




Year 6: Classification Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Questions I will be able to answer:
micro-organism	Micro-organisms are tiny. They are so small they can only be seen with a microscope.	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 	<input type="checkbox"/> What is classification?
vertebrates	A vertebrate animal is one that has a backbone.		<input type="checkbox"/> Who was Carl Linnaeus?
invertebrates	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.		<input type="checkbox"/> What is a vertebrate?
species	This is the grouping together of similar types of plants, animals and other organisms that can reproduce with each other.		<input type="checkbox"/> What is an invertebrate?
fungi	Fungi are a classification or group of living organisms. This means they are not animals, plants, or bacteria.		<input type="checkbox"/> How do we classify plants? 
monera	The whole organism is made up of just one cell. This cell is more basic than cells of other organisms.		
bacteria	Bacteria are tiny little organisms that are everywhere around us.		
algae	Algae is a single or multi-cellular organism that has no roots, stems or leaves and is often found in water.		
Carl Linnaeus (1707 – 1778)	Carl Linnaeus is famous for his work in Taxonomy, the science of identifying, naming and classifying organisms (plants, animals, bacteria, fungi etc.).	Important facts to know by the end of the classification of animals topic: <ul style="list-style-type: none"> Be able to classify living things into broad groups according to observable characteristics and based on similarities and differences. Know how living things have been classified. Give reasons for classifying plants and animals based on specific characteristics. 	

Year 6: Geography -Climate Change – Change Our Future?

Subject Specific Vocabulary		Key Skills	Lines of enquiry
Climate change	Climate change is any significant long-term change in the expected patterns of average weather of a region (or the whole Earth) over a significant period of time.	Identify on maps the two polar regions and features of these places. Use maps, atlases, globes and digital computer mapping to locate features studied.	How are Antarctica and the Arctic different? How are the polar regions similar and different? How many seasons do the polar regions have?
Emissions	Something that has been released or emitted into the world.	Explain what wildlife live in the two different habitats. Understand what endemic means and to be able to give examples.	What wildlife live in the polar regions? Do the same animals live in both polar regions? Are there animals that are endemic to these regions?
Carbon Dioxide	Carbon dioxide is a colourless, odourless gas found in our atmosphere. It is a waste product in our bodies and is also produced by burning fossil fuels.	Demonstrate an understanding of why nobody lives permanently in Antarctica. Explain what indigenous means.	Who lives in Antarctica and the Arctic ? Do the polar regions have any permanent inhabitants? What are the indigenous people of the Arctic called ? How are their lives different to ours in the UK?
Fossil Fuels	When deposits of organic materials from decayed animals and plants are used to make energy.	Demonstrate understanding of how the polar regions are the same and also different.	How does human activity influence climate change?
Renewable energy	Renewable energy is made from resources that nature will replace, like wind, water and sunshine.	Demonstrate understanding of what climate change is. Explain how human activity influences climate change	What is climate change?
Endemic	Native and restricted to a certain place		
Drought	A prolonged period of abnormally low rainfall, leading to a shortage of water.		

Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Turn	Pass
Strike	Laces

Local Clubs

Medway United Football Club

Rainham Five-A-Side Football

Anchorians Football Club



Year 6: PE - Football

Key Skills - Objectives

To develop understanding of the basic rules of football whilst taking part in a number of dribbling exercises whilst using different parts of their feet

To develop dribbling skills whilst changing direction

To learn how to make a short pass using the correct technique: non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball

To make short passes using increasing accuracy and control

To shoot using their laces



Rules of the game

- A football match is played by two teams, with each allowed no more than 11 players on the field at any one time, one of whom is a goalkeeper.
- A match is played in two 45 minute halves.
- The game begins with the toss of a coin, and the winning captain decides which goal to defend or to take the first kick off.
- All players must use their feet head or chest to play the ball. Only the goalkeeper is allowed to use their hands, and only within their designated goal area.
- The aim of the game is to score a goal, which is achieved by kicking or heading the ball into the opposition team's goal.
- If the ball touches or crosses the side line, it is thrown back in by the team that was not the last to touch the ball.

Famous People/Teams

Lionel Messi — FC Barcelona

Cristiano Ronaldo

Steph Houghton

Sandy MacIver

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


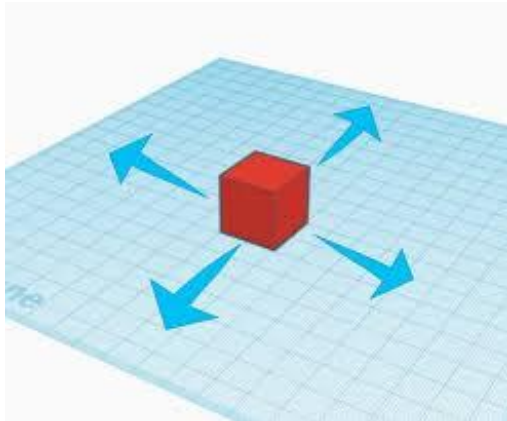
Darcey Bussell

Diversity

Ginger Rogers



Year 6 ICT: Creating media – 3D Modelling

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge
3D	re-colour	<ul style="list-style-type: none">Tinkercad 	<ul style="list-style-type: none">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 informationUse technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contactWorking with and viewing shapes in three dimensionsAdding, resizing, and moving (including lifting and lowering) 3D shapesRotating 3D shapesCombining 3D shapesGrouping and ungrouping objects
perspective	rotate		
resize	duplicate	E-Safety	
lift	group	Student work is private to their Tinkercad Class by default. 	
lower	modify		
Unit Overview: 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.			

Year 6 : RE- Christianity- Is anything ever eternal?

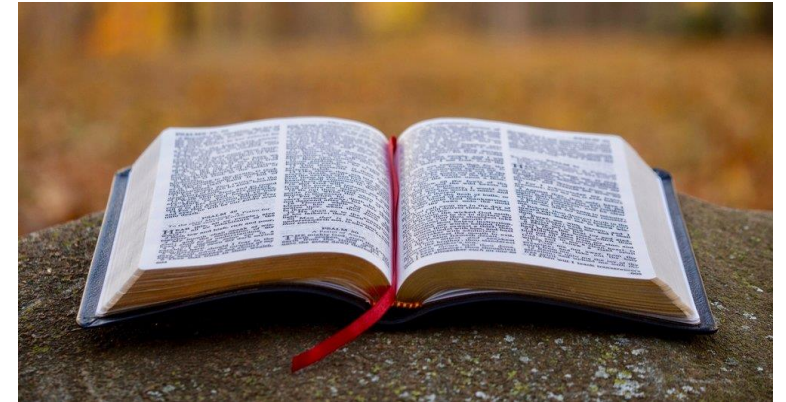
Subject Specific key words	
symbolism	The use of symbols to represent ideas
spirituality	Being concerned with human spirit or soul
expression	Making known one's thoughts or feeling
interpretation	The action of explaining the meaning of something
emotion	How a person feels
Faith	To trust or believe in something strongly
belonging	A sense of fitting in



Key Skills
To evaluate different beliefs about eternity and to understand the Christian perspective on this.
To explore what is meant by 'unconditional'
To express the feelings I have when I think about situations or things I would like to last forever.
To make links between different Christian beliefs and their views on whether anything is ever eternal.
To reflect on my own beliefs about whether anything is eternal.



Questions I will be able to answer:
What does eternity mean?
Which Bible stories show love?
Did Jesus teach that love should be eternal?
What does Jesus' resurrection show?



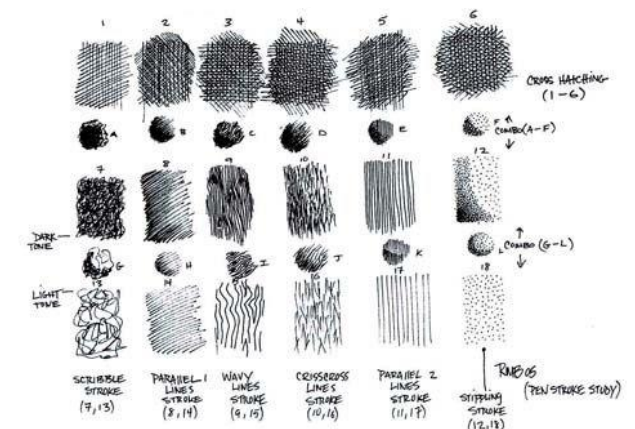
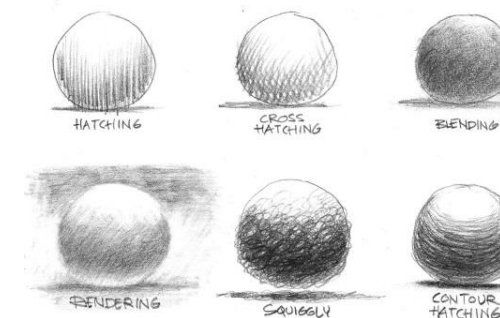
Year 6 : Art – Drawing Skills (continued)

Subject Specific Vocabulary	
Media	Different drawing tools used to create art work.
Communicate	To share information, ideas or feelings with another person by talking, writing etc
Foreground	Part of the picture situated at the front nearest to the viewer (opposite of background).
Composition	The act of combining parts to form the whole.
Scale	The size of the image.
Proportion	Comparing the relation between the size of things.
Perspective	A visible image extending into the distance.

Key Skills
Improve mastery of Art and Design techniques: sketching, use of digital media and collage.
Use sketch books to collect record, review, revisit and evaluate.
Know great artists and designers in history: Jackson Pollock / Paul Cezanne.
Working collaboratively to produce a large scale drawing with collage.
Using sketchbooks as a working document.



Sticky Knowledge
I can present my art work using a range of different media.
I can communicate emotions and a sense of self in my sketches.
I can explain the style of my work and how it has been influenced by a famous artist.
I can identify and draw objects and use marks and lines to produce texture.



Subject Specific Vocabulary

Year 6: FRENCH – The Weekend

French	English
Le week-end	The weekend
Quelle heure est-il?	What time is it?
Et quart	Quarter past
Et demie	Half past
Moins le quart	Quarter to
Il est une heure	It is one o'clock
Il est deux heures	It is two o'clock
Il est trois heures	It is three o'clock
Il est quatre heures	It is four o'clock
IL est cinq heures	It is five o'clock
Il est six heures	It is six o'clock
Il est sept heures	It is seven o'clock
Il est huit heures	It is eight o'clock
Il est neuf heures	It is nine o'clock
Il set dix heures	It is ten o'clock
Il est onze heures	It is eleven o'clock
Il est douze heures	It is twelve o'clock

Key skills

- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.



J'écoute de la musique.



Je me lève.



Je joue au foot.

Grammar

- Verbs, conjunctions and opinions.
- Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue.
- Being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche.
- New conjunctions and opinions for joining two phrases together and opinions.

Year 6 : PSHE - Managing Feelings

Subject Specific Vocabulary	
change	an act or process through which something becomes different.
mental health	a person's condition with regard to their psychological and emotional well-being.
support	a source of comfort or encouragement.
strategy	a plan of action designed to achieve a long-term or overall aim.
wellbeing	the state of being comfortable, healthy, or happy.



Sticky Knowledge
<ul style="list-style-type: none">• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.• Negative experiences such as being bullied or feeling lonely can affect mental wellbeing.• Identify positive strategies for managing feelings.• There are situations when someone may experience mixed or conflicting feelings.• Feelings can often be helpful whilst recognising that they sometimes need to be overcome.• If someone experiences feelings that are not so good, help and support is available.• Identify where they and others can ask for help and support with mental wellbeing in and outside of school.• Recognise the importance of asking for support from a trusted adult.

Key Skills
Pupils discuss the affects of mental health.
Pupils learn to identify when others may be suffering from this and recognise ways to take care of it.
Pupils consider ways to manage change, loss and bereavement.
Pupils will have developed strategies to recognise feelings in others and to help others overcome negative feelings.

