

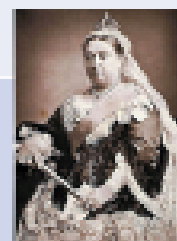
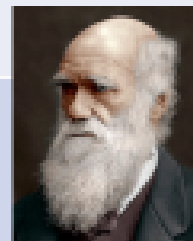
# Year 6: Evolution & Inheritance Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	I will be able to answer...
<b>off-spring</b>	When living things reproduce they pass on characteristics to their offspring. All living things produce offspring of the same kind, but normally offspring are not identical to their parents	<p>To be able to recognise that living things have changed over time and that fossils can provide evidence for this.</p> <p>To be able to use scientific vocabulary and articulate scientific concepts clearly and precisely.</p> <p>To be able to work scientifically and to understand how animals are adapted to their environment and to be able to compare how some living things adapt to live in an extreme environment.</p> <p>To be able to analyse the advantages and disadvantages of specific adaptations.</p>	<input type="checkbox"/> What is evolution?
<b>adaptation</b>	Adaptation is the process by which animals, plants and other living things have changed so that they better suit their habitat.		<input type="checkbox"/> How do we know living things have changed over time?
<b>evolution</b>	Evolution is the theory that all the kinds of living things that exist today developed from earlier types.		<input type="checkbox"/> How do we know that the animals and plants of today are different from those of long ago?
<b>inheritance</b>	When living things reproduce they pass on characteristics to their offspring. This is known as inheritance.		<input type="checkbox"/> Is evolution still studied today?
<b>palaeontologist</b>	A palaeontologist is someone studying the life of past geological periods, as known from fossil remains.		<input type="checkbox"/> Who was Charles Darwin and what impact did he have on Science?
<b>Charles Darwin</b>	Charles Darwin was an English scientist who studied nature. He is known for his theory of evolution.		
<b>genes</b>	Genes that are passed on to you determine many of your traits, such as your hair colour and skin colour.		
<b>chromosomes</b>	Chromosomes are tiny structures inside cells made from DNA and protein.		
<b>syndrome</b>	A syndrome is a genetic condition which can affect learning and physical features.		



## Year 6: History – The Victorians – What is their legacy?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Industrial Revolution	A period of time when machines and mass production started.	<b>Identify</b> and <b>sequence</b> the main events of the Victorian period	Who was Queen Victoria?
legacy	How the Victorians have influenced modern lives through what they achieved at the time.	<b>Identify</b> how the Victorians changed their society.	What impact did the Victorians have on their world?
Empire	Lands of the world ruled by Britain during Victorian times	<b>Demonstrate understanding</b> and <b>reach informed conclusions</b> as how life was different for children over 100 years ago.	What was life like for Victorian children?
farthing	A coin, it was worth a quarter of an old penny.		
slum	A dirty, overcrowded house or neighbourhood	<b>Explain</b> how Victorian architecture influences buildings today and how they are different.	How are modern and Victorian homes different?
workhouse	This was the home to many orphaned or sick children.	<b>Identify</b> and <b>Evaluate</b> how the Victorians changed the education system	How did the Victorians influence education?
gruel	Gruel is a food consisting of some type of cereal – oat, wheat or rye flour, or rice – boiled in water or mix.	<b>Explain</b> how the Victorians influenced and started traditions we still have today.	How did the Victorians influence Christmas traditions?
Chimney sweep	A child whose job was cleaning out the soot from chimneys	<b>Reach informed conclusions</b> about the legacy of the Victorians.	What is the legacy of the Victorians?
Punch and Judy	A popular sea-side entertainment		
sovereign	A British gold coin		
Cobbles	A small round stone used to make roads		



# Year 6: PE – Tri golf

## Subject Specific Vocabulary- Key words

Putter	Swing
Power	Accuracy
Long	Short
Target	Decisions
Tactics	Teamwork
Awareness	

## Team Work/Fair Play

Working together  
Following the rules  
Taking turns



## Key Skills - Objectives

To focus on power and accuracy

To continue to develop the skills to putt accurately

To focus on power and accuracy when using the chipper

To continue to develop the skills learnt with the putter and chipper

To learn how to choose shot selection to overcome obstacles



## Rules of the game

To win the game you must score more baskets than your opponents.

You need to keep yourself and the ball inside the playing area (player out of bounds & ball out of bounds rule).

