

Knowledge Organiser

Year 6

St Mary's Swanage



Spring Term 2023



Art Y6 Spring Term

Painting and Collage

National Curriculum Aims
• Produce creative work
• Become proficient in drawing and painting
• Evaluate and analyse
• Know about great artists.

Prior Knowledge:

Painting:

- Know how to use tints in their work
- Know how to apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.
- Know how to use of colours and their relationships
- Know how to work from direct observation.
- Know how to use language appropriate to skill and technique.

Key Knowledge:

Painting:

- Know how to use complementary colours
- Know how to replicate patterns, colours and textures in their work.
- Know how to work confidently from imagination.
- Know how to use different kinds of paints
- Know how to use language appropriate to skill and technique.

Collage:

- Know how to arrange and rearrange colours, shapes and texture for effect before completion of the final composition

Vocabulary

depth
structure
intention
sepia
pointillism
impressionism
surrealism
complementary
replicate
tonal contrast
acrylic
tessellation
montage
element
tactile
influential
annotate

Computing Y6 Spring Term

Creating media - Internet communication

National Curriculum Aims

- Understand computer science.
- Analyse problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

Prior Knowledge:

Video editing: Planning, capturing, and editing video to produce a short film.

Key Knowledge

Webpage creation:

- Know the relationship between HTML and visual display.
- Know that web pages can contain different media types.
- Know that web pages are written by people.
- Know that a website is a series of hyperlinked web pages.
- Know how to create a web page with altered text, embedded media and hyperlinks.
- Know about using copyrighted material.

Vocabulary

Website
HTML code
Fair use
Copyright
Navigation
path
hyperlink

Computing Y6 Spring Term

Data and information - Introduction to spreadsheets

Prior Knowledge:

Flat-file databases:

Using a database to order data and create charts to answer questions

Key Knowledge

Introduction to spreadsheets:

- Know that there are different software tools to work with data.
- Know that formulas can be used to produce calculated data.
- Know that data can be calculated using different operations.
- Know that changing inputs will change outputs.
- Know how to duplicate formulas.

National Curriculum Aims

- Understand computer science.
- Analyse problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

Vocabulary

Data
Input
Spreadsheet
Cells
Data items
Formula
Output
Software tools

DT Y6 Spring Term

Electrical systems:

More complex switches and circuits

Prior Knowledge:

Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product.

- Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off.

Key Knowledge

- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.
- Know and use technical vocabulary relevant to the project.

Vocabulary

series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart
function, innovative, design specification, design brief, user, purpose

National Curriculum Aims

- Develop creative, technical and practical expertise.
- Design and make products for a range of users.
- Evaluate my designs.
- Understand and apply the principles of nutrition and learn how to cook.

English Y6 Spring Term

National Curriculum Aim
Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Coming Soon

Maths Y6 Spring Term

National Curriculum Aims

Become fluent in the fundamentals of mathematics

Reason mathematically

Solve Problems

Termly Overview

1	Percentages	Percentage of a number, percentage of a quantity
2	Ratio	Comparing quantities and finding ratios.
3	Algebra	Describing patterns writing Algebraic equations.
4	Area and Perimeter	Finding the area of rectangles and triangles.

MFL Y6 Spring Term

¿Qué tiempo hace? (What's the weather like?)

National Curriculum Aims

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

Prior Knowledge:

- Encountered basic weather-related phrases in Y3: Seasons topic:

hace frío - it is cold

nieva – it snows

hace sol – it is sunny

hace calor – it is warm

Key Knowledge

- Read and recognise vocabulary for weather
- Say and write the vocabulary for weather accurately
- Ask and answer the question, “What is the weather like today?”
- Describe the weather in different regions of Spain using a weather map with symbols in spoken and written form

Vocabulary

¿Qué tiempo hace? - What weather is it?

El clima – the weather

Está lloviendo – It's raining

Está nevando – It's snowing

Hay tormenta – There is a storm

Hace sol – It's sunny

Hace mucho viento – It's very windy

Hace buen tiempo – The weather is fine

Hace mal tiempo – The weather is not good

Hace frío - It's cold

Hace calor – It is hot

En el norte de España... - In the north of Spain

En el norte de España... - In the north of Spain

En el sur de España... - In the south of Spain

En el centro de España... - In the centre of Spain

En el oeste de España... - In the west of Spain

En el este de España... - In the east of Spain

MFL Y6 Spring Term

Las Olimpiadas (The Olympics)

National Curriculum Aims

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

Prior Knowledge:

- Learnt about Ancient Britain and the Romans through Spanish texts and activities.
- Studied Ancient Greece in English / History lessons
- Conjugated the verb *llevo* in all forms (to wear)
- Conjugated these verbs (to have / to be called) in first, second and third person singular:
tengo / tienes / tiene
me llamo /te llamas /se llama
- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: “a” (un/una)

Key Knowledge

- Learn key facts about the ancient Olympics in Spanish
- Learn key facts about the modern Olympics in Spanish
- Look out for cognates and highlight key words when decoding longer text to help me learn how to gist read and listen in Spanish
- Read, listen to and recognise the nouns for key sports in the current Olympic Games
- Say and spell from memory some / all of the nouns for key sports in the modern Olympics

Vocabulary

Los Olimipades – the Olympics
 Los juegos olimpicos antiguos – the ancient Olympic Games
 Los juegos olimpicos modernos – the modern Olympic Games
 la equitación - horse riding
 la esgrima – fencing
 la natación - swimming
 el remo – rowing
 el atletismo – athletics
 El boxeo - boxing
 el ciclismo – cycling
 el salto de trampolín - diving
 el tiro con arco – archery
 el triatlón - triathlon
 practicar – to practise (sport)
 practico equitación - I do horse riding
 practico esgrima – I do fencing
 practico natación - I do swimming
 no practico equitación - I don't do horse riding
 no practico esgrima – I don't do fencing
 Es boxeador– he is a boxer
 Es boxeadora – she is a boxer
 Es nadador – he is a swimmer

Music Y6 Spring Term

Three little birds

The dragon song

National Curriculum Aims

Perform, listen to and evaluate a range of music.

Learn to sing, create and compose music and play an instrument.

Understand how music is created and use appropriate notation.

Prior Knowledge:

Performing

- Know how to sing or play using correct phrasing and demonstrate understanding of how to add expression.
- Know how to hold a part in a group
- Know how to perform music using a variety of structural forms
- Know how to perform by ear and using simple notations

Composing

- Know how to use basic rhythmic notation to transcribe ideas.
- Know how to notate a composition using basic notation and use to record a performance.
- Know how to compose a short song (lyrics and melody) and perform.

Listening and appraising

- Know how to refine and improve compositions and performances; and suggest improvements to the work of others.
- Know how to evaluate work using appropriate musical vocabulary
- Know how to use standard musical notation to record ideas.

Key Knowledge

Performing

- Know how to provide rhythmic support in a performance from notation.
- Know how to perform from a variety of notations.
- Know how to sing a harmony part with accuracy and be able to perform from memory.
- Developing confidence to perform, being able to take a lead role in a performance.

Composing

- Know how to use different elements in their work, compose repeated patterns on a range of instruments and create accompaniments to a melody
- Know how to choose instruments purposefully and combine different sounds to create an intended effect.

Appraising

- Know how to improve performances and compositions.
- Know how to identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.

Vocabulary

Melody,
compose,
improvise,
cover, pulse,
rhythm, pitch,
tempo,
dynamics,
timbre, texture,
structure,
dimensions of
music, ostinato,
phrases,
unison, urban
gospel

hook, riff, solo,
civil rights,
gender equality,
unison,
harmony

PE Y6 Spring Term

Hockey Netball Handball

National Curriculum Aims

Develop competence in a broad range of physical activities.

Be physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

Prior Knowledge:

Netball

- Pupils will be able to pass, move and shoot accurately and consistently begin to understand the different positions, applying their role effectively within the game.

Hockey

- Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.

Handball

- Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.

Key Knowledge

Netball

- Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role

Hockey

- Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession

Handball

- Pupils will apply a refined understanding of attacking skills to score points against another team, and defensive skills to regain possession.

Vocabulary

Netball

Tactics , transition, umpire

Hockey

Tactics, defend, attack, counter attack.

Handball

High press, formations, tactics, transition.

PHSE/RSE Y6 Spring Term

Valuing Difference

Prior Knowledge:

I know that bullying and discriminatory behaviour can result from disrespect of people's differences.

I know that all people are all unique but we have more in common than different.

I know what a stereotype is.

Key Knowledge

- I know that bullying and discriminatory behaviour can result from disrespect of people's differences.
- I know that all people are all unique but we have more in common than different.
- I know what a stereotype is.

Vocabulary

Witness, bystander, confidence, self-esteem, sexual orientation, gender identity, gender expression, stereotype, empathy, cultural norms, media influence, assumption, diversity, tolerance

PHSE/RSE Y6 Spring Term

Me and My Relationships

Prior Knowledge:

- I know that my thoughts, feelings, and actions impact one another.
- I know strategies to resolve conflict in an assertive, calm, and fair manner.
- I know what things make an unhealthy relationship and who I can talk to if I need help.
- I know what bodily autonomy is and how to say no.

Key Knowledge

- I know some of the challenges that arise from friendships and know some strategies for dealing with those challenges.
- I know the types of touch that are safe, legal and that I am comfortable with.
- I know examples of assertive behaviours and how peer influence and pressure can affect me.
- I know that emotions change as I grow up and that I should nurture my emotional wellbeing.

Vocabulary

Negotiation, compromise teamwork, assertiveness, balance, peer pressure, resolution, sensitive, appropriate, inappropriate, secure, privacy.

RE Y6 Spring Term

Come and See

Themes	Topic	Title	Content
Local Church	Community	Sources	The Bible, the special book for the Church.
Eucharist	Relating	Unity	Eucharist enables people to live in communion.
Lent/Easter	Growing	Death & new life	Celebrating Jesus' death & resurrection

Science Y6 Spring

Evolution and inheritance

Prior Knowledge:

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)
- Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)
- Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
- Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)

As a Scientist I will be:

Develop scientific knowledge conceptual understanding

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings

Key Knowledge

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Vocabulary

Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils