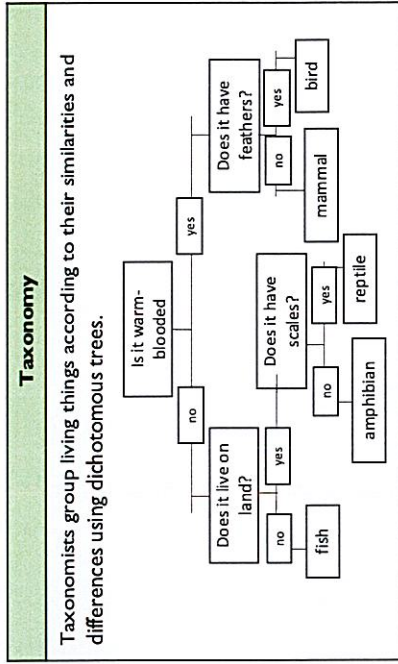


Living Things and Habitats KNOWLEDGE ORGANISER

ESSENTIAL LIVING THINGS AND HABITATS VOCABULARY	
fungus	A group of organisms (such as moulds, yeast and mushrooms) that feed on organic matter.
reptile	A vertebrate animal including snakes, lizards, crocodiles, turtles and tortoises.
mollusc	An invertebrate which includes snails and slugs that have a soft, unsegmented body.
molecule	A group of atoms bonded together.
crustacean	An arthropod that is mainly found in water, often with a body covered in a hard shell.
arachnid	An arthropod with 8 segmented legs and no wings or antennae.
organism	An individual animal, plant or single-celled life form.
phylum	A taxonomy class above class and below kingdom.
dichotomous	An axis divided into two branches.
mammals	A warm-blooded vertebrate that typically gives birth to live young.
species	A group of living organisms consisting of similar individuals.
arthropod	An animal with an exoskeleton, segmented body and jointed legs.
classify	To arrange a group into categories based on qualities.
absorb	Take in or soak up substances
amphibian	A cold-blooded vertebrate animal that lives on the ground and in water.



Classification

Domain: Eukarya	cat, dog, leopard, sandcat, bear, peacock, crab, apple tree
Kingdom: Animalia	cat, dog, leopard, sandcat, bear, peacock, crab
Phylum: Chordata	cat, dog, leopard, sandcat, bear, peacock
Class: Mammalia	cat, dog, leopard, sandcat, bear
Order: Carnivora	cat, dog, leopard, sandcat
Family: Felidae	cat, sandcat leopard
Genus: Felis	cat, sandcat
Species: Felis catus	cat

Classification

A Swedish scientist called Carl Linnaeus published a system for classifying living things which (after being adapted) is still used today.

The number of living things on each level lessens, until it is the only species remaining.

Plants

There are many different types of plants.

- Flowering plants (plants that produce seed within a fruit to reproduce)
- Non-flowering plants (plants that use spores to reproduce and plants that use seeds to reproduce)

Microorganisms

Microorganisms are mainly bacteria, moulds, yeast and viruses. They are minuscule living things that can only be seen using a microscope.

Microorganisms are found in and on our bodies, water and on many other objects. Some are helpful (bacteria in yoghurt and cheese and yeast in bread dough) and others are harmful (viruses like flu fungi such as mould).

Invertebrates

The majority of living things on the planet are invertebrates (meaning they don't have a backbone). They can be classified based on different characteristics such as the amount and shape of legs they have, whether they have a segmented body or a shell, the shape of their body and whether they have wing cases.

MAKING LINKS TO PREVIOUS LEARNING GOLDEN VOCABULARY

Mini-beasts	There are many different arthropods that live in different habitats.
Mini-beasts	Mini-beasts is a broad term. They can be classified into groups.
Digestive System	The body breaks food down into substances that are absorbed .
Life Cycles	Amphibians have very diverse habitats.

Key Vocabulary

Absorption - When light is taken in or soaked up by an object, rather than being reflected or transmitted through it.

Opaque - Not allowing any light to pass through, blocking vision.

Prism - A piece of glass or other transparent material that can separate white light into its different colours.

Reflection - When light bounces off a surface.

Refraction - When light waves bend as they pass from one material into another.

Translucent - Allowing some light through, but not clear enough to see details clearly.

Transparent - Allowing light to pass through easily, so objects can be seen clearly.

Shadow - A dark area caused by an object blocking light from a source.

Spectrum - The range of colours produced when white light is dispersed, such as in a rainbow.

What Colour is Light?

Although light looks white, it is actually made up of all the colours of the rainbow!

Some people remember the colours of the rainbow using this mnemonic:

Richard **O**f **Y**ork **G**ained **B**attle In **V**ain.

Isaac Newton

Isaac Newton was an English scientist and mathematician who made an important discovery about light.

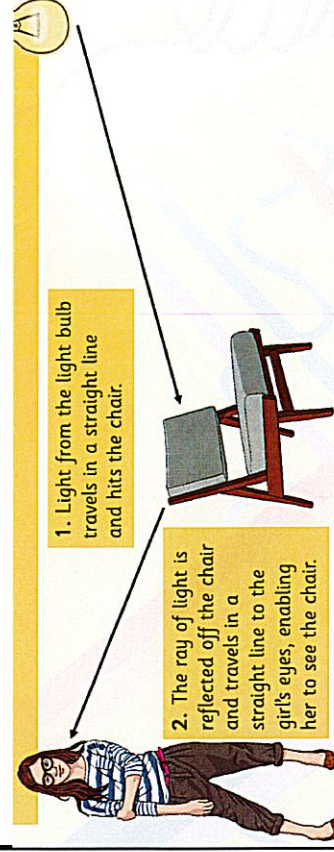
In 1666, he placed a transparent, triangular prism in front of a ray of light and observed a rainbow of colours.

When light travels through a transparent material, it bends or 'refracts'. We can use a prism to separate the colours of the spectrum, which is what Isaac Newton observed. When these colours merge together, it looks white to our eyes.

Key Knowledge

- There are lots of different sources of light. These are split into two categories: natural and artificial. Natural light means something like the sun or lightning. Artificial means made by humans, like a light bulb.
- The moon is not a light source, as it does not make its own light. It is a reflector of light.
- Light appears to travel in straight lines (called beams or rays) but actually travels in waves.
- We can see objects because they give out or reflect light into the eye.
- Light waves travel at a different speed when they go through other transparent materials, such as water or glass. This causes the rays of light to change direction and bend, which is known as refraction.
- When objects block light, they make shadows. The shape of a shadow is the same as the object that makes it because light appears to travel in straight lines. So, when the object blocks the light, it creates a shadow that shows its shape.

How We See



Images from Twinkl

Geography - Greece - Year 5/6

Where is Greece?

- Greece is a country in south-eastern Europe.
- It borders a number of countries, including Albania, Turkey, Bulgaria and Macedonia.
- It also has a large coastline on the Mediterranean Sea.
- Greece covers an area of 131,957 sq. km. It is the 15th largest European country by area.
- About 10.8 million people live in Greece. The capital city is Athens.
- Greece has around 6,000 islands, although only around 227 of these are inhabited.

Comparison with the UK.

- Both countries are in Europe: the UK is in northern Europe & Greece in southern Europe.
- Due to its more southerly position (closer to the Equator) Greece is warmer than the UK. On average, Athens is 9°C hotter than London.
- Greece is smaller than the UK - 131,957 sq. km compared to 243,610 sq. km.
- Significantly more people live in the UK - 66 million compared to 10.8 million.
- London has a much larger population than Athens: 8.4 million compared to 3.1 million.
- Greece has higher mountains than the UK. Mt. Olympus is 2,917m high. The highest in the UK is Ben Nevis, at 1,345m.
- Greece is made up of many more islands than the UK. It has a much longer coastline.

Earthquakes in Greece

- On moving plates:** Greece sits where two big pieces of Earth push together.
- In shaky land areas:** The ground can crack and shake in many places.
- With strong buildings:** New buildings are made to stay safer in earthquakes.
- In busy tourist spots:** Islands like Crete and Santorini can shake, so people plan for safety.
- With many small quakes:** Greece feels lots of tiny shakes every year.
- From Earth's crust movement:** Earthquakes happen when rocks deep underground suddenly move.
- Through shaking waves:** The shaking travels outwards in waves, a bit like ripples in water.

Human Geography.

Greece has a long and rich history, and a culture which has developed over thousands of years from the time of the Ancient Greeks. Its warm climate also makes it a popular holiday destination for people from across the world.

Population		-The population of Greece is around 10.8 million people. This makes it the fourteenth most populous country in Europe. The population density is 82 people per square kilometre. This is the 30th highest population density in Europe. -The most populous and capital city of Greece is Athens. It has a population of over 3 million people. Other large settlements include Thessaloniki, Patra, Piraeus and Larisa. Most settlements were founded around the coast, as Greeks historically were seafaring people.
Settlements		
Economic Activity		-Greece is a part of the European Union and its currency is the Euro. Greece has suffered many financial problems in recent years, and have had to be helped by other countries. Tourism is a large source of income for Greece.
Resources/ Trade		-Greece have many natural resources, and are a large trader of petroleum products. In terms of food, Greece exports high quantities of fresh fish, olive oil, tomato-based products and wine.

Physical Geography.

- Greece is one of the most mountainous countries in Europe. The northern mainland region is the most mountainous. The highest peak is Mt Olympus, which is 2,917m high.
- Greece also contains thousands of islands in the Aegean, Ionian and Mediterranean Seas. The largest island is Crete.
- Greece has a warm and sunny climate. The temperature averages around 33°C in summer and 14°C in winter.
- Rainfall is heaviest in the northern mountains. Some islands receive very little yearly rain.
- The longest river entirely in Greece is Haliakmon, which is about 185 miles long.
- There are many volcanoes. The most famous are those of Santorini, Kos, Milos and Nisyros.
- Lakes of a large size include Trichonis, Vegoritis and Volvi.
- Greece has Mediterranean biomes: Much of Greece is covered in dry shrubland with plants like olive trees and pine trees that can survive hot, dry summers.

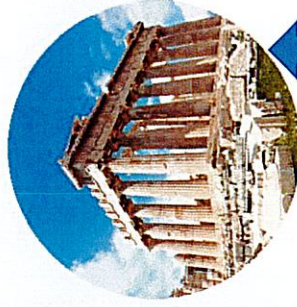


Year 5 and 6 History Knowledge Organiser - Ancient Greece

Subject Specific Vocabulary	Meaning
characteristic features	particular qualities or aspects that make something recognisable
architects	people who design buildings
friezes	decoration high on a wall
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilisation.
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.

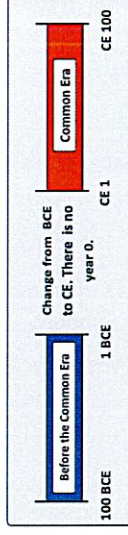
Our Key Question:
Why should the Ancient Greeks never be forgotten?

The Parthenon
The Parthenon, in Athens, is a temple to the goddess Athena. Built on a hill called the Acropolis between 447 and 432 BCE, the Parthenon was a symbol of the power and wealth of Athens.



Key Facts

- Greece is situated in southeast Europe.
- It is the 15th largest country in Europe.
- Its capital city is **Athens**.
- Greece is made up of thousands of islands.
- Today, it has a population of approximately 10.7 million people.



Historical Vocabulary	Meaning
decade	a period of ten years
century	a period of one hundred years
Time period	an amount of time in the past
dates	a specific point in life
change	when something is different
era	a long and distinct period of history
continuity	the progress of time with no change
legacy	something that exists because of a past event
chronology	events in order of time.
BCE	Before the Common Era (which is a date prior to the first year, year 1)
CE	The Common Era, a time from year 1 of after

	776 BCE	700BCE	600 BCE	480 BCE	432 BCE	431-404 BCE	146 BCE	146 BCE
First Olympic Games held.	Homer write the stories The Iliad and The Odyssey.	First Greek coins are used.	Athenians defeated the Persian army at the Battle of Salamis.	The Parthenon was build.	The Peloponnesian War (Athens defeated by Sparta)	Greeks defeated by the Romans at the Battle of Corinth	The end of the Greek empire.	

RE - Gospels: What would Jesus do?

Knowledge

The greatest commandment is loving your neighbour as you love yourself.

Jesus wanted his words to show Christians that they were the foundations for living their best life. He used the parable of the Foolish Builder to explain this idea.

Jesus told lots of stories and they are mostly metaphors for the way Christmas should live their life



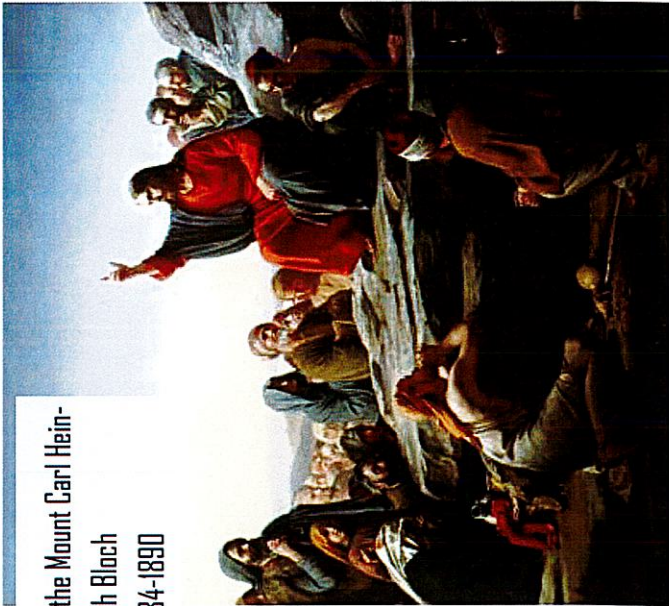
Jesus was very clear about forgiveness. After Peter denies he is his friend three times, Jesus forgives him.

Vocabulary

Key Vocabulary

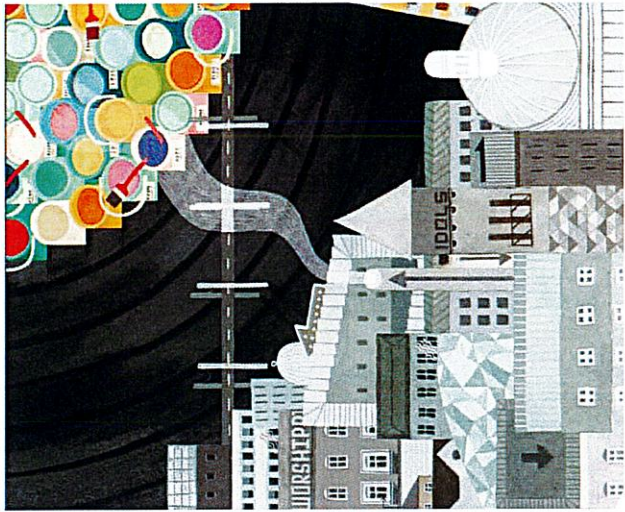
restoration	Returning something to what it was before	Parallels	What things are the same?
foundation	An underlying basis or principle	Sacrament	A religious ceremony or ritual
parable	An earthly story with a heavenly meaning	minister	A person in church that leads services and preaches
denial	Saying something is not true	Ethical dilemma	A moral choice has to be made between right and wrong

The Sermon on the Mount
Carl Heinrich Bloch
1834-1890



Year 5/6 2b.6 Salvation: What did Jesus do to save human beings?

Key Vocabulary			
Communion/mass/ Eucharist/The Lord's supper	All words for the act of remembering Jesus' death with bread and wine	secular	Non-religious
sacrifice	To put other people's needs above your own, at cost to yourself	incarnation	God 'in the flesh'
martyr	Someone who is killed because of their beliefs	epitaph	Words written in memory of someone who has died
Corinthians	The people who live in Corinth, who the apostle Paul wrote a letter to	resurrection	To come back to life



WHAT DIFFERENCE DOES JESUS' SACRIFICE MAKE TO CHRISTIANS?

WHY DID JESUS DIE?

WHO WAS RESPONSIBLE FOR JESUS' DEATH?

STATIONS OF THE CROSS

Year 6 - Keeping Safe

Key questions

Emotional Needs

Are emotional needs equally important as physical needs?
Why? What might happen if someone's emotional needs are not met?

Staying Safe Online

Can having a mobile phone be both negative and positive? How?
How can someone keep themselves safe when using a mobile phone?
Why is there a law about sharing inappropriate images on mobile phones?

Drugs: Norms and Risks (Including the Law)

Is young people's use of alcohol increasing or decreasing?
Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?

Key vocabulary

online safety legal privacy
sharing online emotional needs
inappropriate physical needs
age restrictions possess
parental consent permission
social media alcohol medical
supply non-medical produce
personal information

I can ...

I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

Year 6 - Rights and Respect

Key questions

Understanding Media Bias, Including Social Media

Does someone's social media profile give a true view of them? Why do people show only certain aspects of themselves?

Does social media affect how a person feels about themselves? Does using social media create pressures on people?

How?

How can someone keep healthy when using social media?

Caring: Communities and the Environment

What things have an impact on the environment?

What is 'sustainable' living?

How can we change to live more sustainably?

What can someone do to help the environment?

Earning and Saving Money

What different ways are there to save money?

Are there advantages or disadvantages to the different ways to save money, including long-term saving?

What is 'interest' when money is saved?

Key vocabulary

biased elections candidate
image profile interest tax
stereotype saving cash
voting shop local debit card
reuse pressure public services
sustainable recycling unbiased
environmentally sustainable
bank (building society) account
democracy online safety
social media

I can ...

I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.

I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.

I can explain the advantages and disadvantages of different ways of saving money.

Year 5 - Keeping Safe

Key questions

Managing Risk, Including Staying Safe Online

What risky situations can happen online?

What can someone do to make the situation less risky?

What can influence a person to take risks online?

Does everyone have a choice whether to take risks online?

Norms Around Use of Legal Drugs (Tobacco, Alcohol)

Do lots of young people choose to smoke?

Why do some people think that lots of young people smoke?

Can knowing the true percentage (3%) influence people's choice about smoking? How?

Key vocabulary

habit cigarettes drugs
pressure alcohol vapes
weigh up risk influence
privacy settings assertive
cyberbullying decision
social norms assessing risk
e-cigarettes

I can ...

I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Knowledge Organiser



Year 5 - Rights and Respect

Key questions

Rights and Responsibilities

Are rights and responsibilities the same?

Do rights and responsibilities change as someone gets older? How?

What rights and responsibilities do we have to the community and the environment?

Rights and Responsibilities Relating to My Health

How is someone responsible for their own health?

Why do some people find it hard to stick to their responsibilities for keeping healthy?

What might help someone restart being responsible for keeping healthy?

Decisions About Lending, Borrowing and Spending

What things are needed by people in the community?

What services do local councils provide?

Do councils choose how much money they give to the services they provide?

How might a council's spending choices affect different groups in the community?

Key vocabulary

councillors environment interest
rights responsibility debit
costs borrow credit
health community group
public services loan council
exercise vote duties
sustainable elections

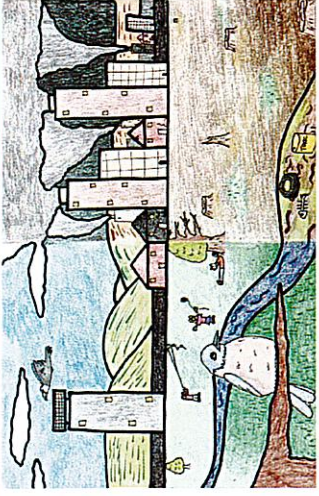
I can ...

I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.

I can give a few different examples of things that I am responsible for to keep myself healthy.

I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

How do you create moods in paintings?

Prior Learning	Learning Objectives	What success looks like
Mixing colours to match natural or man-made forms. 	- To explore how colours can reflect different moods - To explore how artists express thoughts and feelings through use of colour and application. - To experiment with different colours that represent moods - To mix colours accurately and understand the properties of a range of different paint types - To create a mood painting through use of colour and application	- Children carry out preliminary studies, trying out different media, materials and mixing appropriate colours - Children use appropriate painting tools accurately to apply a range of different paint types to a surface. - Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours
Key Vocabulary	Reference Images	Tools, materials and equipment
Complementary colours- This particular colour scheme draws from two colours on the opposite side of the colour wheel. Warm colours — such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire. Warm colours are said to advance towards you as if they are jumping out of the painting. Cool colours — such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass. Cool colours are said to recede into the background, meaning that they move away from the viewer. Inspiration- Inspiration is a feeling of enthusiasm you get from someone or something, which gives you new and creative ideas.	COLORS & MOODS - Red: Passion, Danger - Orange: Welcoming, Energy, Innovation - Yellow: Happiness, Positive, Active - Green: Harmony, Healing, Growth, Calm - Blue: Peace, Relaxation, Loyal, Wisdom - Purple: Luxury, Romance, Ambition - Black: Power, Elegance, Mystery, Edgy - White: Purity, Truth, Simplicity - Brown: Dependability, Friendly 	End Point Can discuss colours that depict moods in paintings. Can explain how key artists studied express thoughts and feelings through use of colour and application.

Design Technology Knowledge Organiser

Topic: Recycled Fashion

Year 5

Textiles

What will I be able to do by the end of the unit?

Design:

- Research and develop **design criteria**.
- Make **annotated** sketches, cross-sectional drawings and **prototypes**.

Make:

- Choose the correct equipment for the task.
- Choose a suitable material for the task.
- Choose the best **stitch** for the task.
- Measure and cut accurately using a **pattern**.
- Decorate the material.

Evaluate:

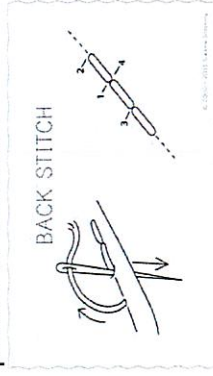
- Compare my finished product to the original design.
- Explain what went well and what could have been improved.

Design and Technology: Skills and Enquiry

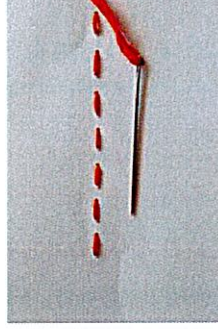
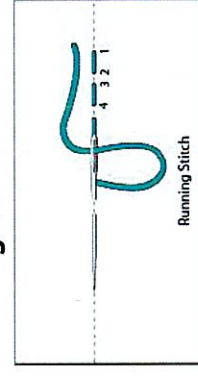
- Who is your product designed for? How will this affect the materials and techniques you use?
- Are the materials you have chosen cost effective and sustainable?
- How well does your final product match the design?
- Does your product meet its function (can it be used for the intended purpose)?
- Which designers have influenced your product?

Diagrams and Images

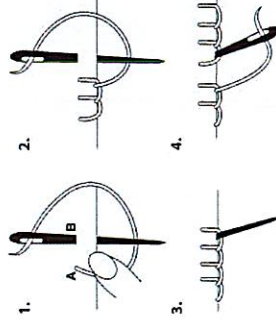
Back stitch: use to decorate fabric or join two pieces of material.



Running stitch



Blanket stitch: useful for sewing a fabric edge or attaching applique



Vocabulary

Annotate	Notes on a diagram
Applique	Decorating fabric using stitches or by sewing different fabric on
Design criteria	What the project must include to be successful
Fabric	Cloth or material
Hem	The edge of a piece of clothing which has been turned under and sewn
Pattern piece	A template made of paper which is the same size and shape as the fabric you want to cut out
Prototype	A practise version of your final product
Seam	The line where two pieces of fabric are sewn together
Sew	Using a needle and thread to make patterns or to join fabric together
Stitch	A piece of thread sewn in fabric
Textile	Another word for fabric
Thread	A long, thin strand of cotton used for sewing



Chez moi

sound in:

• appartement

e

sound in:

• bureau

eau

&

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'dang's' and 'maig's'. The 't' is also silent in the conjunction 'et'. Pronounced almost like the English sound 'leh'.

silent
letters

Elision is a type of contraction.

The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes 'j' as in j'habite as the 'h muet' in habite acts like a vowel.

elision

Phonics

The nouns and determiners for house & apartment.



The nouns and determiners for rooms of the house.



Key linguistic structures:

Chez moi,
il y a...

In my house there is...

Chez moi,
il n'y a pas de...

In my house there is not...

grammar

To fully understand the role of gender in the choice of determiners:

un salon



Singular determiner 'a' for masculine nouns

une cuisine



Singular determiner 'a' for feminine nouns

To understand better how to use the negative in French:

Chez moi, il y a un salon.



Chez moi, il n'y a pas de salon.



1st person conjugation of high frequency verbs.

j'habite

I live

What I will learn:

- ☐ Objective 1: I will learn how to say where I live using the first person high frequency verb 'j'habite' (I live).
- ☐ Objective 2: I will learn 5 nouns and their determiners for rooms of the house.
- ☐ Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.
- ☐ Objective 4: I will learn how to say I do not have a particular room in the house using a key negative structure.
- ☐ Objective 5: I will use all my new knowledge in French to describe where I live.



Quel temps fait-il ?

phonics

sound in:

• chaud

sound in:

• l'ouest

• aujourd'hui

sound in:

• froid

silent

letters

Sometimes, letters at the end of a word in French are silent, like 'vent', 'chaud', 'froid', 'pleut', and 'nord'.

vocabulary

10 common weather phrases.



Key question:

Quel temps fait-il ?

What's the weather like?

Compass points:

le nord

the north

le sud

the south

l'ouest

the west

l'est

the east

grammar

To understand better the use of the verb 'faire' (to do/make) and 'il y a' (there is/are) in set weather phrases:



Il fait chaud.

It's hot.



Il y a du soleil.

It's sunny.

Both of these phrases translate as "it's..." in English in this context.

What I will learn:

- ☐ Objective 1: I will learn how to ask what the weather is like and respond in French.
- ☐ Objective 2: I will learn how to recognise and recall the conjunctions 'et' (and) & 'mais' (but).
- ☐ Objective 3: I will learn how to recognise and recall the 4 core compass points in French.
- ☐ Objective 4: I will learn how to recognise and recall numbers 1-31 in French to say the temperature.
- ☐ Objective 5: I will learn how to recognise and recall the 7 days of the week and the time of day in French.
- ☐ Objective 6: I will learn how to present a weather forecast in French.



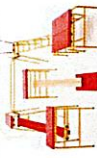
C D E F G A B

C# Db D# Eb E# Fb F# Gb G# Ab

A musical staff with a treble clef showing the notes of the C major scale: C, D, E, F, G, A, B, C.

Overview	
<u>Gymnastics</u> is a sport in which we perform exercises that need strength, balance, flexibility and control. -In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling. -In upper KS2 gymnastics, we develop our understanding of compositional principles, e.g. applying previously-learned movements and holds with variations in level, direction and pathway. We work in larger groups, using formations to develop aesthetics (the way performances look), and put our ideas together into more complex sequences. -We should learn how to create a safe environment, work independently & collaboratively and respond to feedback given by others.	
	

Physical		
Skill	Definition	How do I do this?
Inverted Movements	An action where your hips go above your head.	You should be building skill and confidence in a range of inverted movements, e.g. bridge, shoulder stand, headstand. Headstand: Lie on back, place hands on floor. Place soles of feet flat on floor. Push hips up and extend arms. Hands should be placed quietly on the floor. Ears hidden between arms throughout. Upper leg should remain straight throughout.
Counter Balance/ Counter Tension	Different forces between performers are spread equally to create balance.	-Counter balance is any balance where a person uses another person's weight to stay balanced by pushing against them. -Counter tension is any balance where a person uses another person's weight to stay balanced by pulling away from them. -Use body tension to maintain control. Ensure a stable grip.
Flight from Hands	To travel in the air by propelling/ supporting weight with hands.	-Begin by getting used to supporting your weight on hands using a mat, e.g. Bunny hops. Gradually move towards higher apparatus. Keep hands apart, beneath shoulders for balance/ support. When using a vault, knees go between hands.
	Moving by turning on the ground.	-You should be developing your skill and confidence even with the more difficult rolls, e.g. forward, straddle and backwards. -When performing backwards rolls, the head should be tucked in, and arms should be extended to propel you backwards. -Consider how moves look together. Marks for quality and control. You should now be able to use different apparatus and inverted movements within your sequences. You should also be working with larger groups, considering formations and patterns.
Making Sequences	To put moves together.	Think about your starting and finishing position carefully.

Social and Emotional		Key Vocabulary
Collaboration Collaboration is about working well with others in order to achieve an agreed goal. When performing movements and balances with a partner, strong collaboration is important for both quality and safety. Collaboratively evaluate and improve on sequences.	Communication We need to communicate using appropriate language in order to provide effective feedback. We should ensure that we consider the feelings of others, and work on ensuring that our feedback is constructive. Use communication skills to evaluate sequences.	Gymnastics
Keeping Safe Follow the rules and listen to the coach's instructions. Set up, handle and store apparatus properly. Keep others safe by ensuring there is appropriate space between you and others. Ensure that you have a spotter for riskier moves.	Building Confidence Some gymnastic moves can be difficult or dangerous. It is important that we believe in ourselves and build confidence before attempting moves. Building towards complex moves in steps can help us to become far more confident in our skills.	Composition
Perseverance Perseverance is about keeping going even when something is difficult or tiring. Gymnastic movements and holds can rarely be achieved the first time – they need you to practice and keep trying even when you fail at first. You should support and encourage others to keep trying through difficulties.	Selecting and Applying Actions There are a huge range of different movements and holds that we can perform. We should select and apply those that are most effective at different times – you will need to draw on your skills of creativity and imagination. Consider how moves look together in groups, considering formations.	Principles
	Apparatus The equipment on which gymnastic moves are performed, e.g. mats, beams, springboards.	Formations
Vault A piece of gymnastic equipment that is designed to be either jumped on or jumped over. It is often used together with a springboard.	Springboard – A platform that a gymnast jumps on to propel themselves further.	Aesthetics
Agility Table – A surface (often with a soft top) on which gymnasts balance and move around. The bars up the side provide climbing movement opportunities.		Sequences
Backward Roll Counter Balance Cartwheel Headstand Vault		
Responsibility Collaboration		

