to other people's work online has implications: we must do it respectfully and responsibly.

What **skills** will I use?

- I will explore and evaluate existing websites to see what makes them effective.
- I will plan and design my own website for a chosen purpose.
- I will create web pages using text, images, and hyperlinks in Google Sites.
- I will find and use copyright-free media safely and responsibly.
- I will test and improve my website so it looks good and works well on different devices.
- I will link pages together using hyperlinks and check the navigation path.
- I will evaluate my website and give constructive feedback to others.

What **vocabulary** will I use?

website, web page, layout, navigation, hyperlink, HTML, media, text, image, copyright, fair use, Creative Commons, design, evaluate, user experience, device, structure, link, online, responsible





Physical Education

Football Year 6

Unit Purpose

Pupils will learn to **consistently** apply effective **attacking** skills, applying **decision making** in order to keep possession and score.

Pupils will in turn apply pressure when **defending** to regain **possession** effectively.

Inspire Me

Did you know... the first women's football match in England took place in 1895 where the North beat the South 7-1. The FA banned women's football in 1921 until the Women's Football Association was formed in 1969.



Key Success Criteria

- P** Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.
- S** Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- W** Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.



Sport Specific Vocabulary

Through Ball: Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.

Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.





Physical Education Gymnastics Year 6

Unit Purpose

The unit of work will focus on applying "excellent gymnastics" through **matching** and **mirroring** movements.

Pupils will create a **sequence** of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.

Inspire Me

Vitaly Scherbo is a former Belarusian gymnast and one of the most successful gymnasts of all time. Vitaly is the only male gymnast to have ever won a world title in all eight gymnastic exercises.



Key Success Criteria

- P** Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.
- C** Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.
- S** Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.
- W** Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

Flow: This is when a gymnast moves from one action to another without stopping.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Matching: Matching is where pupils perform exactly the same movements at the same time.

Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Canon: Canon is where pupils perform the same movement one after the other.



MUSIC

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

Did you do both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Jazz, improvisation and composition.

Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O'Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would like to share about it?

Can you find out more about these styles of music?

FRENCH

Knowledge organiser: In the city

Primary
Languages
Network



Noun Bank

la ville – the city
le parc – the park
le zoo – the zoo
le musée – the museum
le métro – the underground
la galerie d'art – the art gallery
la gare – the station
la piscine – swimming pool
le stade – the stadium
le cinéma – the cinema

un livre – a book
un stylo – a pen
un aimant – a magnet
une carte postale – a postcard
un tee-shirt – a tee-shirt
un porte-clés – a keyring

Question and Answer Bank

Où est...? – Where is... ?
à gauche – to the left
à droite – to the right
tout droit – straight ahead

Question and Answer Bank

Il y a – There is/ there are
Bienvenue..... Welcome
Je voudrais un ticket pour.... – I would like a ticket for....
s'il vous plaît – please
un livre coûte cinq euros – A book costs five euros.

Grammar

Adjectives (masculine/feminine)
beau/belle – beautiful
grand/grande – big or large
petit / petite – small
vieux/vieille – old

moderne – modern
intéressant – interesting

Facts

In France, the money people use is called the **euro**. The symbol for the euro is **€**.

The euro is used by many countries in Europe, not just France. There are 20 countries that use the euro as their money.

Grammar

We use **"il y a ..."** in French to mean both "There is...." and "There are"

Sound spelling

"é" (musée, métro, cinéma, clés)
"a" (parc, cinéma, galerie, stade)

World Views - Year 5/6, Autumn 2

What do religious and non-religious world views believe about equality, justice and fairness?



RE Skills to develop:

I can define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.

I can explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.

I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)

I can discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.

I can discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.

Give two examples of how changemakers from different world views are making a fairer world.

Our Enquiry Steps:

What does equality, justice and fairness mean?

How can we recognise inequalities being spread on social media?

How do people with a religious and non-religious world view wish to care for the environment?

How can people of different worldviews strive towards unity?

How have two different change makers worked to make a fairer world?



Key Vocabulary	Definition
Belief	An acceptance that something exists or is true.
Equality	Treating everyone the same
Religious view	The beliefs and practices a person has about a higher power or deity, and how that influences their life
Non-religious view	Don't believe in a god or higher power and don't follow a specific religion or religious.
Justice	The fairness, especially in how people are treated and how problems are solved.
Fairness	Treating everyone equally, kindly, and with respect.
WorldView	Refers to their personal perspective and understanding of the world
Unity	Working together and getting along, like a big team, to achieve a common goal.
Change makers	Taking action to make a positive difference in the world, even if it's a small change.

Our End Points:

Emerging: I can explain what equality, justice and fairness mean.

Expected: I can explain what equality, justice and fairness mean and give examples of these. I can compare 2 religions and explain what they say about equality and caring for the world.

Exceeding: I can explain what equality, justice and fairness mean and give examples of these and discuss how this is demonstrated in the UN Declaration of Human Rights and The Equality Act. I can compare other religions and explain what they say about equality and caring for the world, with reference to key texts/beliefs.

