KNOWLEDGE ORGANISER
Year 6

Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within our curriculum.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values

Using our Secrets to Success…

Roshenshine's Principles of Instruction & Jonathan Lear

English
Reading
Writing
Phonics
SPaG

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge & Understanding
Engagement & Response
Analysis & Evaluation

Curriculum Drivers and Teams

History
Music
French (MFL)
Computing

Geography
Art
DT

Science
RHE/PSHE
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

School Mission Statement

Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.

Amen

This half term, Year 6 are learning about ancient civilisations.
We have lots of exciting things planned, including:
- Investigating the ancient civilisations of **Sumer**, the **Shang Dynasty**, the **Indus Valley** and **Ancient Egypt**.
- Creating our own imaginary civilisations.
- Using clay to create vessels in the style of the Ancient Egyptians.
-Sharing Ancient Egyptian myths and legends.

How can I help my child with this topic:
Find out facts about – **Ancient Sumer, the Indus Valley, the Shang Dynasty and Ancient Egypt**. Try locating these civilisations on a map and comparing the dates of each using a timeline.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 6.

English - KEY VOCABULARY

Grammar Key Vocabulary – Sentence Level

Expanded noun phrases – a phrase/group of words describing the noun (person, place or object).

Simple sentence – a simple unit of meaning with a subject and verb.

Compound sentence – two or more simple sentences joined by a coordinating conjunction.

Complex sentence – a simple sentence with a subordinate clause (that it dependent on the simple sentence).

Subjunctive Form – A formal way of speaking or writing that uses the wishful were for …. Situation (e.g. If I were to win the lottery…) or a formal tone created with verb + than (e.g. It is essential that children learn their tables) **.**

Grammar Key Vocabulary – Word Level

Subject – the noun doing the verb (e.g. The **dog** chased the ball)**.**

Verb – the action or doing word in a sentence. (e.g. The **dog chased** the ball)**.**

Modal verb – describes how likely the verb is to happen (e.g. must, should, might, will)

Subordinating conjunction – a word that connects an independent clause to a dependent clause (because, although, however).

Co-ordinating conjunction – a word that joins two elements of equal importance (FANBOYS – for, and, nor, but, or, yet, so).

Punctuation Key Vocabulary

Inverted commas "…" – use to contain dialogue in narrative.
Commas – used to embed clauses within a sentence, to separate items within a list or to clarify meaning.

Sentence Level Grammar Vocabulary

Decoding - Breaking down a word into different phonemes to help read it.

Prediction - Saying what will happen next or as a result of something.

Inference - Making assumptions about what is happening in a text.

Retrieval - Finding information from a text.

Comprehension - Understanding what has been read.

Deduction - Using evidence in a text to support an idea.

Don't forget the Reading Challenge!

English

WRITING – Diary writing & Argument and Debate

AMPS descriptive techniques to describe setting, atmosphere and characters:
Alliteration – Most of the **initial letter sounds** of the words in each line are the same.
Metaphor – Saying an object **is** something.
Personification – A **human** quality is given to an object.
Simile - Comparison is used by using '**as a**' or '**like a**'.

Audience – who will be reading the writing and who the text is aimed at
Purpose – what the writer wants to achieve from the piece of writing.

Structural signposts – signposting the reader within a text (e.g. first, the next issue to consider, finally)

Balance – not taking sides within an argument but presenting a balance of arguments for and against.

HOW TO HELP – Writing
- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it moves a story on.
- Encourage your child to write as much as possible for as many different purposes as you can.
- Discuss use of language features in non-fiction texts the children read at home.

SPELLING -
- Words ending -cious
- Words ending –tious or –ious
- Words with short vowel sound /i/ spelt with a y
- Words with a long vowel sound 'I' spelt with a y
- Homophones and near homophones

HOW TO HELP - Grammar
- Speak in grammatically accurate sentences.
- Spot gramma being taught at school when reading.
- Work together on your child's IXL homework.

HOW TO HELP - Reading
- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y5 & 6 Curriculum words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

Maths – KEY VOCABULARY

Number and Place Value

Place value – the value of each digit within a number

Decimal point – represents the boundary between integers and decimals

Integer – a whole number

Decimal – part of a whole where 1 is the whole

Rounding – replacing a number with an approximate value

Partition – splitting a number into smaller parts

Roman numerals – the numerical system made up from letters that the Romans used

Negative numbers – any number less that zero

Statistics

Axis - the reference lines on a graph that you measure from for find a value

Data - information that can represented numerically

Horizontal – going left to right

Vertical – going up to down

X-axis – the horizontal axis

Y-axis – the vertical axis

Line graph – a type of graph used to show data and how it changes over time

HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 12.

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently
Reasoning - Following a line of enquiry, justifying and proving their answers
Problem Solving - Solving real life and logical problems using mathematical understanding

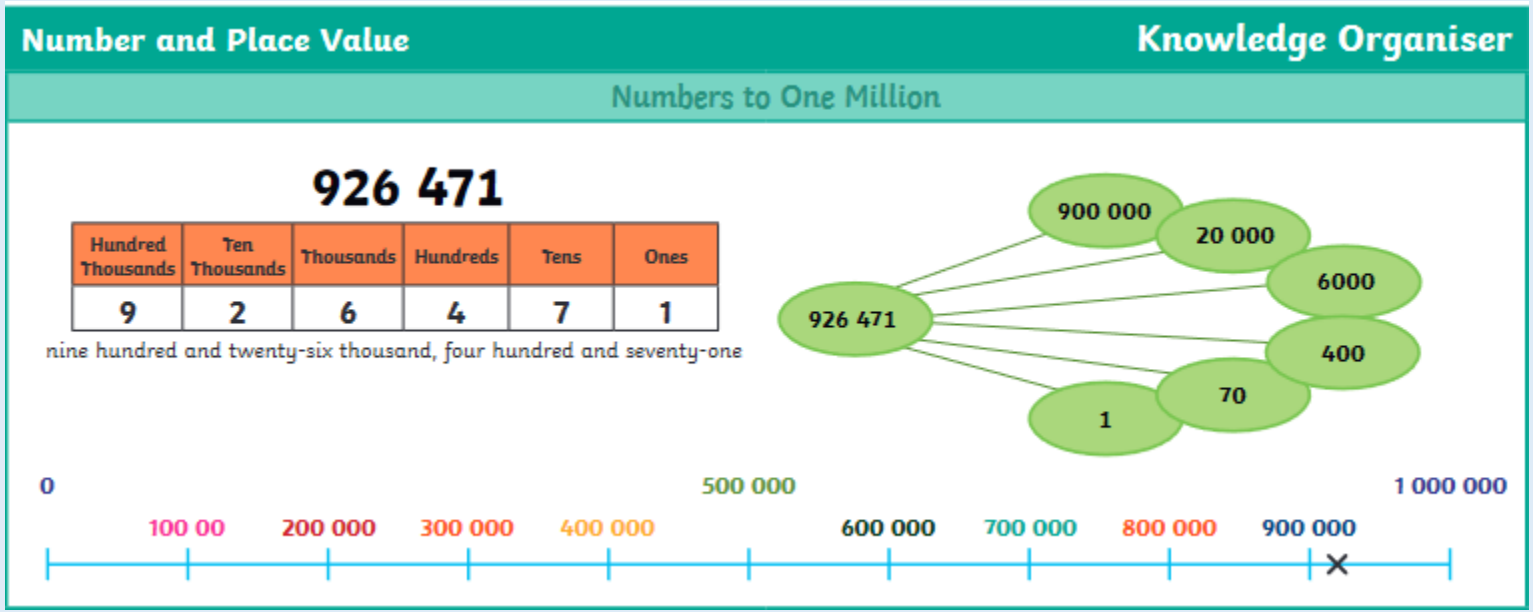
Maths – Number and Place Value

This half term we are learning to :

- -Orderi numbers, understand place value

-Identifying value of decimal place value

-Multiply and divide numbers by 10, 100 and 1000 giving up to 3 decimal places



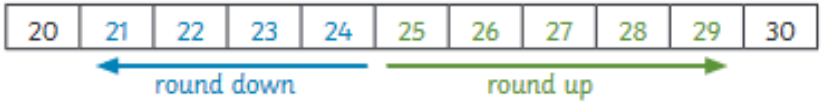
Compare and Order

equals	greater than	less than
$26 + 38 = 8 \times 8$	$23\,873 > 8256$	$901\,198 < 1\,091\,098$
Both calculations have the value 64.	The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.	The number on the right has 1 million and the number on the left has 0 millions.

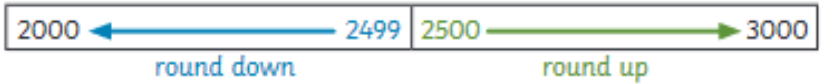
smallest | 898 | 6735 | 6835 | 7019 | 9002 | 11 235 | greatest

Rounding

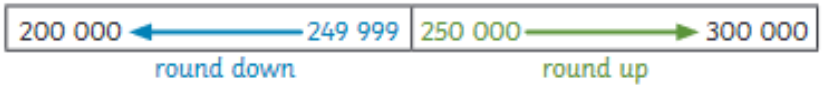
Rounding to the nearest 10



Rounding to the nearest 1000



Rounding to the nearest 100 000

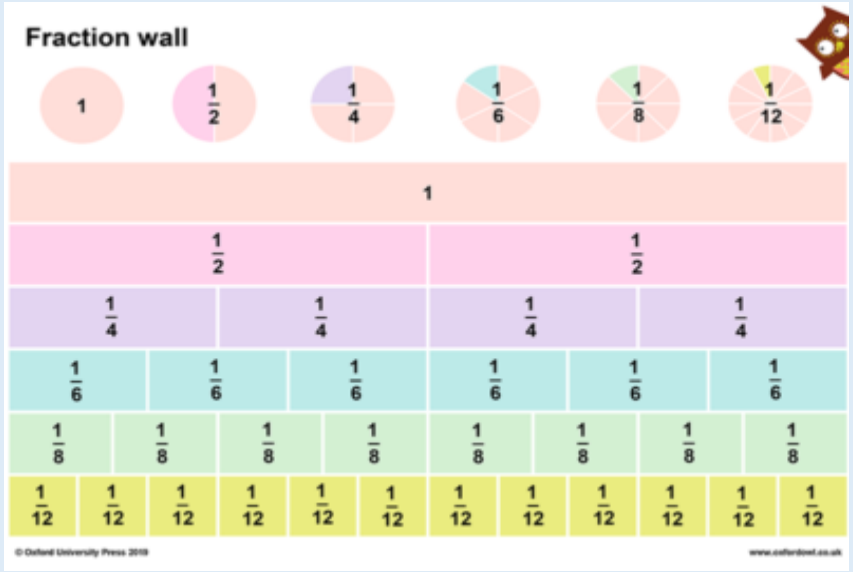


Roman Numerals

	I = 1	II = 2	III = 3	
IV = 4	V = 5	VI = 6	VII = 7	VIII = 8
IX = 9	X = 10	XI = 11	XX = 20	XXX = 30
XL = 40	L = 50	LX = 60	LXX = 70	LXXX = 80
XC = 90	C = 100	CL = 150	CC = 200	CCC = 300
CD = 400	D = 500	DC = 600	DCC = 700	DCCC = 800
CM = 900	M = 1000	MC = 1100	MD = 1500	MM = 2000

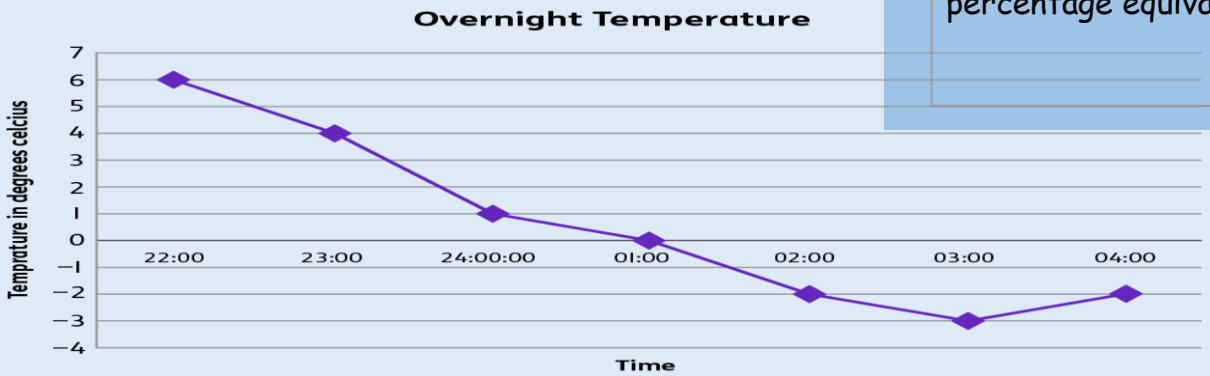
CCXLVIII = 248 DCCLXXXIV = 784 MMXIX = 2019

Maths – Fractions & Data



This half term we are learning about :

- Fractions equivalence, simplifying fractions and expressing fractions with same denomination - Fraction, decimal and percentage equivalence.	Fraction, decimal ,& percentage equivalence. Multi step problem solving with addition and subtraction. Data - Using graphs, measures, time and pie charts



Religious Education

DOMESTIC CHURCH - FAMILY

Loving-God who never stops loving

The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

What does the word 'family' mean to you?
What people do you associate with 'family'?
What joys and sorrows do you remember of family life?

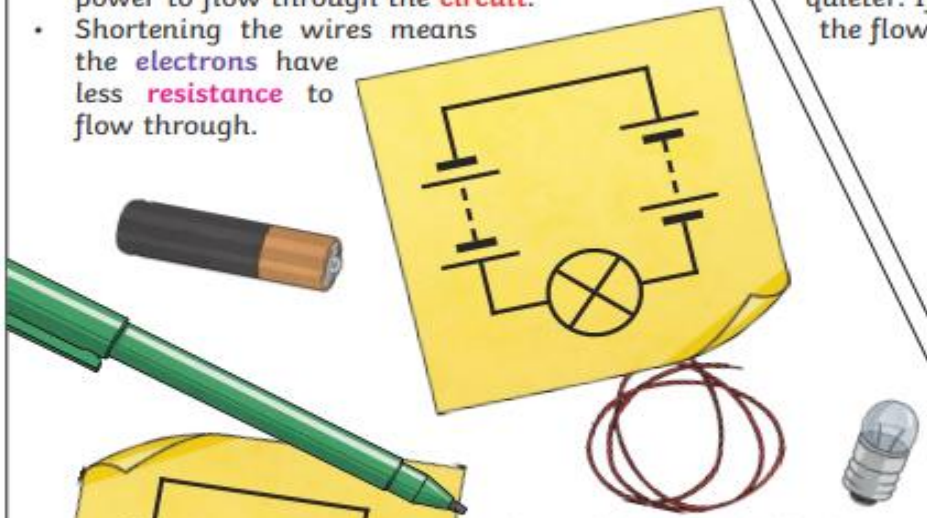
For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.

Science: Electricity

Key Knowledge

What will make a bulb brighter or a buzzer louder?

- More batteries or a higher voltage create more power to flow through the circuit.
- Shortening the wires means the electrons have less resistance to flow through.

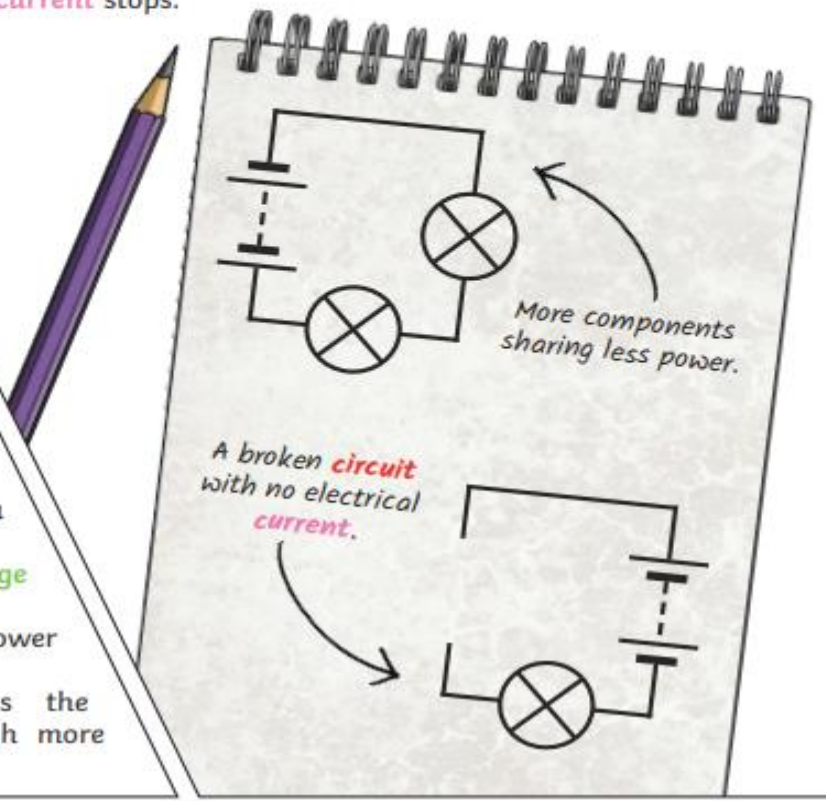


What will make a bulb dimmer or a buzzer quieter?

- Fewer batteries or a lower voltage give less power to the circuit.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the electrons have to travel through more resistance.

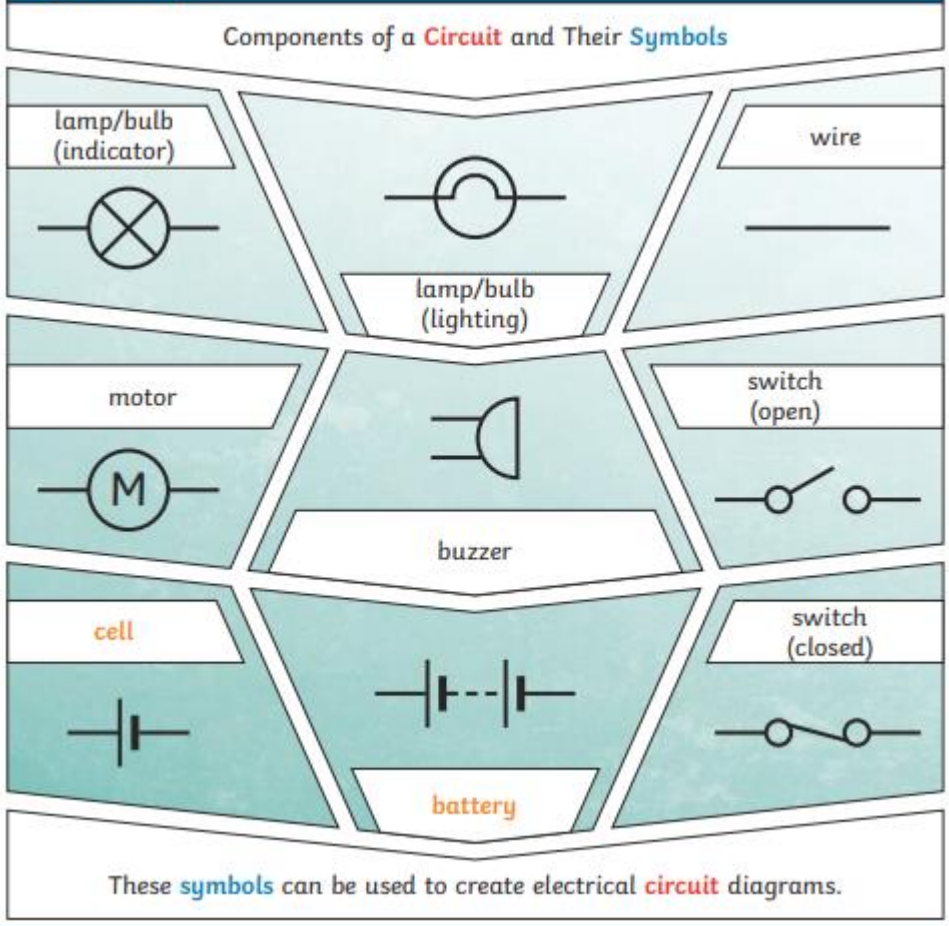
Series Circuit

A circuit that has only one route for the current to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series circuit breaks, the circuit is broken and the flow of current stops.



Key Vocabulary	
circuit	A path that an electrical current can flow around.
symbol	A visual picture that stands for something else.
cell/battery	A device that stores chemical energy until it is needed. A cell is a single unit. A battery is a collection of cells.
current	The flow of electrons, measured in amps.
amps	How electric current is measured.
voltage	The force that makes the electric current move through the wires. The greater the voltage, the more current will flow.
resistance	The difficulty that the electric current has when flowing around a circuit.
electrons	Very small particles that travel around an electrical circuit.

Key Knowledge



Computer Science – CODING

We are adventure gamers

Making a text-based adventure game

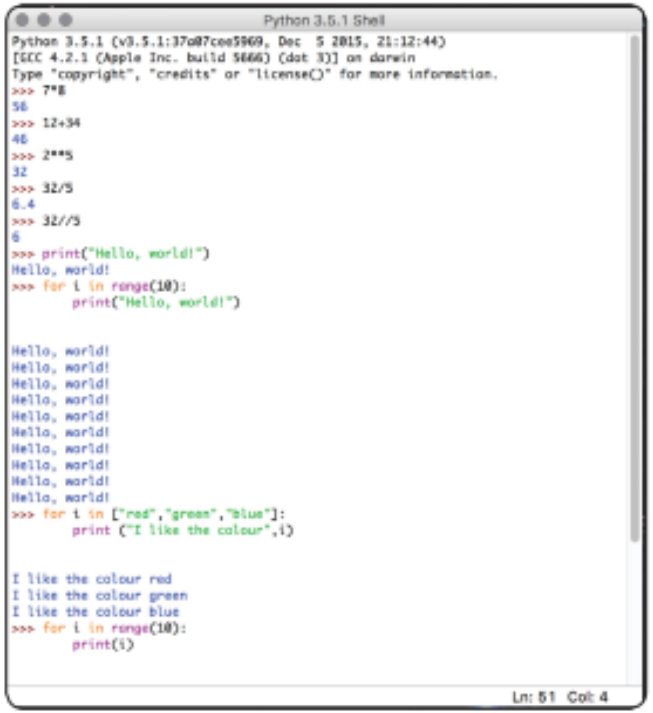
UNIT SUMMARY

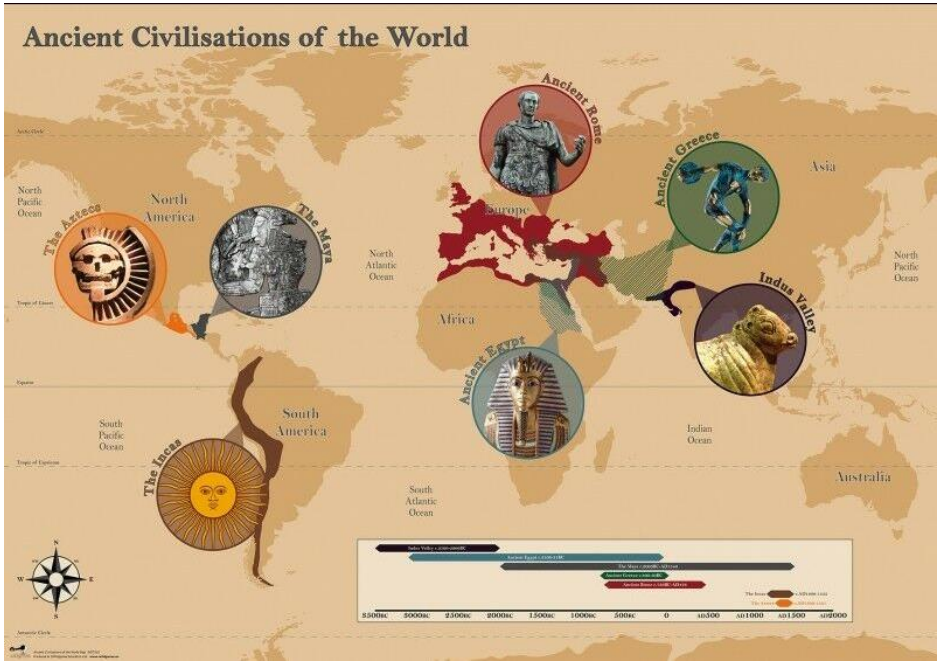
In this unit, the pupils learn a few commands of a text-based programming language (Python), enabling progression from Scratch. They create a simple, textbased adventure game.

CURRICULUM LINKS

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

POSSIBLE OUTCOME FOR THIS STEP:





History

Key Vocabulary	
Chronology	The arrangement of events or dates in the order of their occurrence.
Civilisation	Human society which is organised.
Artefact	An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.
Calendar	A printed table showing all the days, weeks and months of the year.
Dynasty	A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.
Empire	A group of countries ruled by a single person, government or country.
Hieroglyph	A system of writing using pictures not words.
Kingdom	A place ruled by a king, queen or important person.
Temple	A building used for the worship of a god or gods in some religions.
Worship	To show a strong feeling or respect for a God or Goddess
Traditions	Customs that have existed for a long time

Art

Ancient Egyptian pottery

Develop skills in using clay inc. slabs, coils, slips, etc.

Create sculpture and constructions with increasing independence.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

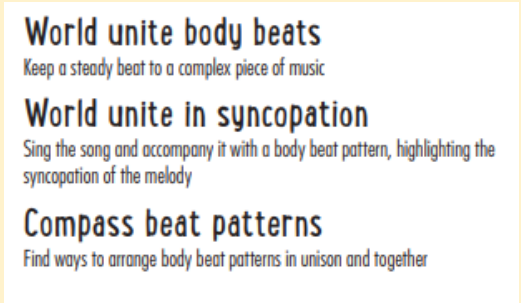
Key Vocabulary
Coil, Slip, Slab
structure
Purpose
Sculpture
Form
Shape
Proportion

Music

Music Express: World Unite topic
Control of instruments

Identify and control different ways percussion instruments make sounds.
Play accompaniments with control and accuracy.
Create different effects using combinations of pitched sounds.
Use ICT to change and manipulate sounds.

Key Vocabulary
- Accompany
- Control
- Manipulate
- Pitch
- Audience
- Scale (chromatic)
- Notation



MUSIC EXPRESS AGE 5-6

RHE/PSHE

PSHE

SCARF
Five Ways to Wellbeing project

RHE:
The children will be taught to:
Appreciate physical and emotional differences, and to understand the physical changes in girls and boys bodies, body image and emotional feelings.
They'll be taught to understand the impact of the internet and social media on emotional wellbeing
Develop their scientific understanding of life in the womb, how babies are made and menstruation.

PE

Athletics

The children will be…
developing the consistency of their actions in a number of events

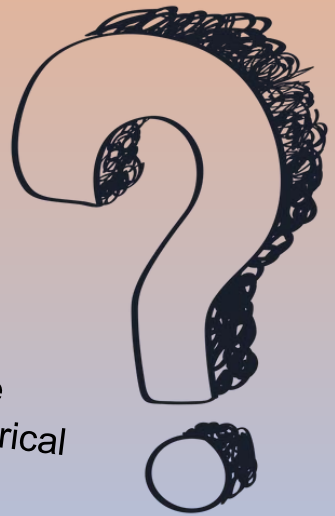
understanding the basic principles of warming up

understanding why exercise is good for fitness, health and wellbeing

Foundation Subject
IMPACT QUESTIONS

History
What common themes caused the decline of the ancient civilisations?

PE
How can we improve our sprinting technique?



Science
How can we reduce the carbon footprint of electrical production?

Music
How can we develop coordination and rhythm skills?

Computing
How can you use a text based programming language?

PSHE
Why are families important for Children when they are growing up?

Art
What technique is best for building a clay pot?