
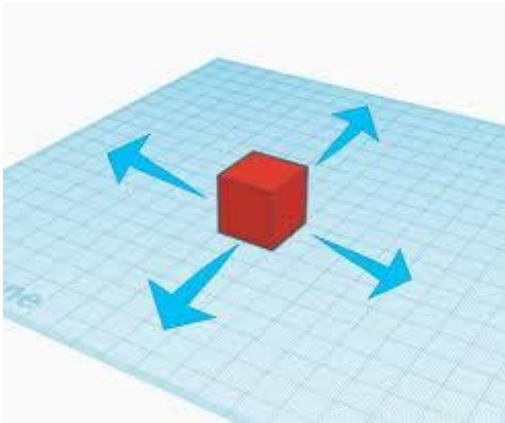


# Year 6 ICT: Creating media – 3D Modelling

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge
3D	re-colour	<ul style="list-style-type: none"> <li>Tinkercad</li> </ul> 	<ul style="list-style-type: none"> <li>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</li> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>Working with and viewing shapes in three dimensions</li> <li>Adding, resizing, and moving (including lifting and lowering) 3D shapes</li> <li>Rotating 3D shapes</li> <li>Combining 3D shapes</li> <li>Grouping and ungrouping objects</li> </ul>
perspective	rotate		
resize	duplicate	<b>E-Safety</b>	
lift	group	Student work is private to their Tinkercad Class by default.	
lower	modify		
<p><b>Unit Overview:</b> Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>			

# Year 6: World War 2- What was the impact? Terms 4 & 5

## Subject Specific Vocabulary

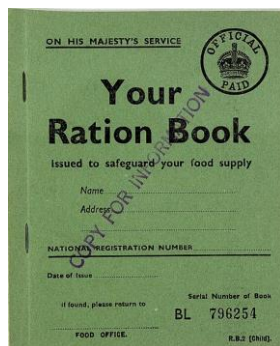
<b>Axis</b>	Axis powers - Italy, Germany and Japan.
<b>Allies</b>	Allies powers - USA, Great Britain, France and Russia.
<b>Nazi</b>	Member of the German political group which came to power in 1933.
<b>evacuation</b>	Organised movement of children and the vulnerable from towns and cities to safe zones.
<b>evacuee</b>	Someone who was evacuated, moved from a danger area to a safer place.
<b>The Blitz</b>	A series of sustained aerial bombing raids on the UK by Germany.
<b>propaganda</b>	Controlling news media (such as radio) to depict the war effort.
<b>Holocaust</b>	Murder of Jews and other groups of people by the Nazis.
<b>Luftwaffe</b>	The German Airforce.
<b>RAF</b>	The Royal Airforce (British).
<b>refugees</b>	A person who has been forced to leave their country in order to escape war.

## Key Skills

<b>Recall</b> and <b>explain</b> reasons why WW2 started and <b>understand</b> how events and decisions from WW1 led to WW2.
<b>Recall</b> events correctly and chronologically on a timeline.
<b>Identify</b> events leading up to The Blitz and <b>explain</b> its impact on Britain. <b>Demonstrate an understanding</b> of how evacuation affected the lives of children and be able to justify a parents decision to evacuate their child or not.
<b>Recall</b> and <b>explain</b> how WW2 affected relationships between countries around the world. <b>Explain</b> the terms Allies, Axis and neutral and the impact of these alliances.
<b>Identify</b> who the Key Leaders were during the war.
<b>Reach informed conclusions</b> about the effects of rationing and make reasoned judgements on its success.

## Lines of Enquiry

Why did World War 2 start?
Who were the Leaders during WW2?
Who was evacuated and why?
What was The Blitz?
What was it like in an air raid shelter?
What is propaganda?



# Year 6: Electricity Knowledge Mat

## Subject Specific Vocabulary

<b>conductor</b>	Some materials let electricity pass through them easily. These materials are known as electrical conductors.
<b>insulator</b>	Plastic, wood, glass and rubber are good electrical insulators.
<b>socket</b>	A socket is a safe device to plug your electrical items into at home. Almost every room at home will have at least one socket.
<b>series circuits</b>	A series circuit is one that has more than one resistor, but only one path through which the electricity (electrons) flows.
<b>cells</b>	An electrical cell is a device that is used to generate electricity, or one that is used to make chemical reactions possible by applying electricity.
<b>volts</b>	Voltage is an electrical potential difference, the difference in electric potential between two places.
<b>generator</b>	A machine that converts energy into electricity.
<b>turbine</b>	A machine that creates continuous power in which a wheel, or something similar, moves round and round by fast moving water, steam, gas or air.

## Electrical symbols

Component	Symbol	Purpose
Cell (Battery)		Provides electrical energy
Power supply		Alternative to using cells
Wire		Allows current to travel
Bulb/light		Converts electrical energy into heat and light
Motor		Converts electrical energy into movement energy
Buzzer		Converts electrical energy into sound energy
Switch		Allows circuit to be opened or closed

## Questions I will be able to answer:

What are the symbols used in a simple circuit?

What can be changed in a circuit and what impact does it have?

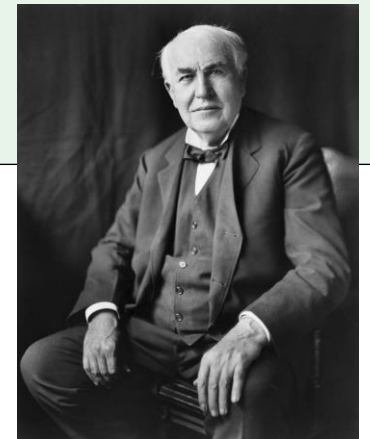
How do different components in circuits function?

What is the difference between parallel and series circuits?

How do I make a lamp become brighter?

## Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs.
- using test results to make predictions to set up further comparative and fair tests.
- using simple models to describe scientific ideas.
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.



# Year 6 Term 4 : RE- Is Christianity still a strong religion 2000 years after Jesus was on earth?

## Subject Specific key words

symbolism	The use of symbols to represent ideas
spirituality	Being concerned with human spirit or soul
expression	Making known one's thoughts or feeling
interpretation	The action of explaining the meaning of something
influence	To have an effect on the behaviour of someone or something.
Faith	To trust or believe in something strongly
festival	A period of celebration

## Key Skills

To examine the influences Christianity still has on the world today.

To understand the difference between religious and non-religious festivals and identify examples for each.

To explore the term 'influence'

To make links between different Christian symbols and festivals.

To reflect on whether I believe Christianity to still be a strong religion today.

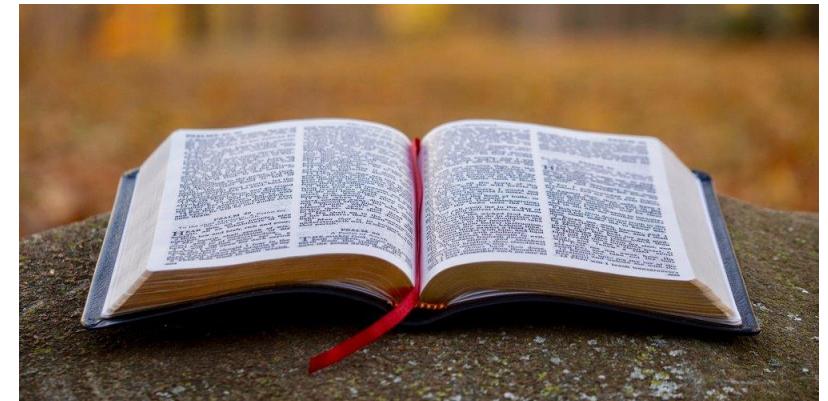
## Questions I will be able to answer:

What would my top Ten Commandments be (for a new religion?).

Who in my life has influenced me and why?

Do festivals and symbols show that Christianity is still a strong religion?

Is Christianity still a strong religion today?



# Year 6: PE - Tennis

## Subject Specific Vocabulary

Low to high	Step in
Forehand	Backhand
Body position	Racket head up
Body side on	Volley
Ready position	Punch
Front of court	Rear of court
Serve	Power
Accuracy	Overarm serve
Underarm serve	Volley
Tie break	Low to high



## Local Clubs

Frindsbury Lawn Tennis Club Rochester

Avenue Tennis

## Key Skills - Objectives

To learn the correct technique to perform the forehand shot whilst thinking about their court position following the shot

To perform the backhand shot whilst continuing to think about their position on the court

To understand where and when to perform the volley shot using the correct technique

To discover how to serve underarm and overarm in tennis

Continue to develop the serve and develop this into a rally

To perform the backhand, forehand, volley and serve into a tennis game



## Team Work / Fair Play

Working as a team

Supporting each other

Returning the ball

Follow the rules

## Famous People/Teams

Roger Federer

Novak Djokovic

Rafael Nadal

Serena Williams

Steffi Graf

Martina Navratilova

# Year 6: PE – Dance

## Subject Specific Vocabulary

level	canon
actions	choreograph
formation	contrast
timing	structure
phrase	dynamics
performance	posture
expression	unison



## Local Clubs

AMG Dance  
Rochester Dance  
The Street Academy

## Key Skills - Objectives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

Pupils should be taught to develop flexibility, strength, technique, control and balance.

Pupils should be taught to perform dances using a range of movement patterns.

Performing a variety of dance actions using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring



## Team Work / Fair Play

Working as a team

Supporting each other

Trust

Attitude

## Famous People/Teams

Anna Pavlova

Darcey Bussell

Diversity

Ginger Rogers



# Year 6: FRENCH – LA SECONDE GUERRE MONDIALE (WWII)

## Subject Specific Vocabulary

French	English
La Seconde Guerre Mondiale	The Second World War
L'Angleterre	England
La France	France
L'Italie	Italy
L'Allemagne	Germany
La Pologne	Poland
La Tchécoslovaquie	Czechoslovakia
Les Etats-Unis	The United States (of America)

## Grammar

- Recycling and consolidation of the language learning skills connected to recognising and categorising nouns, verbs and adjectives.



## Key skills

- To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary.
- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.

En Angleterre on parle..	In England you speak..
En France on parle..	In France you speak...
En Italie on parle..	In Italy you speak....
En Allemagne on parle..	In Germany you speak....
En Pologne on parle..	In Poland you speak..
En Tchécoslovaquie on parle..	In Czechoslovakia you speak...
Aux Etats-Unis on parle..	In the Unites States (of America) you speak...

# Year 6 : PSHE Managing Pressure/Stress

Subject Specific Vocabulary	
<b>advice</b>	recommendation regarding a decision or course of conduct
<b>approval</b>	the belief that someone or something is good or acceptable.
<b>concern</b>	make (someone) anxious or worried.
<b>personal safety</b>	state of being safe from harm or danger
<b>pressure</b>	the use of persuasion or intimidation to make someone do something
<b>responsibility</b>	the state or fact of having a duty to deal with something or of having control over someone

Sticky Knowledge
I can recognise how the need for peer approval can put pressure on us to do what others say or do.
I can recognise what being more resilient may feel like.
I can think of strategies to use if I feel I am being put under pressure to do something that makes me feel uncomfortable or unsafe.
I can understand that pressure to behave can come from a variety of sources including people I know and the media.
I can identify ways to find support or advice in situations that make me feel worried.

Key Skills
Pupils are able to compare the features of a healthy and unhealthy friendship
Pupils learn about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
Pupils recognise strategies to respond to pressure from friends including online
Pupils will be able to recognise pressure and know how to respond to it from others.
Pupils will know how to get advice and report concerns about personal safety, including online