You cannot walk or run while holding the ball; so in order to move on court you must dribble (travelling rule).

You cannot dribble with two hands at the same time or dribble again after catching the ball (illegal dribble).

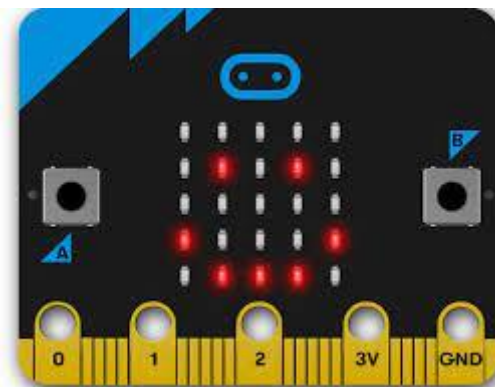
You cannot make unfair contact (personal foul).

## Famous People/Teams

Sam Snead  
Tiger Woods  
Inbee Park  
Annika Sorenstam



# Year 6 ICT: Sensing

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge
Edit	To change or correct something to improve it.	<ul style="list-style-type: none"><li>PowerPoint</li><li>makecode.microbit.org website has an emulator (an interactive, on-screen micro:bit)</li></ul>	<ul style="list-style-type: none"><li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li><li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li><li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li><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></ul>
Presentation	A speech or talk in which a new product, idea or piece of work is shown and explained to an audience.		
Software	The programs and other operating information used by a computer.		
Debug	Locating and removing computer information used by a computer.	<h3>E-Safety</h3> <p>Pupils can incorporate images and sound effects that they download from the web but should respect any license conditions when doing so.</p> 	
Input	Any information or data that is sent to a computer for processing		
Output	Data generated by a computer		
Algorithm	A set of instructions designed to perform a specific task		
Interactive	Software which accepts input from the user as it runs.		
Pitch	A speech or act that attempts to persuade someone to buy or do something		
<b>Unit Overview:</b> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence, repetition, selection, and variables 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.</p>			

# Year 6 : Art – Drawing skills

## Subject Specific Vocabulary

manufacturer	block printing
designer	technique
tapestries	influential
industrialisation	artist
floral patterns	nature

William Morris:

‘Have nothing in your house that you do not know to be useful, or believe to be beautiful.’



## Sticky knowledge

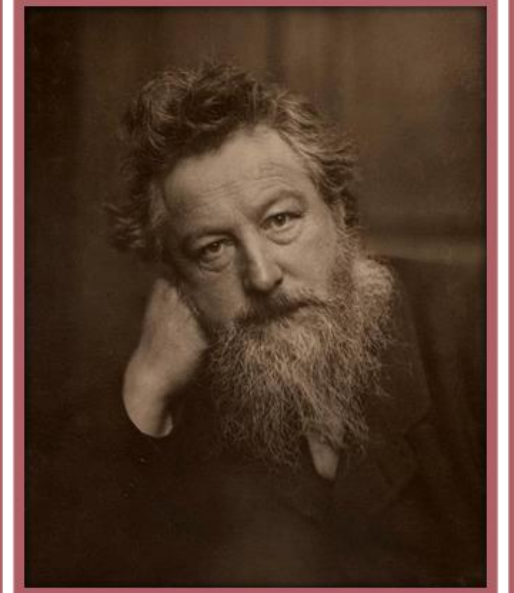
I can present my art work using a range of different media.

I can use my sketch books to collect and record information about famous artists and my own ideas.

I can review, revisit and evaluate my own designs and work.

I can study a famous artists style and understand how to use that style to create my own design.

William Morris made designs of floral patterns (patterns inspired by flowers and plants) that could be repeated many times by block printing techniques on large pieces of paper to make patterned wallpaper.



## Key skills

Learn about great artists, architects and designers.

Use sketch books to collect, record, review, revisit and evaluate.

Understand how designers of the past influence life today.



## Subject Specific Vocabulary

French	English
Je	I
Tu	You
Il	He
Elle	She
Nous	We
Vous	You all
Ils	They (masculine)
Elles	They (feminine)

JOUER	To play (infinitive form)
Je joue	I play
Tu joues	You play
Il joue	He plays
Elle joue	She plays
Nous jouons	We play
Vous jouez	You all play
Ils jouent	They play (masculine form)
Elles jouent	They play (feminine form)

## Year 6: FRENCH – Regular verbs

French	English
HABITER	To live (infinitive form)
J'habite	I live
Tu habites	You live
Il habite	He lives
Elle habite	She lives
Nous habitons	We live
Vous habitez	You all live
Ils habitent	They live (masculine form)
Elles habitent	They live (feminine form)



## Key skills

- Understand better what personal/subject pronouns are.
- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding regular -er verbs like JOUER.
- Conjugate easily and with clear understanding regular -ir verbs like FINIR.
- Conjugate easily and with clear understanding regular -re verbs like VENDRE.

## Grammar

- Subject pronouns & regular verb conjugation.
- Introduction of subject pronouns and the patterns involved in regular verb conjugation.
- Present tense full conjugation of jouer (to play), finir (to finish) and vendre (to sell).



# Year 6 : Music – How does music connect us with our past?

## Subject Specific Vocabulary

Time signature	The type and number of beats in a bar
Key signature	Where it shows what key the music is in.
Minim	A note which lasts two beats.
Crotchet	A note which lasts one beat.
Quaver	A note which lasts half a beat.
Improvise	To make up rhythms and melodies on the spot.
Major	A key with a bright/happy sound
Minor	A key with a dark /sad sound
Blues	A key and type of music which generally has a sad feel. Sometimes some of the notes clash together which makes it feel unstable.
Texture	The thickness of the music – thick or thin

## Sticky Knowledge

Soul music is:

A popular music genre that originated in the African American community throughout the United States in the late 1950s and early 1960s.

It has led to many later genres, from funk and dance music to hip hop and contemporary R&B.

Hip Hop music is:

Also known as rap music, is a genre of popular music that originated in New York City in the 1970s.

It is a genre of music most often characterised by a strong, rhythmic beat and a rapping vocal track.

## Key Skills (Lesson Learning) Children will be able to:

- Internalise, keep and move in time with a steady beat in 3/4 time
- Copy back rhythms from memory
- Listen to the rhythms provided and create a rhythmic answer. rhythm patterns using combinations of minims, dotted crotchets, crotchets, quavers
- Listen to and copy back melodic patterns from the notes A, B, C, D, E, F, G
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations of the A natural minor scale (A, B, C, D, E, F, G)
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices
- Play any one, or all four, differentiated parts on a tuned instrument.
- To rehearse and perform their part within the context of the Unit song
- To listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect

# Year 6 : RE – Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?

## Subject Specific Vocabulary

God	Christianity
Jesus Christ	Religion
Bible	Church
Worship	Creation
Old Testament	New Testament
Holy Trinity	Ten commandments
holy	preacher
Cross/crucifix	saint
disciples	parable

## Lines of enquiry.

What is Christianity?  
How many Christians are there around the world?  
How many Gods do Christians believe in?  
Who was Jesus Christ and why is he important to Christians?  
What is the holy book in Christianity called?  
Where do Christians worship?  
What is the symbol of Christianity?

## Key Skills

To use specialist vocabulary to communicate their knowledge and understanding.  
To use, interpret and compare information about religions from a range of sources.  
To recognise how commitment to a religion is shown in a variety of ways.  
Describe and begin to understand religious responses to ultimate and ethical questions.





# Year 6 PSHE : Growing and Changing

Subject Specific Vocabulary		Sticky Knowledge	Key Skills
<b>independence</b>	the fact or state of being independent.	I can recognise some of the changes as I grow up.	Pupils gain experience of considering the need to recognise responsibilities they have and others'.
<b>prevention</b>	the action of stopping something from happening or arising.	I can recognise what being more independent might be like, including how it may feel.	Pupils learn to identify ways to manage times of change and strategies that will work best for them – especially when considering secondary school.
<b>relationship</b>	the way in which two or more people or things are connected, or the state of being connected.	I can think of practical strategies that can help to manage times of change or transition.  I can identify the links between love, committed relationships and conception.	Pupils consider making links to different relationships and what this might entail.
<b>responsibility</b>	the state or fact of having a duty to deal with something or of having control over someone	I can discuss the responsibilities of being a parent or carer and how having a baby changes someone's life.	Pupils will have developed strategies to recognise feelings in others and to help others overcome negative feelings.
<b>transition</b>	the process or a period of changing from one state or condition to another.	I can discuss the transition to secondary school and how this might affect my feelings.	

