Name: .....

Class: .....

Year 6 Term 1

Composing for protest



In this unit …

English composer Ethel Smyth used music to put across the message of the Suffragettes when she wrote their *March of the women* anthem. You will have the chance to write a protest song inspired by Ethel's anthem and the Suffragette movement.



Ethel Smyth (1858 - 1944):

- English composer.
- In 1922 she was made a Dame Commander of the Order of the British Empire in recognition of her work as a composer.
- She studied music at Leipzig Conservatory in Germany.
- She composed music for orchestras, choirs, and many operas.

March beat:



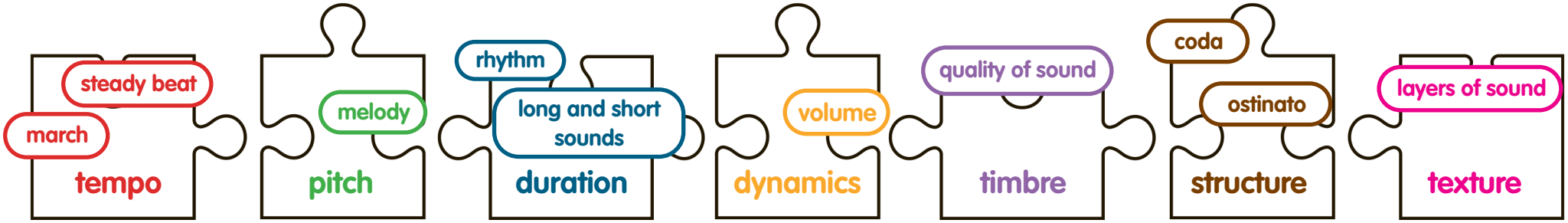
Melody

- using 5 notes:



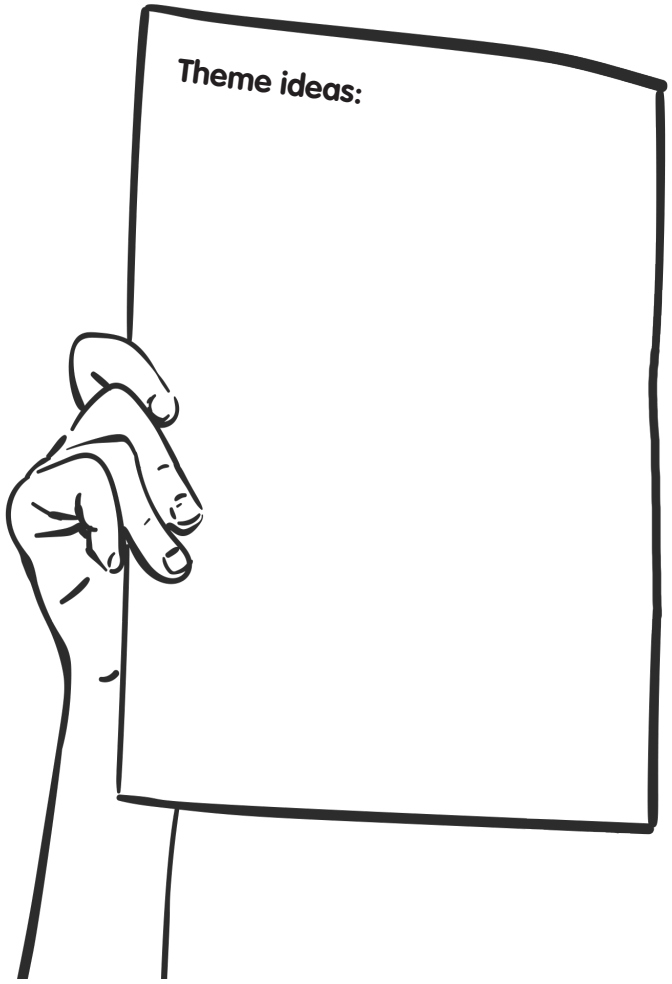
March of the women:

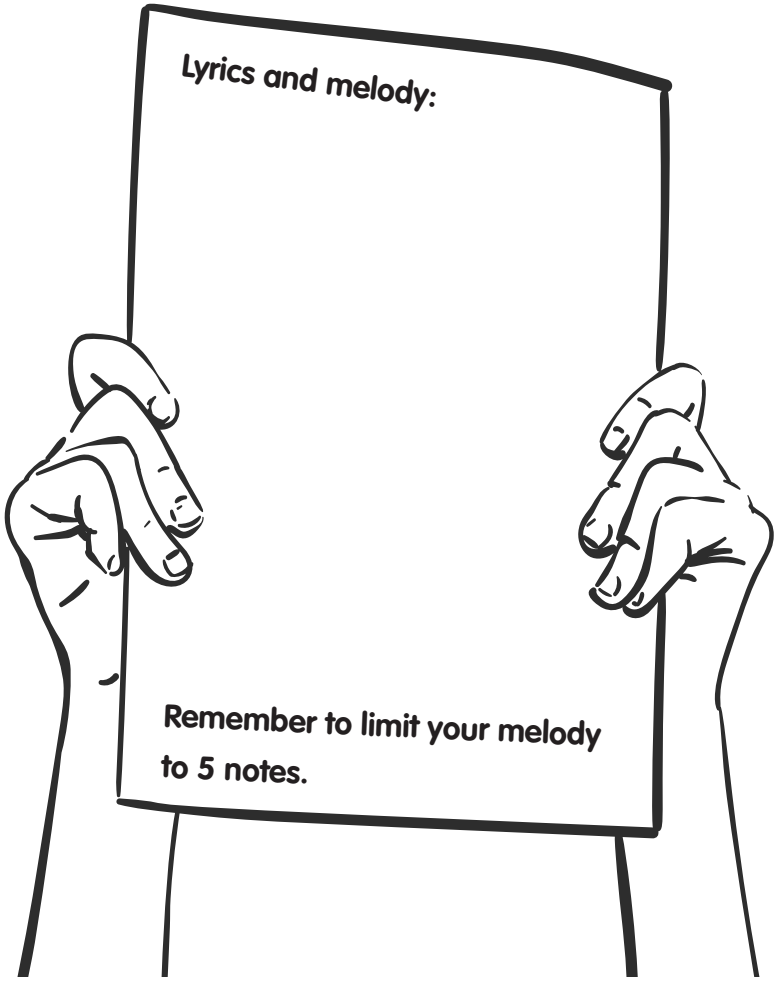


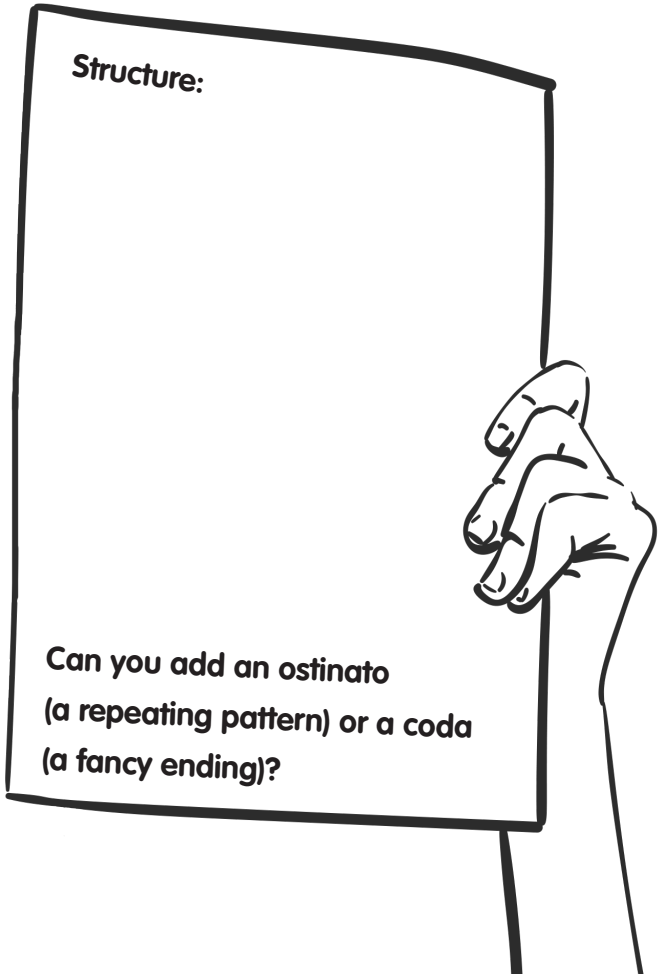


Composing a protest song

Gather ideas for a theme. Create lyrics then add a melody. Organise your group ideas into a song structure.







I can compose ideas for a song and use a song structure to organise my composition.

Add a comment:

1837 - 1901

Queen Victoria on the throne.

1910

March of the women was composed.

1914

World War 1 started.



Term 2 – Gospel

What would Jesus do?

Year 6

What should I already know and be able to do?

- Jesus challenges everyone about how to live.
- Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people.
- Jesus' life shows what it means to love God and love your neighbour.
- That they need to try to be like Jesus – that they want to know him better.
- They need to try and put this teaching and examples into practice in many ways from church worship to social justice.

- Give at least three examples of ways in which Christians use Bible concepts in their own individual lives.
- Raise questions and suggest answers about how fair the big ideas explored in the bible might make a difference to how pupils think and live.

What will I know and be able to do by the end of this topic?

- Christians see that Jesus' teachings and example cut across expectations
- Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future.
- Christians believe that they should bring this good news to life in the world in different ways.
- Identify features of Gospel texts

- Taking account of the context, suggest meanings of Gospel texts studied, and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Key words:

Genesis-The origin or mode of formation of something.

Biblical- Relating to or contained in the Bible.

Church- A building used for public Christian worship.

Faith- Complete trust or confidence in someone or something.

Gospel- The teaching or revelation of Christ.

Sermon- A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.

Passages- A portion or section of a written work.







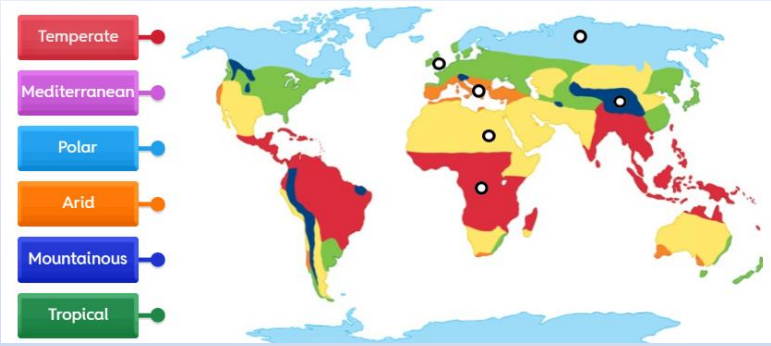


Geography Natural Disasters Year 6 T2









Key Vocabulary:

Hurricane – strong rotating winds that form over warm water.

Tsunami – a large, powerful wave

Flooding - when a lot of water covers land that is usually dry.

Ordinance Survey – an official, highly detailed map of Great Britain.

Climate – the average pattern of weather in a specific place, tracked and calculated over a long period.

What should I already know?

***To locate the 7 continents and oceans of the world.**

***To explain why rivers flood.**

***To locate the significance of the equator, northern and southern hemisphere.**

***To explain the features of a water cycle.**

***To use my prior knowledge of physical geography through describing the key aspects of mountains, climate zones, volcanoes, rivers and earthquakes.**

What will I know by the end of this term:

We will learn about different natural disasters, including tsunamis, floods and hurricanes. We will explore how tsunamis form, what causes flooding and the different parts of a hurricane. We will investigate how natural disasters change the environment and affect the people and communities living there. We will develop our geography skills by using Ordnance Survey (OS) maps and six-figure grid references to find and locate places accurately. We will also take part in local fieldwork to observe, investigate and record information about flooding. By the end of the topic, we will use our new geographical knowledge and skills to answer questions and solve problems about natural disasters.

Natural Disasters Timeline

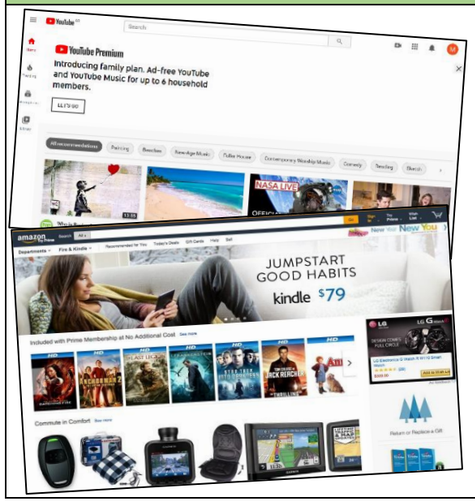
- **79 CE** Eruption of Mount Vesuvius.
- **526 CE** Antioch Earthquake.
- **856 CE** Damghan Earthquake.
- **1138 CE** Aleppo Earthquake.
- **1780 CE** Great Atlantic Hurricane.
- **1839 CE** Indian Hurricane/ Cyclone
- **1928-30 CE** Chinese drought.
- **1931 CE** Yellow River Flood.
- **2004 CE** Indian Ocean Earthquake/ Tsunami

COMPUTING: CREATING MEDIA- Web Page Creation

Y6

KNOWLEDGE ORGANISER

Overview



Web Page Creation

-A webpage is a hypertext document that is a part of the World Wide Web.

-Websites are a collection of webpages about the same topic. They can be found using browsers.

-Examples of websites are Amazon and YouTube. Webpages are the different pages on the websites.

-Websites are created for a chosen purpose, and with a particular audience in mind.

-They include navigation paths, and must adhere to copyright and fair use of media rules.

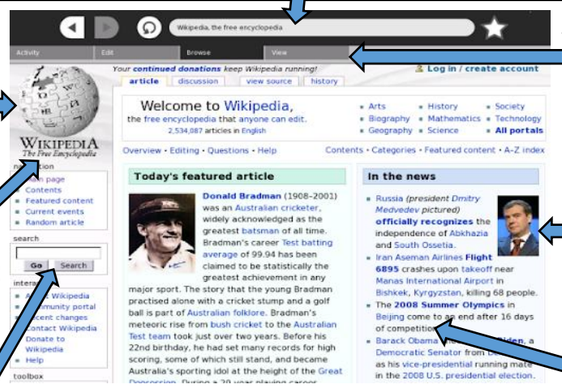
Features of Good Websites

Websites can be found using browsers. Browsers allow us to find our way around the worldwide web, and show us what websites look like.

-The website name is usually visible in large font, particularly on the home page.

-There is often a slogan/ logo and short description of what the website is about.

-The search allows you to find different things on the website.



-Webpages are made up of a code called Hypertext Markup Language (HTML). You can find this by right-clicking on a page and selecting 'Inspect.'

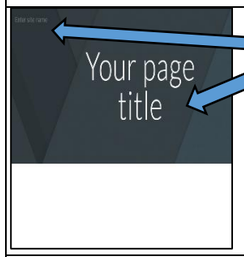
-The menus at the top of the page allow you to look at different parts of the website.

-Pictures are used to highlight what the text is about. Colours are used carefully.

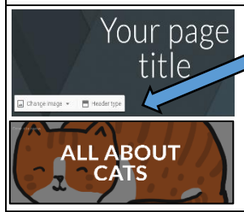
-There are links to other areas of the website/ World Wide Web (in blue).

Creating a Webpage

Google Sites has been used in these examples, but lots of other web page creation software and apps are available, with similar tools and functions.



Setting Up: Click + to start a new website. Click on the top left to add a website name and the top center to add a page title.

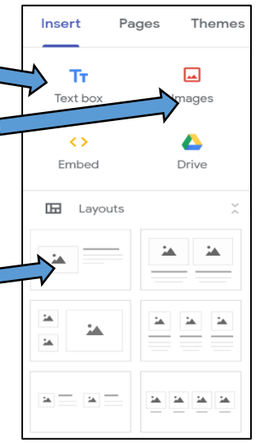


Header: You can add images used in the header, and the type of header, by clicking on these options.

Text Box: Lets you add different sections of text.

Images: Add in pictures from your computer or from the internet.

The layouts feature lets you set out your page in different ways. There are six for you to choose from.



Most websites contain a home page, which introduces the website. The other pages (sub-pages) on the website go into more detail about individual topics.



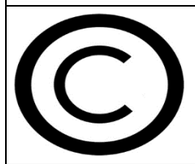
Making Effective Web Pages



Purpose: The purpose is the reason for your web page – what is it for? You should make sure that your web page meets its purpose.



Audience: The audience are the people who your web page is aimed at. You should make decisions with your target audience in mind.



Copyright: You should only use images that are copyright-free. Many images are owned by people/ companies and cannot just be reused.

Navigation Pathways

Navigation Pathways are also known as breadcrumb trails.

-Hyperlinks allow different pages to be linked together.

-These links help the audience to navigate the website easily.

-The user can also keep track of where they have been on the website.

Important Vocabulary

Web Page Website Browser Media Hypertext Markup Language (HTML) Logo Layout Header Purpose Copyright Home Page Preview Navigation

Science Living Things and Their Habitats Year 6 T2

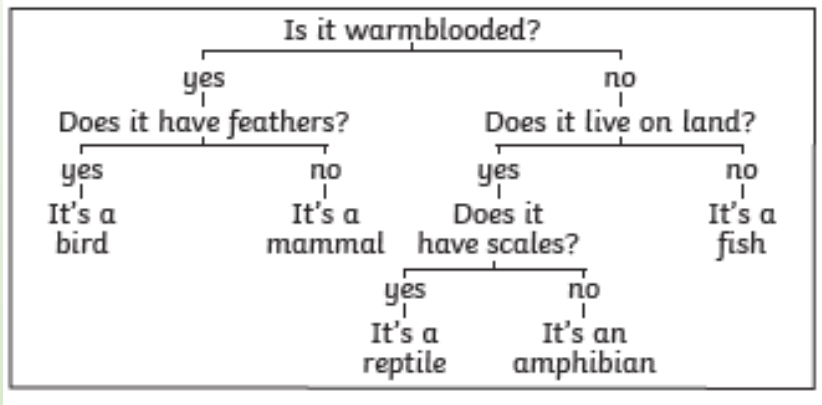
What should I already know?

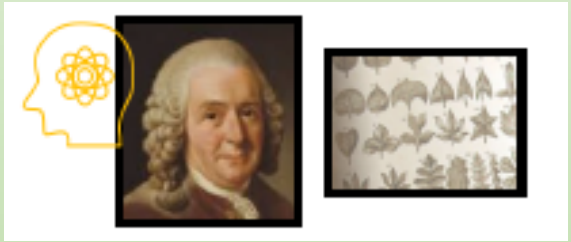
- Animals can be grouped into **carnivores, herbivores** and **omnivores.** They can also be grouped into **vertebrates** and **invertebrates.**
- **Organisms** can be **classified** and we can use a **classification key** to identify them.
- Examples of **habitats** (including **microhabitats**) and the **organisms** that can be found there.
- Living things depend on each other to survive.
- How **environments** are changing.
- The relationships between **predators** and **prey**.
- **Food chains** demonstrate the direction in which **energy** travels.
- How **organisms** have **adapted** and **evolved** over time.

