



Knowledge Organiser Booklet

Year 6

Spring 1



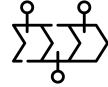




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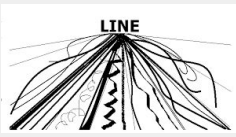







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Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.



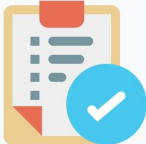


Activism - Year 6 - Spring 1

Art Themes		Tier 2	Key Vocabulary			
Line	Shape	Communicate	Message	Activism	Print	Voice
<p>A long mark or stroke that could be straight, curved, thick, thin or any direction.</p> <p>We have made a variety of lines using different media such as pencil, paint, charcoal and pastels.</p> <p>We will use a variety of lines in our poster designs.</p>	<p>A form or outline of something.</p> <p>We have drawn geometric shapes such as squares and hexagons.</p> <p>We can use bold, powerful shapes to create a striking design.</p>	<p>Share information and ideas.</p> <p>We have made expressive paintings which communicate a different emotions.</p> <p>We will communicate and share important ideas in our posters</p>	<p>A clear verbal or visual piece of information.</p> <p>We understand that different typographies can communicate different messages.</p> <p>Our designs will include a strong message about something we feel strongly about.</p>	<p>An effort designed to bring about or promote change</p> <p>We will learn how Luba Lukova and Faith Ringgold use their art as a form of activism.</p> <p>Our posters are examples of activism as they will promote change in areas that are important to us.</p>	<p>Produce on or transfer text to paper</p> <p>We have explored print and typography and its impact.</p> <p>We can create print using stamps or by making stencils.</p>	<p>The power to express an opinion</p> <p>You can use your voice to share your views on an issue.</p> <p>We will be using posters to share our voice.</p>
						
How this connects with previous learning			How this connects with future learning			
<p>In Year 1, we explored different printing techniques.</p>	<p>In Year 2, we explored shapes in architecture.</p>	<p>In Year 5 we used bold lines using graphite sticks.</p>				
			<p>In the Summer term, you will explore how artists use their work to create a transformative experience for others.</p>	<p>In Secondary School, you will record your ideas in sketchbooks, journals and other media.</p>	<p>In Secondary School, you will analyse and evaluate your work, and that of others, using feedback to strengthen your work.</p>	

This is your **Computing** Knowledge Organiser for Spring 1: Variables in Games

Tier 2 Vocabulary

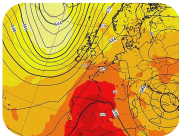




Key Vocabulary

design	variable	placeholder	outcome	algorithm	sprite
A plan or drawing produced to show the look and function of something before or after it is made.	Something that is able to be changed or adapted.	A person or thing that occupies the position or place of another person or thing.	The way in which something turns out.	A precise set of ordered steps that can be followed by a human or a computer to achieve a task	A supernatural entity in European mythology.
A plan or drawing produced to show the intended look or function of something.	A variable is a named piece of data stored in a computer's memory, which can be accessed and changed by a computer program.	A placeholder is a character or word of characters that temporarily takes the place of the final data.	These outcomes are as a results of a code.	The algorithm helped to develop the software design .	A sprite refers to a two-dimensional bitmap image that is integrated into a larger scene.
The flowers sat in a beautiful, blue and white designed vase.	You can only add or subtract to change the value of these variables .	You can use a placeholder as a temporary solution until a proper value or variable can be assigned.	Once you have run your code, the outcome should have runned without error.	You will create algorithms and then implement those algorithms as code.	The sprite was the object in her program that performed the actions.
In lesson 6, you will apply your knowledge of variables and design to improve your games in Scratch.					
How this connects with previous learning			How this connects with future learning		
In Year 3, you designed and coded your own maze tracing program.	In Year 4, you explored the concept of repetition in programming using Scratch.	In Year 5, you were introduced to further loops in order to control the flow of your programs.	In summer 2, you will combine sequence from Year 3, repetition from Year 4, selection from Year 5 and variables from this unit.	In summer 2, you will have the opportunity to create multiple codes and programs and will be testing them.	In secondary school you will have a more in-depth look at programming and adding several layers of outcomes .

This is your **Geography** Knowledge Organiser for Spring 1: What's It Like There?

Tier 2 Vocabulary

Key Vocabulary

connections	national	heatwave	flooding	deforestation	drought	sustainability
To join to something else	Relating to a whole country	A heatwave , is a period of excessively hot weather, which may be accompanied by high humidity,	Flooding is the covering or submerging of normally dry land with a large amount of water.	Deforestation is the purposeful clearing of forested land.	A drought is defined as drier than normal conditions.	Sustainability relates to the ability of people to safely co-exist by protecting natural resources.
This topic makes lots of connections to your learning from Year 5 because it is linked to biomes and climate.	Cooperation between different nations at events like COP 27 helps the world plan for a more sustainable future.	The highest temperature ever recorded in England was during the 2022 heatwave - 40.3 celsius, measured on July 19th, in Lincolnshire.	Extreme flooding can occur in coastal areas particularly when storm surge coincides with normal high tide.	The greatest amount of deforestation is occurring in tropical rainforests, aided by extensive road construction.	An estimated 55 million people globally are affected by droughts every year..	Everyone can make sustainable choices- walking more instead of driving, reusing plastic bags and reducing the amount of meat we eat.
Scientists argue that the connections between different parts of nature need to be understood to be able to tackle climate change.	Individual nations make different laws to try to be more sustainable - but they do not always agree on the same actions.	High pressure at ground level, which is most common in the summer months, creates heatwaves . These can be very dangerous to life.	The river Severn in England floods several times each year causing lots of damage to people's lives.	Forests absorb carbon from the air so deforestation prevents this, thereby increasing the negative effects of climate change.	700 million people are at-risk of being displaced as a result of drought by 2030.	Sustainability is not something everyone agrees on. This makes taking actions to change things very difficult.
National travel systems are connected so that people can move to different places relatively easily.	People connect with their national identity by wearing certain clothes, speaking in certain accents and with special songs.					

How this connects with previous learning

In year 5 you learnt about biomes and the different climate areas of the globe.

In year 4 you learnt about the impact that natural disasters have on people and animals.

In year 2 science you learnt about the need to use materials carefully and in a more **sustainable** way.



How this connects with future learning

In your next geography unit you will continue to think about how politics impacts actions across the globe.

In science you will learn how adaptations help animals survive changing environments.

In R.E you will deepen your knowledge of how different faiths promote the protection of the planet and its resources.

This is your PSHE Knowledge Organiser Spring 1: Health and Wellbeing

Key Vocabulary

assertive

Sometimes we may need to explain to others how their actions have made us feel so that they are aware when they have upset us. It is important to do this respectfully which is called being **assertive**.

Being assertive means being confident, clear, honest and sticking to the message we want to give.

It is useful to use 'I' statements so that the other person doesn't feel they are being blamed or attacked e.g., 'I don't want to play football today because I hate that I always have to go in goal'.

calories

We each need to consume a variety of nutritious foods, containing the different substances that we need to keep ourselves healthy; the body needs food for energy, to grow and to heal and repair itself following injury or illness; we feel good if our bodies are healthy.

Calories, the short name for kilocalories (Kcal), are the unit that we use to measure the amount of energy certain foods give us. We all need a different amount of energy. Our age, size and how active we are can affect the calories we need.



failure

Failure means to be unsuccessful in achieving a goal.

Finding things hard and failing can feel uncomfortable but failing is part of learning. Failing helps you identify your strengths and what to work on to improve.

Remember, "If you don't succeed, try, try and try again."



goal

A **goal** is something you want to achieve.

Having goals can help us achieve things and we will sometimes need to break these down in steps and work on the steps one by one.

You might want to write down your goals and the steps you need to get there to help you make decisions about your life, what you want to achieve and how you will get there.



protect

Protect means to keep someone safe from harm.

UV rays from the sun can damage our skin if we don't protect ourselves by using sun cream, a hat and sunglasses.

If you are worried about your health, talk to an adult you trust or your doctor. If you are worried that you are not safe, talk to one of your safe adults. You can also contact Childline: www.childline.org or 0800 1111



responsibility

Responsibility means being in charge of our own actions.

As we get older, we take on more responsibility for our physical and mental health.

We should establish good habits for sleeping; try to have a balance of different types of food in each meal or across a day; be physically active and connect with others.



How this connects with previous learning

In Year 3, we explored the different aspects of our identities. We learnt how to break down barriers by identifying small, achievable goals.

In Year 4, we explored growth mindsets and understood that mistakes are useful. We identified how to take responsibility for our own happiness.



How this connects with future learning

In Year 6, we will explore the potential impact of technology on physical and mental health. We will explore strategies to identify and respond to difficult situations.

In Year 6, we will understand ways that we help prevent ourselves and others becoming ill. We will explain how vaccination works and some of the benefits.

In KS3, we will learn that being healthy means having a positive state of physical, mental and social well-being.

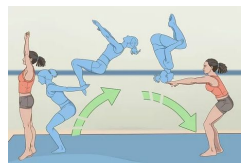
This is your **Physical Education** Knowledge Organiser for Spring 1: Gymnastics

Key Vocabulary

flight

The moment when a gymnast is in the air during a skill.

Flight is used when a gymnast jumps off a vault.



vault

A gymnastics table on which you perform a skill before or while jumping off to land.

Gymnasts usually perform different types of jump off the **vault** before landing on a mat.



vaulting sequence

When a gymnast runs and jumps onto the **vaulting** table, performs a skill and then lands on the mat.

During a **vaulting sequence** a gymnast jumps onto the vault hands first.



dismount

The end of a routine when a gymnast finishes their final skill and lands on the mat.

Performing a clean **dismount** can earn you more points to your routine.



combinations

A sequence of skills that are performed in row without stopping.

During a routine the gymnast performed **combination** that included a tuck jump, forward roll and pivot.



unison

Two or more gymnasts performing the same movement at the same time.

The group of gymnasts performed a start jump off the vault and landed in **unison**.



How this connects with previous learning

In year 4 we became increasingly confident to perform with a partner and use compositional ideas in a sequence.

In year 5 we learned how to create more complex sequences and adapt performances.



How this connects with future learning



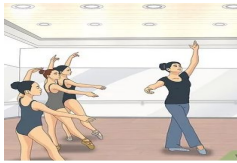



In year 6 you will learn to incorporate equipment such as hoops into your routine.

In year 7 you will perform, plan and compose group routines using different elements.

In year 8 you will learn how to vault over the apparatus.

This is your Physical Education Knowledge Organiser for Spring 1: Dance

Key Vocabulary

gesture	dynamics	dance genre	haka	street dance	composition
<p>A type of dance that involves using body movements and gestures to tell a story.</p>	<p>How the dancer moves and the tempo they use based on the music.</p>	<p>A term used to describe a specific style or type of dance.</p>	<p>A traditional Maori war dance that is performed by certain groups of people. It involves chanting, stamping and fierce facial expressions.</p>	<p>A term that covers lots of different social dance styles. It is often performed in open, outdoor spaces.</p>	<p>This involves creating or choreographing a dance piece to perform.</p>
<p>Many dances use body movements and hand gestures. In particular ballroom and breakdancing.</p>	<p>Tap dancing requires quick movements with your feet whereas ballet tends to consist of slower dynamics.</p>	<p>Examples of dance genre include ballet, hip-hop, tap, line, ballroom and more.</p>	<p>Before the start of every international rugby match, New Zealand perform the haka to try to intimidate their opponents.</p>	<p>Breakdancing, popping, and locking are all forms of street dance.</p>	<p>Dance composition is also known as choreography. This process includes coming up with the steps required and executing them as a team or individual.</p>
					

How this connects with previous learning

In year 4 you learned to sequence our dance actions to show good flow.

In year 5 you learned what a locomotor and nonlocomotor movement is and how to use it in dance.



How this connects with future learning

In year 7 you will learn how to structure a dance routine.

In year 7 you will learn how to use cannon and mirroring in dance.

In year 7 you will learn how to accurately perform a set dance given by the teacher.

This is your Religious Education Knowledge Organiser for Spring 1: Expressing Beliefs

Tier 2 Vocabulary

Key Vocabulary

legacy

mosque

cathedral

99 names

Christian Aid

Zakat

Something that is a part of your history or remains from an earlier time.

A mosque is where Muslims go to pray and study teachings from the Qur'an.

The **cathedral** is a much larger place of worship than a church and is run by a bishop. The bishop usually resides on the cathedral premises.

Allah has many different descriptions and it is hard to represent him in a few words so the Qur'an teaches that Allah has **99 names**.

Christian Aid is a charity that follows the teaching of Jesus Christ who commanded his followers to love their neighbour and work for a better world.

Zakat is the third pillar of Islam. The Five Pillars of Islam are five duties that Muslims try to carry out. It helps them to live a good and responsible life, and bring them closer to God (Allah) and their community.

In year 4 you learnt that the Guru Granth Sahib – the Sikh holy book is the **legacy** left by the 10 gurus.

Muslims are taught to pray five times a day, at home or at the mosque. Mosques are usually open for worship at any time. At the mosque, a special prayer service takes place every Friday.

A cathedral is a place of Christian worship that is also used for a wide range of community events and activities.

Each of the 99 names relates to a particular attribute of Allah, making him easier to understand and relate to for Muslims.

Christian Aid works with communities to fight injustice, respond to humanitarian emergencies, campaign for change and help people claim the services and rights they are entitled to.

Each pillar has a different name; Shahada
Salah
Zakat
Sawm
Hajj.

In year 6 you will look at the **legacy** of religious buildings and art and understand their historical significance.

When entering the mosque, women and girls cover their heads. Everyone washes certain parts of their body in a special way called wudu and people take off their shoes before going into the prayer hall.

Christian worship involves praising God in music and speech, readings from scripture, prayers, a sermon, and various holy ceremonies.

Some of those names are:
-The Creator, The Maker
-The Most Loving:
-The Most Merciful
-The All-Knowing
-The Provider

Christian Aid also aims to inspire and encourages churches and individuals to pray for poor communities in prayer.

This third pillar – zakat is about looking after other people. Each Muslim gives up a share of his wealth each year to provide for those less fortunate. The word zakat means to purify or cleanse. As a person gives away a share of their wealth they become cleansed from selfishness and greed.

Your own personal **legacy** is what you leave behind and how people will remember you when you have gone.



How this connects with previous learning

In Year 3 you learnt about Muslim and Christian prayer and worship.

In Year 5 you learnt about the 5 pillars of Islam and the 10 Commandments which are used to guide Muslims and Christians in their daily lives.



How this connects with future learning

In year 7 you will continue to build upon your knowledge of the various religious and non-religious traditions by learning in different ways. You will continue to build an awareness of your own views and develop your own opinions and arguments about different religions and worldviews.

This is your Science Knowledge Organiser for Spring 1: Light

Scientific Enquiry



comparative & fair testing



Comparative testing means testing objects to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will be able to explain how evidence from enquiries shows that light travels in straight lines. We will make predictions, explore and explain with diagrams and models, the uses of the behaviour of light, reflection and shadows, such as in a periscope design, rear view mirrors and shadow puppets. We will predict and explain, with diagrams or models, how the shape of shadows can be varied.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and

recording results

Presenting results

Interpreting results

Concluding (drawing conclusions)

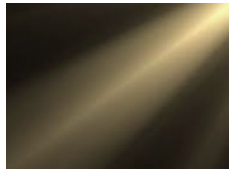
Predicting

Evaluating an enquiry

Subject Specific Vocabulary

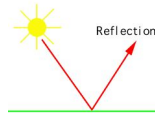
light rays

Light appears to travel in straight lines which are called **light rays** and we see objects when light from them goes into our eyes. The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen.



reflect

Reflection is to bounce back light without absorbing it. We see things because light travels from **light sources** to our eyes or from **light sources** to objects and then to our eyes.



Objects are easier to see when there is less light if they are **reflective**.



light source

Objects, like the sun, light bulbs and candles are **sources of light**. Natural **light sources** include the sun and stars. Lamps provide artificial light.



Light sources emit their own light. The Moon is not a light source.

opaque

Not able to be seen through.



transparent

Allows light to pass through. See-through.



translucent

Not see-through but clear enough to allow rays of light to pass through.



shadow

A **shadow** is formed on a surface when an opaque or translucent object is between a light source and the surface and blocks the light. Because light travels in straight lines the shape of the **shadow** will be the same as the outline shape of the object.



The size of the **shadow** depends on the position of the source, object and surface.

Things you learnt in previous topics

In Year 3, you recognised that light is needed in order to see things and you noticed that light is reflected from surfaces. You recognised that light from the sun can be dangerous and that there are ways to protect our eyes. You also recognised that shadows are formed when the light from a light source is blocked by an opaque object. You found patterns in the way that the size of shadows change. In Year 5, you compared and grouped together everyday materials on the basis of their properties, including their transparency.



How this connects with future learning

Later in year 6 you will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. You will explain how a circuit operates to achieve particular operations, such as to control the light from a torch with different brightnesses. In KS3, you will look at the similarities and differences between light waves and waves in matter. You will study how light transfers energy from source to absorber leading to chemical and electrical effects.

This is your Spanish Knowledge Organiser for Spring.


Frutas y verduras

Fruits and vegetables

	manzana
	naranja
	pera
	plátano
	sandía
	fresa
	tomate
	brócoli
	ensalada

Productos animales

Animal products

		
pescado	* carne *	pollo
		
jamón	queso	huevo

Bebidas

Drinks


** agua **

zumo

Otros

Others


	
pastas	arroz
	
pan	yogur


Comida basura


Junk food

	hamburguesa
	patatas fritas
	bocadillo
	pizza
	sushi
	chocolate
	galleta
	helado
	tart


Vebos
Verbs



beber



comer



querer


quiero → I want
 quieres → You want
 quiere → He/She wants






saludable


Me encanta


Odio


No me gusta


Me gusta


Me encanta

el Me gusta + la + ...	los Me gusta + las + ...
Me encanta la pasta y el arroz.	I love pasta and rice.
No me gusta las naranjas.	I don't like oranges.
Odio las naranjas.	I hate oranges.
Comer fruta es saludable.	Eating fruit is healthy.
Ceno un hamburguesa con queso.	I have a cheese burger for dinner.

Bebes un zumo de naranja. You drink an orange juice.



To help you remember and recall key information, you can make your own additional notes here.

At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility