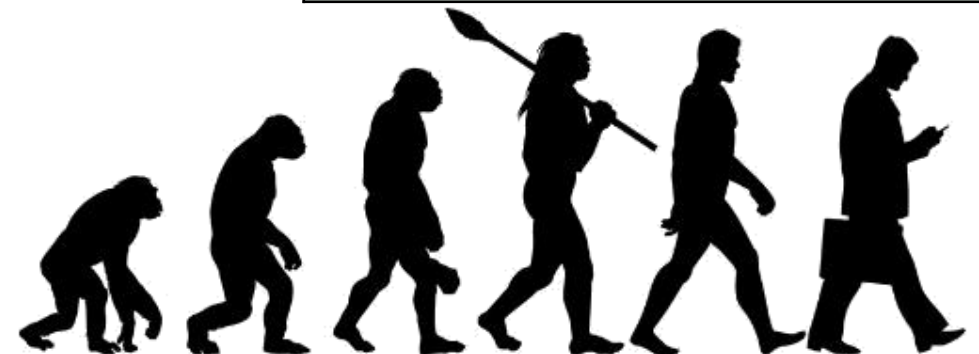


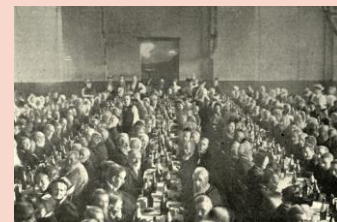
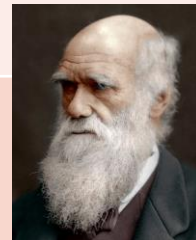
# Year 6: Evolution & Inheritance Knowledge Mat

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 : 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

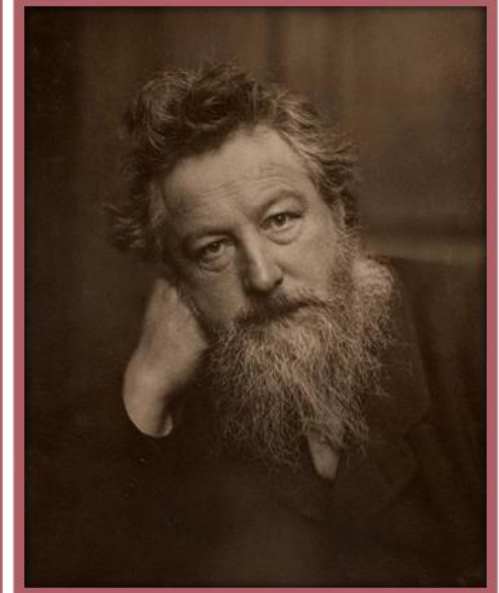
I can present my art work using a range of different media.

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.






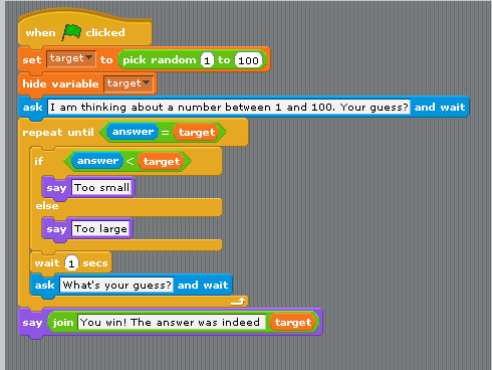


## Key skills

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.

# Year 6 ICT: Variables in games

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about Using Scratch
<p>Edit</p> <p>To change or correct something to improve it.</p>		<p><b>E-Safety</b></p> <p>Pupils can incorporate images and sound effects that they download from the web but should respect any license conditions when doing so.</p> 	<p>I can evaluate an existing game and note its key features.</p>
<p>Presentation</p> <p>A speech or talk in which a new product, idea or piece of work is shown and explained to an audience.</p>			<p>I can follow and create a set of specific instructions.</p>
<p>Software</p> <p>The programs and other operating information used by a computer.</p>			<p>I can debug my game and fix any errors</p>
<p>Software</p> <p>The programs and other operating information used by a computer.</p>	<p>Pupils can incorporate images and sound effects that they download from the web but should respect any license conditions when doing so.</p> 	<p>I can think of ways to improve my instructions. Where can I be more specific?</p>	
<p>Debug</p> <p>Locating and removing computer information used by a computer.</p>		<p>I can use a range of software to make a presentation.</p>	
<p>Input</p> <p>Any information or data that is sent to a computer for processing</p>			
<p>Output</p> <p>Data generated by a computer</p>			
<p>Algorithm</p> <p>A set of instructions designed to perform a specific task</p>			
<p>Interactive</p> <p>Software which accepts input from the user as it runs.</p>			
<p>Pitch</p> <p>A speech or act that attempts to persuade someone to buy or do something</p>			
<p><b>Unit Overview:</b></p> <p>In this unit, the children will design and make their own 'Thinking of a number' algorithm. Children will need to think logically to plan and test their set of instructions.</p>			 

# 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

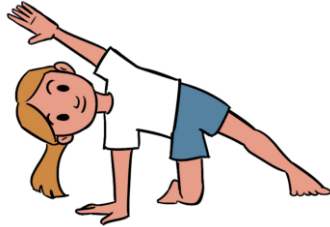
Subject Specific Vocabulary		Sticky Knowledge	Key Skills
<b>independence</b>	the fact or state of being independent.	I can recognise some of the changes as I grow up.	Pupils gain experience of considering the need to recognise responsibilities they have and others'.
<b>prevention</b>	the action of stopping 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.	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 identify the links between love, committed relationships and conception.	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 responsibilities of being a parent or carer and how having a baby changes someone's life.	
		I can discuss the transition to secondary school and how this might affect my feelings.	



# Year 6: PE – Yoga

## Subject Specific Vocabulary – Key words

aware	fluidity
calm	notice
connected	practice
collaboratively	salutation
develop	transition



## Glossary

**Asana:** Refers to physical poses and postures.

**Namaste:** In yoga this means 'the divine in me acknowledges the divine in you ' and is a respectful way to start or end a class.

**Mindfulness:** The process of purposely bringing one's attention to experiences occurring in the present moment.

**Pranayama:** Refers to breathing techniques. Prana is our life force, our breath.

## Key Skills - Objectives

Balance

Strength

Flexibility

Coordination

Working safely

Working independently

Selecting and applying actions



## Team Work / Fair Play

Leadership

Sharing ideas

Confidence

Creating, observing and providing feedback



## Famous People/Teams

Adi Shankaracharya (788 AD)

Maharishi Mahesh Yogi (1918–2008)