Thinking/ Strategic	
Apparatus – The equipment on which gymnastic moves are performed, e.g. mats, beams, springboards.	-Success in gymnastics is all about quality and control. Quality is about making sure that your movements look good. Use good posture and point your fingers and toes to show quality. -Control is when you hold positions carefully. Tense your muscles to help control your movements and balances.
Vault – A piece of gymnastic equipment that is designed to be either jumped on or jumped over. It is often used together with a springboard.	You need to be able to respond to and act upon the feedback given to you by others, improving your areas for development in a mature and thoughtful manner.
Springboard – A platform that a gymnast jumps on to propel themselves further.	
Agility Table – A surface (often with a soft top) on which gymnasts balance and move around. The bars up the side provide climbing movement opportunities.	



UKS2

Overview

-Athletics is the name for a group of sporting events that require strength, endurance and skill. Athletics tests the skills of running, jumping and throwing, and includes track and field events.

-Track events involve running and sprinting. Examples are the 100 metre sprint, 110 metre hurdles, the 400 metres and the 1500 metres.

-Field events often use skills like jumping (for distance and height) and throwing (for distance and accuracy). Examples include the long jump, the high jump, the shotput throw and the javelin.

-Someone competing in athletics is known as an athlete. There are also 'combined events' which include the heptathlon and the decathlon.



Physical	
Skill	How do I do this?
 Pacing Run	-Keep looking straight ahead, and take big strides. -Run on the balls of your feet and lift. Use your arms for balance (alternate arms to your legs move forwards). Maintain steady breathing, in through the nose, out through the mouth. Run at a pace you can maintain. Use your thinking and strategic skills to run at a pace that you can maintain and will help you to be successful.
 Sprinting	-Keep looking straight ahead, and take big strides. Run on the balls of your feet and lift your knees high and fast. Use your arms for balance (alternate to legs) moving from pockets to mouth, to drive yourself forwards. Keep a consistent stride length and breathe steadily, in through the nose, out through mouth.
Jumping for Height	-Look straight ahead. Begin in balanced squat position. Swing arms forward and up. Straighten legs when in the air. Bend your knees for a controlled landing. Land feet shoulder-width apart.
Triple Jump	Remember to bend your knees on take-off and landing. Hop - take off and land on same foot, drive knee upwards and forward. Step - land on opposite foot, as far as you can outwards to gain distance. Jump - Land two feet. Drive hands forward.
Throwing for distance	-Discus Fling: Hold the discus so that it sits flat against the palm of the throwing hand. The edge of the discus sits on the hand, with tops of the fingers wrapped around the edge. The thumb rests on the back of the discus. Hold discus with palm of throwing arm towards your leg. Use a straight arm to throw. Follow through with arms pointing at 45-degree angle.

Athletics



Social and Emotional

Communication

We need to communicate using appropriate language in order to provide effective feedback. We should ensure that we consider the feelings of others, and work on ensuring that our feedback is constructive. Use communication skills to evaluate athletic performances of others.

Honesty and Fair Play

Fair play is about learning the rules of different events and putting them into practice honestly. We should not try to gain an unfair advantage over others, and should be honest to ourselves and others. Make sure that measures like timings & distances are taken accurately.

Keeping Safe

Follow the rules and listen to the coach/referees instructions. Set up, handle and store equipment properly. Keep others safe by ensuring there is appropriate



space between you and others. Use the right technique to avoid injury.

Building Confidence

Some athletics moves/ events can be difficult or dangerous. It is important that we believe in ourselves and build confidence before attempting moves. Having a positive mental attitude and breaking down difficult movements into steps can help.



Perseverance

Perseverance is about keeping going even when something is difficult or trying. Excellence in athletics can rarely be achieved the first time - you need to practice and keep trying even if you fall when you first starts. You should support and encourage others through difficulties.



Challenging Myself

Whenever we learn anything, we have to start somewhere! Improving ourselves all about putting in hard work and practice, challenging ourselves to be better than we were before! In athletics, we can track our personal best in different events, and try different things to keep improving. Be brave enough to fail and learn from your mistakes!

Key Vocabulary

Athletics
Pace
Stamina
Endurance
Maintain
Respiration
Discus
Overhand
Triple Jump
Hop, Step, Jump
Fling
Personal Best
Resilience

Thinking/ Strategic

Discus - A heavy, thick-centred disc that flung/ hurled for distance as a field event. Speed is generally built up through the discus athlete rotating, before releasing at the right angle.

Triple Jump - An event in which athletes try to jump as far as possible along the ground, using one hop, one step and one jump. Triple jumpers build up speed with a long run up.

Decathlon - A combined athletic event with 10 events: 100-metre sprint, long jump, shot put, high jump, 400-metre race, 110-metre hurdles, discus, pole vault, javelin and 1500 metres.

Heptathlon - A combined athletic event with 7 events: 100-metre sprint, high jump, shot put, 200-metre sprint, long jump, javelin throw and 800-metre run.

-By upper KS2, you should be able to use strategies (e.g. managing pace in distance races) in order to achieve your best in different events.

-In athletics, it is important to try and reflect on your strengths and weaknesses in order to beat your personal bests.
-When things do not go well consider which parts of your technique were not quite right, and take steps to improve them. You should also try to help others to improve through offering clear and fair feedback. Small changes to technique can make a huge difference to the outcome!



Year 6

Data Detectives

Key Learning

- To find information in databases by filtering and sorting.
- To create graphs from data within a database.
- To be able to find information in linked table databases.
- To be able to find requested information using databases.

Key Resources



Key Vocabulary

Bar Chart

A type of graph that uses categorical data, which means the data is grouped into categories e.g. colours, types of pet.

Database

A set of data that can be held in a computer in a format that can be searched and sorted for information.

Linked Tables

A database can contain more than one table which can be linked together so a query can include information from the linked tables.

Calculate

In databases, calculations on data can be performed e.g. calculate the number of records.

Filter

Filtering what information is shown according to any filter rules applied.

Query

A way for a user to find specific information in a database by using tools such as filtering and grouping.

Condition

A condition is a rule you give to a database to help it find the right information. A condition might contain an operator.

Field

A heading in a database record against which data is entered.

Record

A collection of related data or information that is stored together as a single unit.

Data

A collection of information, especially facts or numbers, to be analysed and used to help decision-making.

Group

Putting similar pieces of information together in a database so it is easy to read, understand and interpret.

Sort

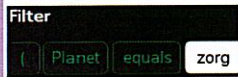
Organising data by a rule such as alphabetical or numerical.

Line Graph

A type of graph used to display information which can change over time. For example, temperature at different times of the day.



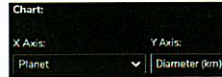
Key Images



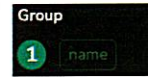
Filter Tool



Sort Tool



Graph Tool



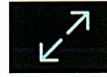
Group Tool



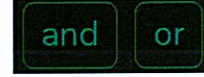
Calculate Tool



Table Link Tool



Expand Tool



Combining Operators

Key Questions

What is a database?

A collection of data organised in such a way that it can be searched and information found easily. Database usually refers to data stored on computers.

How can databases be queried to find information?

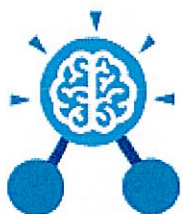
Databases contain tools that help a user of it query a database to find information. The filter, sort, calculate, group and chart tool can all be used in isolation or in any combination to query a database. Each tool has a specific function.

Why might tables be linked together?

Databases might contain more than one table because if they were all in one table, the data would be very difficult to manage. A user can combine information contained in both tables temporarily when creating a query that needs information from both tables by using the link tables feature.

How can combining operators be used?

It's possible to combine more than one condition (rule) in a filter by using the OR or AND operator. AND will tell a database that each condition (rule) has to be met. Whereas OR will tell a database that either condition or both conditions can be met.

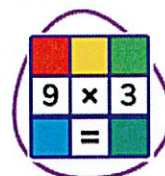


Year 5 Spreadsheets

Key Learning

- To refresh and extend understanding of formulae and functions from previous learning.
- To use formulae in 2Calculate to convert measurements between different units.
- To use 2Calculate to create and interpret line graphs that show how data changes over time.
- To analyse weather data by using spreadsheets to identify patterns.
- To use spreadsheets to plan and budget for an event.
- To use a spreadsheet to plan a holiday.

Key Resources



2Calculate

Key Vocabulary

Axis/Axes

The vertical and horizontal lines on a graph.

Forecast

A prediction about what will happen in the future.

Line Graph

A graph that shows changes over time using points connected by lines.

Budget

A plan that shows how much money will be spent and how much money is expected to come in.

Formula

A set of instructions that tells a spreadsheet what to calculate.

Meteorologist

A person that studies data from the atmosphere and oceans to make weather forecasts.

Continuous Data

Continuous data is data that is usually measured, rather than counted.

Income

Money that can be earned, usually from working a job or selling things, to pay for the things they need and want.

Plot/Plotting

Putting points on a graph for each piece of data.

Conversion

Changing a unit of measure from one form to another, whilst keeping its value the same.

Function

A built-in formula that performs a specific job automatically.

Trend

The direction data is moving (up, down, staying the same).

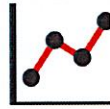


Year 5

Spreadsheets

Key Images

Formula Bar



Line Graph



Add Sheet



Formula Wizard

Numeric Formats



Merge Cells

Key Questions

When converting between measure, what is the most important thing to remember?

Although the unit of measure may change, the **value** of that thing stays the same.

What is a line graph and how does it show trends?

A graph that shows changes over time using points connected by lines. They can show the direction that data is moving at a glance, e.g. upward, downward.

How can a spreadsheet help someone avoid spending too much money?

Spreadsheets allow people to have a clear overview of their finances and it is a great tool to help someone create and stick to a budget.

What is continuous data?

Continuous data is something that can be measured over time, such as the change of temperature throughout a day

What is a meteorologist?

A meteorologist is someone that collects and studies data from the atmosphere and oceans to make weather forecasts.

Why might a business use a spreadsheet instead of writing things down on paper?

Keeping things on paper can be risky. They can get lost or damaged, whereas spreadsheets are safe, secure and are often automated.