

Year: 6

Unit: 1

Genre: Journey Tale

Text: The Arrival



#### Talk 4 Writing

##### Imitate

Learn the key vocabulary  
Draw a story map and box up together  
Explore toolkits for writing

##### Innovate

Box up the innovated text and make changes.  
Learn the toolkit features.

##### Invent

Write own journey tale.

#### Talk 4 Reading

##### Phase 1

Be "hooked" into the text to activate prior knowledge and contextual reading

##### Phase 2

Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

##### Phase 3

Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

#### Writing Knowledge Organiser

|                                                                                                                                        |                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Metaphor - a direct comparison, saying that one thing is another.                                                                      | The train <b>was a dragon</b> roaring through the tunnel.                                                    |
| Personification – give an object human qualities.                                                                                      | The wind <b>howled</b> through the streets.                                                                  |
| Onomatopoeia- words that imitate the sound or suggests the source of the sound that it describes.                                      | Crack, Buzz, Whoosh                                                                                          |
| Active and passive voice<br>Active – Subject performs the action.<br>Passive – When the subject has something done to it. (By zombies) | (A) The cat chased the mouse.<br>(P) The mouse was chased by the cat                                         |
| Hyphen – a punctuation mark for joining two words, or two parts of words, together.<br>It can make a difference in meaning.            | I saw a man eating shark. (A man is eating a shark).<br>I saw a man-eating shark. (A shark is eating a man). |
| Join two words to describe a noun.                                                                                                     | Charlie saw a <b>chocolate-covered</b> mountain in his dream.                                                |
| Prepositions - shows where or when something happens - <i>after, under, before</i>                                                     | The boy hid <b>under</b> the bed.                                                                            |

Year: 6

Unit: 2

Genre: Biography

Text: Suffragette The Battle For Equality



#### Talk 4 Writing

##### Imitate

Learn the key vocabulary  
Draw a story map and box up together  
Explore toolkits for writing

##### Innovate

Box up the innovated text and make changes.  
Learn the toolkit features.

##### Invent

Write a biography.

#### Talk 4 Reading

##### Phase 1

Be "hooked" into the text to activate prior knowledge and contextual reading

##### Phase 2

Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

##### Phase 3

Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

#### Writing Knowledge Organiser

|                                                                                                                           |                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tenses – Tells us when in time an action took place</b><br>Simple past tense<br>actions that have happened in the past | I walked<br>We saw<br>You ran                                                                                                                            |
| Past perfect                                                                                                              | I had walked<br>We had seen<br>You had run                                                                                                               |
| Past progressive tense<br>a form of the past tense where an action goes on for a period of time in the past.              | I was walking<br>We were seeing<br>You were running                                                                                                      |
| Noun Phrases – Gives detail about a noun but does not contain a verb                                                      | An ancient book in a leather sleeve was hidden in the library.                                                                                           |
| Expanded noun phrases <b>add more detail to the noun by adding one or more adjectives</b>                                 | She walked through the <b>dark, mysterious</b> forest.                                                                                                   |
| Colons - is a punctuation mark that can be used to introduce a list or to separate two independent but linked clauses     | Things to buy: Apples, bananas, bread and milk.<br>To make a cup of tea we must first boil the kettle: this makes the water extremely hot, so be careful |
| Semi-colon(;) – joins two related independent clauses together                                                            | I like oranges; Grace likes pears.<br>I'm going to buy some new shoes; my mum wants to buy a hat.                                                        |

# Number and Place Value

# Knowledge Organiser

## Key Vocabulary

## Compare and Order

ten million

millions

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded

negative number

partition

digit

interval

sequence

linear sequence



equals

$$26 + 38 = 8 \times 8$$

Both calculations have the value 64.

greater than

$$223\ 873 > 98\ 256$$

The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.

less than

$$901\ 198 < 1\ 091\ 098$$

The number on the right has 1 million and the number on the left has 0 millions.

smallest

81 782

127 352

127 835

137 019

200 002

greatest

## Negative Numbers

$$3 - 8 = -5$$

$$-6 + 11 = 5$$



## Numbers to Ten Million

### 3 926 471

| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| 3        | 9                 | 2             | 6         | 4        | 7    | 1    |

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

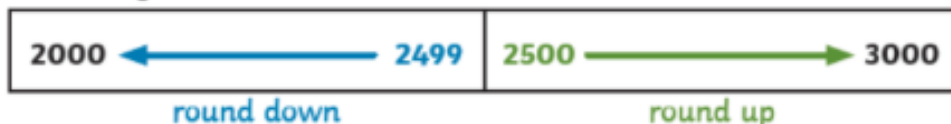


|                    |
|--------------------|
| 3 926 471          |
| 3 926 000      471 |



## Round Any Number

Rounding to the nearest 1000



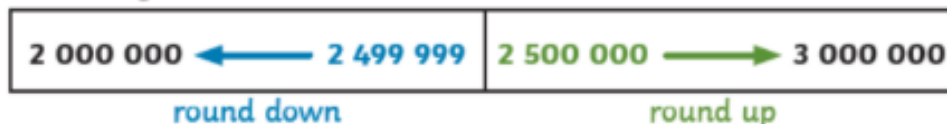
Rounding to the nearest 10 000



Rounding to the nearest 100 000



Rounding to the nearest 1 000 000



# Four Operations

# Knowledge Organiser

## Key Vocabulary

Add

Total

Make

Plus

Sum

More

Altogether

Difference

Leave

Subtract

Difference between

Less

Minus

Take away

Mentally, Orally

Column Addition

Column Subtraction

Estimate

Inverse operation

Solve problems

Number facts

Place Value

Complex

## Add and Subtract Whole Numbers

### Column Method

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | 4 | 5 | 8 | 6 | 4 |
| + | 2 | 3 | 4 | 9 | 7 |
|   | 6 | 9 | 3 | 6 | 1 |
|   |   | 1 | 1 | 1 |   |

Starting with the ones, add each column in turn.

Regroup tens, hundreds, thousands, ten thousands as required.

|   |   |   |                |                 |                |
|---|---|---|----------------|-----------------|----------------|
|   | 3 | 5 | <sup>6</sup> 7 | <sup>13</sup> 4 | <sup>1</sup> 2 |
| - |   | 3 | 4              | 7               | 6              |
|   | 3 | 2 | 2              | 6               | 6              |

Starting with the ones, subtract each column in turn.

Exchange tens, hundreds, thousands and/or ten thousands as required.

## Multiply up to 4-digit by 2-digit

|   |   |   |   |
|---|---|---|---|
| 1 | 3 | 2 |   |
|   | 1 | 5 | 4 |
| × |   | 2 | 6 |
|   | 9 | 2 | 4 |
| 3 | 0 | 8 | 0 |
| 4 | 0 | 0 | 4 |
| 1 | 1 |   |   |

Start with the ones.

$$154 \times 6 = 924$$

$$154 \times 20 = 3080$$

$$3080 + 924 = 4004$$

## Order of Operations

|          |                       |                                        |
|----------|-----------------------|----------------------------------------|
| <b>B</b> | <b>Brackets</b>       | $10 \times (4 + 2) = 10 \times 6 = 60$ |
| <b>O</b> | <b>Order</b>          | $5 + 2^2 = 5 + 4 = 9$                  |
| <b>D</b> | <b>Division</b>       | $10 + 6 \div 2 = 10 + 3 = 13$          |
| <b>M</b> | <b>Multiplication</b> | $10 - 4 \times 2 = 10 - 8 = 2$         |
| <b>A</b> | <b>Addition</b>       | $10 \times 4 + 7 = 40 + 7 = 47$        |
| <b>S</b> | <b>Subtraction</b>    | $10 \div 2 - 3 = 5 - 3 = 2$            |

## Four Operations

### Short Division

Start from the left.

|    |   |                |                |   |                |                             |
|----|---|----------------|----------------|---|----------------|-----------------------------|
|    |   | 4              | 4              | 0 | 5              | $5 \div 12 = 0 \text{ r}5$  |
| 12 | 5 | <sup>5</sup> 2 | <sup>4</sup> 8 | 6 | <sup>6</sup> 0 | $52 \div 12 = 4 \text{ r}4$ |
|    |   |                |                |   |                | $48 \div 12 = 4$            |
|    |   |                |                |   |                | $6 \div 12 = 0 \text{ r}6$  |

### Long Division

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
|    |   | 1 | 2 | 0 | r | 3 |
| 14 | 1 | 6 | 8 | 3 |   |   |
|    | 1 | 4 | 0 | 0 |   |   |
|    |   | 2 | 8 | 3 |   |   |
|    |   | 2 | 8 | 0 |   |   |
|    |   |   |   | 3 |   |   |

### Common Factors

Factors of 48

|   |   |   |   |   |   |    |    |    |    |
|---|---|---|---|---|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 6 | 8 | 12 | 16 | 24 | 48 |
|---|---|---|---|---|---|----|----|----|----|

Factors of 30

|   |   |   |   |   |    |    |    |
|---|---|---|---|---|----|----|----|
| 1 | 2 | 3 | 5 | 6 | 10 | 15 | 30 |
|---|---|---|---|---|----|----|----|

Common factors: 1, 2, 3, 6

### Primes

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43

A composite number has factors other than 1 and itself.

### Mental Calculations and Estimation

Order of calculations:

$$50 \times 34 \times 2 = 50 \times 2 \times 34 = 100 \times 34 = 3400$$

Money: £8.99 + £3.49 = £12.48

Use £9 + £3.50 = £12.50 and subtract 2p

Estimate on a number line



Subdivide line to estimate: 17

## Knowledge Organiser

### Common Multiples

Multiples of 3

|   |     |    |    |    |     |    |    |
|---|-----|----|----|----|-----|----|----|
| 3 | ... | 18 | 21 | 24 | ... | 39 | 42 |
|---|-----|----|----|----|-----|----|----|

Multiples of 7

|   |    |    |    |    |    |
|---|----|----|----|----|----|
| 7 | 14 | 21 | 28 | 35 | 42 |
|---|----|----|----|----|----|

Common multiples: 21, 42...

### Squares and Cubes

Square numbers result from a number being multiplied by itself (e.g.  $5 \times 5 = 25$ ):

1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice ( $2 \times 2 \times 2 = 8$ ):

1, 8, 27, 64, 125

### Reason from Known Facts

$$90 \div 10 = 9 \quad \text{so } 90 \div 20 = 4.5 \text{ and } 90 \div 5 = 18$$

$$16 \times 9 = 144 \quad \text{so } 1.6 \times 9 = 14.4$$

$$4352 \div 17 = 256$$

$$\text{so } 256 \times 18 = 4352 + 256 = 4608$$

$$3786 + 2850 = 6636$$

$$\text{so } 4786 + 2850 = 7636$$

$$\text{and } 2786 + 3850 = 6636$$

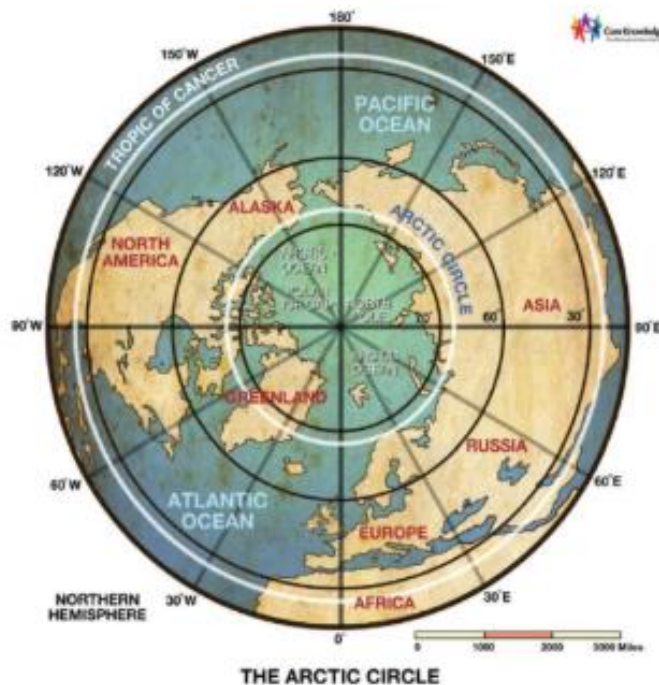
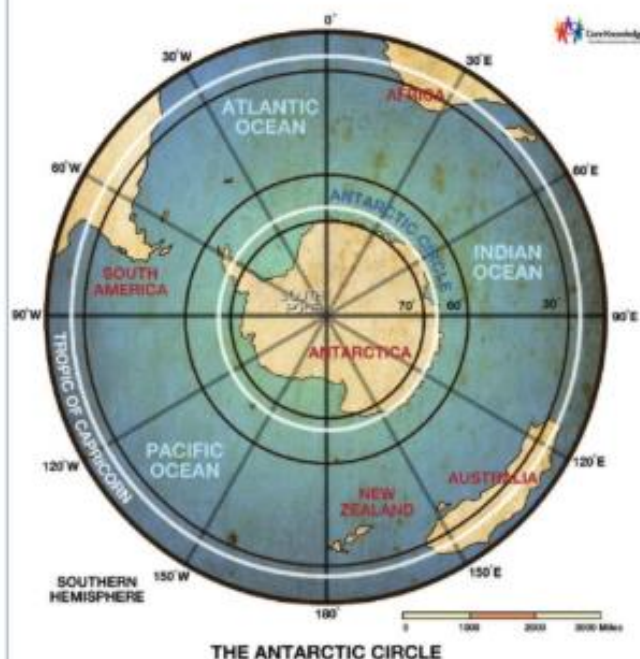
$$\text{and } 8636 - 3786 = 4850$$

## Knowledge Organiser- Spatial Sense – Geography - Year 6

| Key Vocabulary             | Definition                                                                                                             |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Longitude</b>           | Imaginary lines parallel to the prime meridian line that help map makers locate places with accuracy. (Vertical lines) |
| <b>Latitude</b>            | Imaginary lines parallel to the equator that help map makers to locate places with accuracy. (Horizontal lines)        |
| <b>Axis</b>                | An imaginary line around which the Earth rotates.                                                                      |
| <b>The Poles</b>           | The two locations on the surface of the Earth that are at the Northern and Southern ends of the axis of rotation.      |
| <b>Tropic of Cancer</b>    | The line of latitude 23° north of the equator.                                                                         |
| <b>Tropic of Capricorn</b> | The line of latitude 23° south of the equator.                                                                         |
| <b>Prime Meridian</b>      | The line of longitude at 0°.                                                                                           |
| <b>Time Zone</b>           | A range of longitude that shares a common time.                                                                        |
| <b>Map Projection</b>      | A method that represents the Earth on a flat surface.                                                                  |

### Key Knowledge

- I understand that the lines of longitude and latitude divide the world into sections.
- I understand that lines of latitude tell us about the climate as further from the equator the colder a region is.
- I understand that the world is divided into 24 time zones.
- I understand that map projection is a method that involves representing our spherical Earth on a flat piece of paper.
- I know that maps can help us to understand data and information about places, people and the environment.



proicere → projectio  
 throw forth  
 ENGLISH  
 project  
 → projection  
 mid 16th century



## Knowledge Organiser- World War One – History - Year 6

| Key vocabulary                     | Definition                                                                                                                                                   |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Imperialism                        | When a country increases its power and influence by colonising (taking over) another country.                                                                |
| Alliance                           | A union or relationship formed between countries/ organisations, to benefit them both                                                                        |
| Mechanised warfare                 | The use of armoured fighting vehicles in modern warfare. Sometimes referred to as 'armoured' or 'tank' warfare.                                              |
| Chemical warfare                   | The use of the toxic chemicals to kill or injure enemies. In WWI, Chlorine, Phosgene and Mustard Gas were used.                                              |
| Trench warfare                     | Where opposite sides of the war fight from trenches dug into the ground, facing each other                                                                   |
| No Man's Land                      | The land between the trenches of opposing armies                                                                                                             |
| Home Front                         | The Home Front refers to life in Britain during WWI                                                                                                          |
| Conscription                       | A law that says that if you are able to fight in the war, you have to. During WWI, by 1916, all men aged 18-41 had to go to war and fight for their country. |
| Armistice                          | An agreement made to stop fighting a war, also referred to as a 'truce'                                                                                      |
| <b>The war was fought between:</b> |                                                                                                                                                              |
| <b>The Triple Alliance</b>         | Germany, Austria-Hungary and their allies                                                                                                                    |
| <b>The Triple Entente</b>          | France, Britain and Russia                                                                                                                                   |

28th June 1914, Archduke Franz Ferdinand is assassinated

8th August 1914, the Defence of the Realm Act is passed

1916, British Summer Time is introduced

28th June 1919, Germany signed the Treaty of Versailles

4th August 1914, Britain declares war on Germany

1st July– 18th November 1916, the Battle of the Somme took place

11th November 1918, Germany signed an armistice and the war ended

| Key Knowledge                                                                                                                                                                   |                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| I understand the causes of World War One.                                                                                                                                       |                                                                                                                                 |
| I understand that World War One was fought on land, in the air and at sea.                                                                                                      |                                                                                                                                 |
| I know what life was like for soldiers on the Western Front in the trenches.                                                                                                    |                                                                                                                                 |
| I understand what life was like on the Home Front, I know it was a 'total' war and that everyone was involved in the war effort.                                                |                                                                                                                                 |
| I understand the consequences of World War One and that the peace treaty was the Treaty of Versailles.                                                                          |                                                                                                                                 |
| Key People:                                                                                                                                                                     |                                                                                                                                 |
| Archduke Franz Ferdinand<br>(heir to the throne of Austria-Hungary who was assassinated)<br> | David Lloyd George<br>(PM 1916-1922)<br>     |
| Kaiser Wilhelm II<br>(The last German Emperor)<br>                                          | Herbert Henry Asquith<br>(PM 1908-1916)<br> |
| Zeppelins                                                                                                                                                                       | Submarine                                                                                                                       |
|                                                                                            |                                            |

## Knowledge Organiser – William Morris (Visual Arts - Year Six)

### Key Vocabulary:

|                          |                                                                                                                                                                                                                                                                                                                     |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| designer                 | A person who plans the look of something before it is made.                                                                                                                                                                                                                                                         |
| decorative arts          | The arts concerned with the production of objects which are both useful and beautiful. This is different to the "fine arts" which are usually viewed as painting, drawing, sculpture and photography.                                                                                                               |
| Arts and Crafts movement | A trend in the decorative and fine arts which began in Britain in about 1880 where designers, craftsmen, artists and architects placed value on how things were made, using traditional craftsmanship, in small workshops. This was a reaction against mass industrialization in factories of the Victorian period. |
| stylized                 | To design something according to a particular style, rather than in accordance with nature or reality.                                                                                                                                                                                                              |
| medieval                 | The period in European history from about 600 C.E. to 1500 C.E. Also known as the middle ages or dark ages. William Morris, the Pre-Raphaelites and the Arts and Crafts movement were interested in the designs and art from this time.                                                                             |
| textiles                 | A cloth or fabric produced by, for example weaving or knitting.                                                                                                                                                                                                                                                     |
| woodblock printing       | A print made from a design cut in a block of wood, and then printed onto paper or fabric.                                                                                                                                                                                                                           |
| block printing           | To print from a hand-cut wooden block. Multiple separate blocks can be used to print onto the same design. This is how Morris' wallpaper designs were printed.                                                                                                                                                      |
| reduction printing       | A multicoloured print where the separate colours are printed from the same block, which is reduced each time the block is used to print.                                                                                                                                                                            |
| printing press           | A machine that can print books, newspapers or magazines. Morris started his own press company in Hammersmith, called the Kelmscott Press.                                                                                                                                                                           |

### Key Knowledge:

|                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------|
| I understand William Morris was a Victorian designer.                                                                                          |
| I understand how William Morris' wallpapers were printed.                                                                                      |
| I can create my own wallpaper design inspired by William Morris.                                                                               |
| I can create my own printing tile and use it to print my design in different layers.                                                           |
| I understand that William Morris was a writer and created his own printing press and that he was a key figure in the Arts and Crafts movement. |



### Photographs:

*'Have nothing in your houses that you do not know to be useful or believe to be beautiful.'*  
William Morris



The Morris Room at the Victoria and Albert Museum, London.



### Designs:



Honeysuckle furnishing fabric 1876



Pink and Rose Wallpaper 1890



Strawberry Thief wallpaper 1883

## Knowledge Organiser- Computing Systems and Networks – Communication & Collaboration - Year 6

| Key Vocabulary            | Definition                                                                                                                                                              |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Protocol                  | a set of rules governing the exchange or transmission of data between devices.                                                                                          |
| data                      | Facts and statistics collected for reference or analysis                                                                                                                |
| Internet protocol address | a unique string of characters that identifies each computer using the Internet Protocol to communicate over a network.                                                  |
| Domain Name Server (DNS)  | the part of a network address that identifies it as belonging to a particular domain.                                                                                   |
| Packet                    | Information sent from device to device in small chunks. Each packet includes information about where the data is going to go, where it is from and how to interpret it. |
| Data Payload              | The information or message in transmitted data                                                                                                                          |
| Chat                      | The online exchange of messages                                                                                                                                         |
| Slide deck                | A program that searches the web to create an index of data                                                                                                              |
| Collaboration             | Working together                                                                                                                                                        |
| Internet                  | a global computer network providing a variety of information and communication facilities                                                                               |
| Private                   | Conversation or activity only involving a particular person(s)                                                                                                          |
| Public                    | Open to or shared by all people                                                                                                                                         |

### Key Knowledge

To know the importance of internet addresses

To recognise how data is transferred across the internet

To understand how sharing information online can help people to work together

To be able to evaluate different ways of working together online

To be able to name and evaluate different methods of online communication

### Transferring Information

#### Protocols and Packets:

- Protocols are an agreed way of doing something.
- In computing, protocols exist within the way that computers communicate with each other.
- The information they send digitally are called 'Packets'.



### Online Communication

-Communication is when we share information with one another. We can communicate in lots of different ways on the internet, e.g. messaging services, emails, social media, video calling and gaming platforms.

-Public communication is visible to all, whilst private communication is restricted to only some people.

-Some communications are one-way (e.g. Youtube) whilst others are two-way (e.g. Skype).

-Some communications are to one person, whilst others are to many.

-We should consider which type of communication is most appropriate to our needs, safety and privacy.



## R.E. Year 6 Autumn 1 Knowledge Organiser

### Enquiry: What is the best way for a Muslim to show commitment to God?

| Key vocabulary     | Definition                                                                                                                                                                                                                                                     |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Islam              | Religious faith of Muslims- founded by the prophet Muhammad                                                                                                                                                                                                    |
| Muslim             | A follower of Islam                                                                                                                                                                                                                                            |
| Allah              | God                                                                                                                                                                                                                                                            |
| 5 pillars of Islam | The framework of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able. The framework of the Muslim life. |
| Shahadah           | Islamic profession of faith, "There is no god but Allah, and Muhammad is his messenger": the first of the Pillars of Islam.                                                                                                                                    |
| Salat              | Prayers, said five times a day: the second of the Pillars of Islam.                                                                                                                                                                                            |
| Zakat              | Giving charity to the needy                                                                                                                                                                                                                                    |
| Sawm               | Fasting (giving up food) during Ramadan                                                                                                                                                                                                                        |
| Commitment         | Doing something on a regular basis and by demonstrating loyalty, hard work and belief. Making a promise or pledge to someone or something                                                                                                                      |



| Key Knowledge                                                                          |
|----------------------------------------------------------------------------------------|
| I know what "commitment" means.                                                        |
| The 5 Pillars of Islamic faith are: Prayer, Fasting, Almsgiving, Pilgrimage and Faith. |
| I know the third Pillar is about giving money to Charity and this shows commitment.    |
| I know that fasting and going on a pilgrimage shows commitment                         |
| I can explain how I will show commitment to important people and things in my life.    |

## THE FIVE PILLARS OF ISLAM

These are the duties of Islam, the religion of Muslims.

**Shahadah**  
(Faith)

To believe in no God but Allah and that Muhammad is his prophet and the messenger of Allah.

**Salah**  
(Prayer)

To pray five times each day:  
Fajr - Before Sunrise  
Zuhr - Early Afternoon  
Asr - Late Afternoon  
Maghrib - After Sunset  
Isha - Night.

**Sawm**  
(Fasting)

To give up food and drink during daylight hours in the month of Ramadan.

**Zakah**  
(Almsgiving)

To give a share of personal wealth to help people in need and support the Muslim community.

**Hajj**  
(Pilgrimage)

To perform a pilgrimage to Makkah at least once in a lifetime.

# Latin Knowledge Organiser - Unit 1: Meet the Family

| Key Vocabulary      |                                           |
|---------------------|-------------------------------------------|
| Latin               | English                                   |
| quis es?            | Who are you? singular                     |
| quī estis?          | Who are you? plural                       |
| māter               | Mother                                    |
| pater               | Father                                    |
| filia               | Daughter                                  |
| filius              | Son                                       |
| īnfāns              | Little child                              |
| servī               | Slaves                                    |
| sum                 | I am                                      |
| salvē               | Hello singular                            |
| salvēte             | Hello plural                              |
| omnēs               | Everyone                                  |
| quis?               | Who?                                      |
| quid?               | What?                                     |
| Fēlix diēs tibi sit | Happy birthday (may you have a happy day) |
| grātiās tibi agō    | I thank you                               |
| fāmōsa              | Famous                                    |
| euge!               | Hurrah!                                   |
| sedāte!             | Sit down! (imperative/bossy verb)         |

## Greek Myth Perseus and Medusa

### Key Knowledge

- To understand the relevance of learning Latin.
- To learn to say hello and goodbye.
- To write simple sentences using the verb esse (to be).
- To understand the difference between singular and plural.
- To translate the description of a character from a Greek myth.



**Meet the Family who live in Vindolanda**

Lepidina is the mother

Plavius is the father. He is the first commander of Vindolanda

Julius is the son

Flavia is the daughter

Rufus is the young child

Corinthus and Candidus are slaves

Pandora is a slave

Vibriss is the cat

Minimus is the mouse

**Unit Motto**  
carpe diem = seize the day

### Grammar and Phonics

- No capital letters are used in Latin apart from when you are writing someone's name. Don't translate names.
- The letter v in Latin makes the same sound as the letter w in English.
- Male names end in -us, female names end in -a.

| Key Vocabulary      | Definition                                                                         |
|---------------------|------------------------------------------------------------------------------------|
| <b>Cooperate</b>    | To work together towards the same goal.                                            |
| <b>Map</b>          | A pictorial representation of an area.                                             |
| <b>Route</b>        | A way of getting from one point to another.                                        |
| <b>Orienteering</b> | A sport in which people run through a series of waypoints (controls) to guide then |

| Skill Development                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Keep the map set (or orientated) so that you know where you are on the map and which direction you need to travel. When turning, make sure the map does not turn, and stays 'set'.</p> <p>To communicate and co-operate effectively with <u>others</u></p> <p>To follow a set route on a map</p> <p>To record clues and decipher a code.</p> |

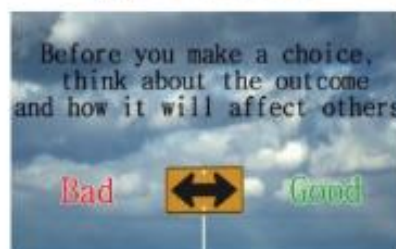
| Skills                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legend</b>          |  <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></span> Open land     <span style="display: inline-block; width: 15px; height: 15px; background: repeating-linear-gradient(45deg, transparent, transparent 2px, black 2px, black 4px); border: 1px solid black;"></span> Out of bounds<br/> <span style="display: inline-block; width: 15px; height: 15px; background-color: lightgreen; border: 1px solid black;"></span> Forest, light trees/bushes: slow running<br/> <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border: 1px solid black;"></span> Forest, thick trees/bushes: walk<br/> <span style="display: inline-block; width: 15px; height: 15px; background-color: darkgreen; border: 1px solid black;"></span> Hedge     <span style="display: inline-block; width: 15px; height: 15px; background-color: olive; border: 1px solid black;"></span> Flowerbed     <span style="display: inline-block; width: 15px; border-bottom: 2px solid black;"></span> Wall </p> |
| <b>Problem solving</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Map reading</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Knowledge Organiser – PSHCE – Being Me in My World - Year Six



### Vocabulary

|                                          |                                                                                                                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Maslow's hierarchy of human needs</b> | The most fundamental needs at the bottom and the need for self-actualization and self-transcendence at the top. |
| <b>Empathy</b>                           | The ability to understand and share the feelings of another.                                                    |
| <b>Collaboration</b>                     | The action of working with someone to produce something.                                                        |
| <b>Legal</b>                             | Relating to the law. 'A legal requirement'.                                                                     |
| <b>Illegal</b>                           | Contrary to or forbidden by law, especially criminal law.                                                       |
| <b>Lawful</b>                            | Conforming to, permitted by, or recognised by law or rules.                                                     |
| <b>Democracy</b>                         | Rule by the people.                                                                                             |



### Key Knowledge

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
- I know that there are universal rights for all children but for many children these rights are not met.
- I understand that my actions affect other people locally and globally.
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
- I can understand how democracy and having a voice benefits the school community.

### Reflective Questions

Ask me this...

- What is one goal you have for this year, and how do you feel about achieving it?
- Why is it important that all children have rights, and how might it feel if those rights are not met?
- How can your actions affect other people, both in your school and around the world?
- How do the choices you make affect what happens next, and how does this link to your rights and responsibilities?
- Why is it important to have a voice in school, and how can you use it to make things better?

Being Me in My World  
Maslow's Triangle - PowerPoint Slide 1 - Ages 10-11 - Piece 3





| Key Vocabulary | Definition                                                                        |
|----------------|-----------------------------------------------------------------------------------|
| Time signature | The rhythm following a clef                                                       |
| Key signature  | The key of a piece of music depends on the flats and sharps in the music.         |
| Minim          |  |
| Crotchet       |  |
| Quaver         |  |
| Semi-quaver    |  |
| DAW            | Digital Audio Workstation                                                         |
| Live sound     | Live music, played at present                                                     |
| Digital sound  | Recorded sound                                                                    |

### Songs covered

- Fanfare For The Common Man
- Do What You Want To
- It's All About Love
- Let's Write A Song
- Sunshine On A Rainy Day

**Key Signature:** C major — there are no sharps or flats in the key signature



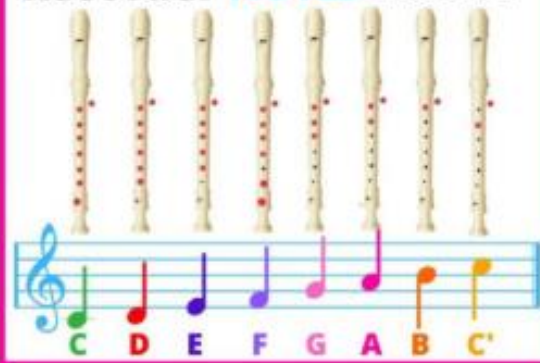
**Key Signature:** G major — there is one sharp in the key signature



**Key Signature:** D major — there are two sharps in the key signature



### Recorder NOTES Chart 1



### 2/4 Time Signature