Carolus Linnaeus (1707-1778)
'Father of Classification'

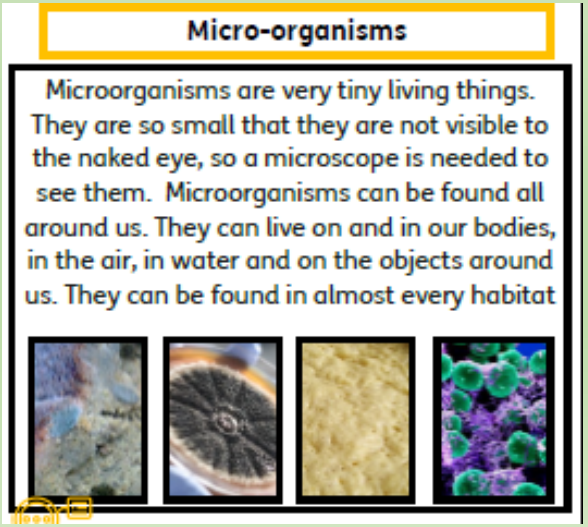
What will I know by the end of this term:

- Living things can be grouped according to different **criteria** (where they live, what type of **organism** they are, what features they have). For example, a camel can belong in a group of **vertebrates,** a group of animals that live in the desert, and a group of animals that have four legs.
- A **classification key** is a tool that is used to group living things to help us identify them using recognisable **characteristics.**
- The Linnaean system, named after Carl Linnaeus, has different levels where the number of living things in each group gets smaller and smaller, until there will just be one type of animal in the **species** group.













algae	A single or multi-cellular organism that has no roots, stems or leaves and is often found in water.
bacteria	Tiny little organisms that are everywhere around us.
classification	The arrangement of organisms into orderly groups based on their similarities and presumed evolutionary relationships.
fungi	A classification or group of living organisms. This means they are not animals, plants, or bacteria.
invertebrate	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.
micro-organism	An organism which is microscopic, making it too small to be seen by the human eye.
organism	An individual animal, plant or single-celled life form.
species	A group of closely related organisms that are very similar to each other and are usually capable of producing offspring.
taxonomy	The science of naming, identifying and classifying organisms.
vertebrate	A vertebrate animal is one that has a backbone.
virus	A small infectious agent that replicates only inside the living cells of an organism.

Art Hokusai-The Great Wave Year 6

Hokusai was a **Japanese artist**, painter and printmaker of the Edo period. He is best known as author of the woodblock print series *Thirty-six Views of Mount Fuji*.







Self-portrait (1839)

Key facts:
Katsushika Hokusai was born in Edo, now known as Tokyo.
He is thought to have learned art from his father who was a prominent mirror-maker.
He began painting around the age of 6. At the age of 14, he was taken in as an apprentice to learn the art of wood carving and went on to become a highly influential ukiyo-e artist in his own right.
He used many different names over his long career. He produced his most influential work after the age of 60 and died at the age of 89.

What should I already know?

- How to use sketching pencils to draw shapes, lines and patterns, and develop a design.
- How to use different tones, shading and marks to create texture and movement in artwork.
- How to control the amount of paint and water used to achieve different effects.
- How to mix and blend colours to create different shades and tones.
- How to use different brushes and painting techniques to create texture.
- How to study the work of a significant artist and use their style to inspire my own artwork.

What will I know by the end of this term:

- How the Japanese artist Hokusai used lines, shapes, colour and movement in The Great Wave.
- How to simplify a detailed image into a bold design suitable for screen printing.
- How to use a stencil, screen, fabric ink and squeegee to print a wave design onto a fabric tote bag.
- How to use sponges and different amounts of paint to create texture, layers and depth.
- How to combine screen printing, sponge painting and fine brushwork to create a finished piece of artwork.
- How to evaluate my artwork and explain how my choice of materials and techniques has created different effects.

Language: French | Teaching Type: Intermediate Language | Unit: La date



Unit Objective:
To be able to say the date in French

By the end of this unit we will be able to:

- Recognise and recall the 12 months of the year in French.
- Ask what the date is and say the date in French.
- Ask somebody when their birthday is and say when their own birthday is in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from Early Learning units.
- Numbers 1-31
- Vocabulary from '**Je me présente**' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills we will develop:

To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.

Activities we will complete:

A number of different activities to learn how to say the date in French. Starting by learning the 12 months of the year in French (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt knowledge on your personal details.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (**premier**) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.

Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **février, décembre**
- **E** sound in **septembre** & **novembre**
- **Silent letters**. You will hear and see that the 's' is not pronounced in **trois** and the 't' is not pronounced in **est** and **juillet**.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **mardi** & **mercredi**. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.

Year 6 - Families and relationships

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Grief	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Grief is a process we go through when someone dies (or we no longer see them for another reason).

Grief is different for everyone and we might need support from other people to help us deal with it.

Getting help

Talk to an adult you trust, this could be:
- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Respect is an important part of relationships and we need to show others respect if we want them to respect us.

Stereotyping can happen when people have limited information about a person or group of people.



Stereotypes can have negative consequences but they can be challenged.

Conflicts can happen between people but there are strategies we can use to overcome these.



Name: .....

Class: .....

Shadows

Year 6 Term 1

Lindsey Stirling



- American artist from California.
- Influenced by country fiddle music, dance music, and rock.
- She learned the violin from a young age.
- She studied filmmaking at university.
- Creating videos combines all her passions: music, dance, and film.

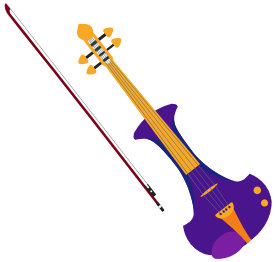
The unit of work will explore how composers and musicians create music that is a fusion of different genres; country, rock, electronic dance music (EDM), DJ, drum and bass, impressionism, and classical.

Timbre - The different sound qualities of these instruments and the way the sound is made (electronically or acoustically) adds to the character of the music.

Tokio Myers

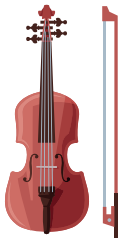


- British artist from London.
- Learned piano from the age of 9.
- Offered a scholarship to study music at the Royal College of Music London.



electric Violin

acoustic Violin

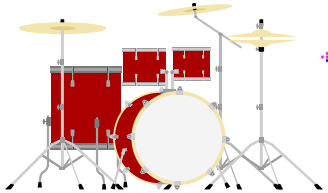




electric Guitar

bass Guitar





drums

electronic beats

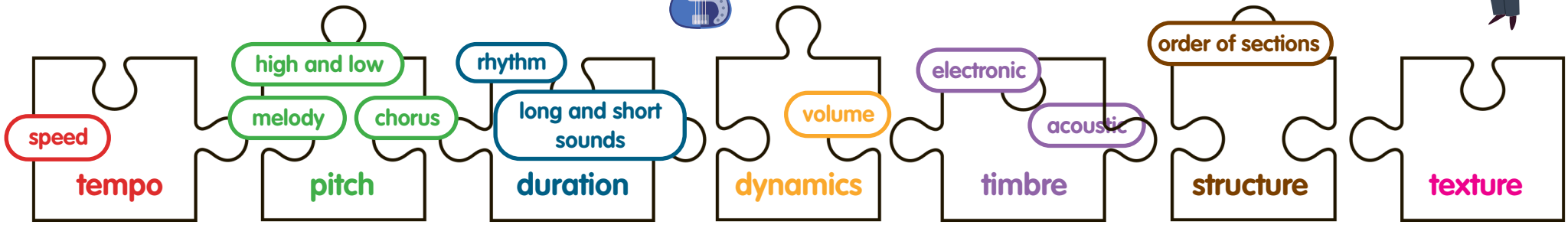




guitar pedals

orchestral Violins





Fusion detective:

Use this space to make notes when listening to the music examples.



Lesson 1 - *Shadows, Fire on the mountain,* David Guetta selection or Avicci selection, *Boulevard of broken dreams.*

Lesson 2 - Tokio Myers performance on BGT, *Interstllar theme, Human.*

My notes - Shadow performance planning ...

Theme:

Music:

Mood:

Movement script:

I can compare musical genres and use musical language in a discussion.

Add a comment: