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 the knowledge of 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.

Curriculum Development - Intent

LauDato Si, National Curriculum and Gospel Values

Using our Secrets to Success…

Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge & Understanding
Engagement & Response
Analysis & Evaluation

The Culture Team
History
Geography
French (MFL)

The Arts and Technology Team
Design Technology Art
Music
Computing

The Healthy Hearts and Minds Team
PE
Science
PSHE / RSHE

Being the 'Best we can be'

Our Laudato Si key question this half term…

What can we do to support those less fortunate than us?

Our Focus Gospel Values this half term are…

How can we forgive those around us and shown kindness to everyone we meet?

School Mission Statement

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

Amen

Aladdin

This half term, Year 6's topic is linked to the end of year show which this year is a pantomime of Aladdin. In class we will be learning about the traditions and cultural elements of the story. Interestingly, the modern-day story of Aladdin that we know, is set in the fictional town of 'Agrabah' that is based on the city of Baghdad, Iraq. However, the early traditional tale of Aladdin was set in China.

We will be learning about:

- The cultural differences between Iraq and China and comparing them to life in the UK
- Key human and physical features of both China and Iraq
- Population, land use and industries in the two countries.

In addition to the traditional tale being set in China and then Agrabah being based on Baghdad, the modern-day version of Aladdin that we know is heavily influenced by Middle Eastern culture. In keeping with this, we will also be doing lots of creative work in preparation for the show involving the artistic creation of props, choreographing dances and learning the music and words for the production in line with the Middle Eastern influences.

How can I help my child with this topic:

- Watch different versions of Aladdin and compare and contrast
- Research China and Iraq and compare life in the two countries with our lives in the UK.
- Practise any lines that the children have to learn.

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 Knowledge - KEY VOCABULARY

Grammar Key Vocabulary – Sentence Level

Simple sentence – a sentence that makes sense on its own and has a subject and a verb.
Compound sentence – two independent simple sentences that are joined with a conjunction.
Complex sentence – a simple sentence with an additional clause that gives extra information (e.g. a subordinate or relative clause). The additional clause does not make sense on its own and relies on the rest of the sentence for meaning.

Subordinate clause – provides additional information within a sentence.

Relative Clause – provides extra information relating to the noun. Relative clauses begin with relative pronouns.

Adverbial phrases – describe how, when, where or why the verb happens e.g. in the garden, before school, at the park (adverbials at the start of a sentence must be followed by a comma).

Subject – the noun that is doing the verb e.g. *The dog chased the ball.*
Object – the noun that is having the verb done to it e.g. *The dog chased the ball.*

Active voice – the subject comes before the verb in a sentence e.g. *The dog chased the ball.*

Grammar Key Vocabulary – Word Level

Prefix – a group of letters that is placed before the stem of a word to add meaning or change the meaning of the root work. e.g. happy with the prefix 'un' changes to unhappy.

Suffix – a group of letters placed after the stem of a word to change the meaning or function. E.g. thought (noun) plus the suffix 'ful' changes the noun to thoughtful (adjective)

Root word – the basic form of a word to which prefixes and suffixes are added. Sometimes referred to as the stem.

Punctuation Key Vocabulary

Parenthesis ( ) , , - - additional information or an aside within a sentence. Punctuated with brackets (for short or formal information), dashes – for informal chatty – and commas for clauses.

English Knowledge & Skills

WRITING –short stories and newspaper reports

Newspaper report features – past tense, informative/factual, third person, chronological order, passive voice

Story writing features - 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**'.
Plot – developing problems and solutions within a story.
Dialogue – using the speech of characters to advance action in a story.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.
Retrieval - Finding details and information from a text.
Prediction - Saying what will happen next or as a result of something.
Comprehension – understanding the text and how content is related to the meaning as a whole.
Inference - reaching a conclusion which you can explain and justify with evidence from the text.
Deduction - Using evidence in a text to support an idea.
Summary – summarising main ideas from across paragraphs.

Don't forget the Vocabulary Challenge!

SPELLING
- Revision of spelling rules
- Possessive apostrophe
- Plurals
- Focus on Year 5/6 curriculum words (on next slide)

HOW TO HELP – Writing
- Read newspaper reports together and discuss the formality of language and impersonal/factual tone. Spot use of direct and indirect speech and the use of passive voice.
- When reading fiction texts, spot and discuss interesting use of language and AMPS used by the author. Discuss why you think they used certain language.

HOW TO HELP - Grammar
- Speak in grammatically accurate sentences.
- Spot grammar 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	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

Maths Knowledge– KEY VOCABULARY

ARITHMETIC & NUMBER - revision

BODMAS – order of operations (brackets, operations, division, multiplication, addition, subtraction)
Factors – numbers that go into a given number with no remainder
Common Factors – factors that are the same in two or more numbers
Multiples – in the times table of
Common Multiples – in the times table of different numbers (e.g. 12 is a common multiple of 1, 2, 3, 4, 6 and 12
Primes – only has 2 factors – one and itself (e.g. 13)
Squares and Cubes square = multiplied by itself e.g. 16 is a square number as 4 x 4 = 16, cube = multiplied by itself 3 times e.g. 27 is a cube number as 3 x 3 = 9 and 9 x 3 = 27 so 3 x 3 x 3 = 27
Integer - a whole number
Decimal – has a whole value and part of a whole. The part of the whole is represented by tenths, hundredths, thousandths etc after the decimal point.
Fraction – part of a whole represented with parts per whole
Numerator – the top number in a fraction showing how many parts are selected
Denominator – the bottom number in a fractions showing the whole number of parts
Lowest Common Denominator – the lowest common multiple of two or more denominators
Proper Fractions – a fraction where the numerator is smaller than the denominator
Improper Fraction – a fraction where the numerator is larger than the denominator
Mixed Number – an integer plus a proper fraction.

STATISTICS - continued
Pie chart – represents discrete data, each segment represents a data category.
Average – a number expressing the typical value of a set of data.
Mean – an average of numbers calculated by adding all the numbers and dividing the total by how many numbers there are.
Median – the middle value in a set of data
Mode – the value that occurs the most in a set of data.

SHAPE - revision
Coordinate grid – a 2D plane, formed by the x and y axis, on which you can plot given points
Quadrant – the 4 areas created on a coordinate grid when the x and y axis bisect.
Translation – moving a shape up/down or right/left on a coordinate grid

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 – Arithmetic and Number Revision

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

This half term we are revising:

- Calculating with the 4 operations, including using decimals and fractions
- Order of operations (BODMAS)
- Calculating with squares and cubes

Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:

÷ 2 is the same as × $\frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$

Adding and Subtracting Proper Fractions

Same Denominators

$$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$$

$$\frac{8}{11} - \frac{3}{11} = \frac{5}{11}$$

Different Denominators

$$\frac{2}{7} + \frac{3}{5}$$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$$\frac{2}{7} = \frac{10}{35}, \frac{3}{5} = \frac{21}{35}$$

$$\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$$

$$\frac{9}{10} - \frac{1}{4}$$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$$\frac{9}{10} = \frac{18}{20}, \frac{1}{4} = \frac{5}{20}$$

$$\frac{18}{20} - \frac{5}{20} = \frac{13}{20}$$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$$2\frac{2}{5} + 1\frac{3}{10}$$

$$2+1=3$$

$$\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$$

$$3 + \frac{7}{10} = 3\frac{7}{10}$$

$$2\frac{1}{2} - 1\frac{1}{4}$$

$$2-1=1$$

$$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$$

$$1 + \frac{1}{4} = 1\frac{1}{4}$$

Convert the mixed numbers to improper fractions.

$2\frac{2}{5} + 1\frac{3}{10}$ $\quad$ $2\frac{1}{2} - 1\frac{1}{4}$

$2\frac{2}{5} = \frac{12}{5}$ $\quad$ $1\frac{3}{10} = \frac{13}{10}$ $\quad$ $2\frac{1}{2} = \frac{5}{2}$ $\quad$ $1\frac{1}{4} = \frac{5}{4}$

$$\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$$

$$\frac{37}{10} = 3\frac{7}{10}$$

$$\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$$

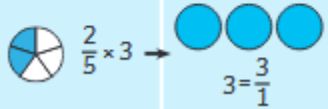
$$\frac{5}{4} = 1\frac{1}{4}$$

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$

Multiplying Fractions by Whole Numbers

$\frac{2}{5} \times 3 \rightarrow$ 

$3 = \frac{3}{1}$

$$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$$

The 4 Operations with Decimals

Addition and Subtraction

H	T	U	.	t	h
1	3	4	.	3	6
+ 7	4	2	.	4	5
8	7	6	.	8	1
		1			

H	T	U	.	t	h
~~6 7~~	~~1 3~~	~~3 4~~	.	1 3	6
- 1	4	2	.	4	5
5	9	1	.	9	1

Short & Long Multiplication

	4	0	.	2 8
X				6
2	4	1	.	6 8
		1		4

	3	7	.	2 5
x				2 9
3	3	5	.	2 5
	6	2		4
7	4	5	.	0 0
1		1		
1	0	8	0	. 2 5
	1			

Short & Long Division

$$4\overline{)5^{1}7.^{1}0^{2}0} \quad 14.25$$

57.75 ÷ 35 = 1.65

$$35\overline{)57.75} \quad 1.65$$

- 35
- 22.7
- 21.0
- 1.75
- 1.75
- 0

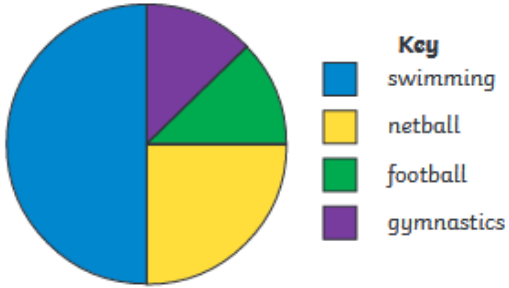
Maths – Statistics revision

Pie Charts

Pie charts represent discrete data.

A circle is divided into segments, where each segment represents a data category. The size of each segment matches its proportion of the total amount.

A pie chart to show children's favourite sports



24 children were asked in total.

Swimming = $\frac{1}{2}$ so $\frac{1}{2}$ of 24 = 12 children

Netball = $\frac{1}{4}$ so $\frac{1}{4}$ of 24 = 6 children

Football = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children

Gymnastics = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children

This half term we are revising

- Reading and interpreting pie charts (including using percentages)
- Drawing pie charts
- Calculating the mean, median and mode averages.

Mean Average

The average of a set of data found by adding up all the values and dividing by the total number of values.

Median Average

The average found by ordering all the values from smallest to largest and finding the middle value.

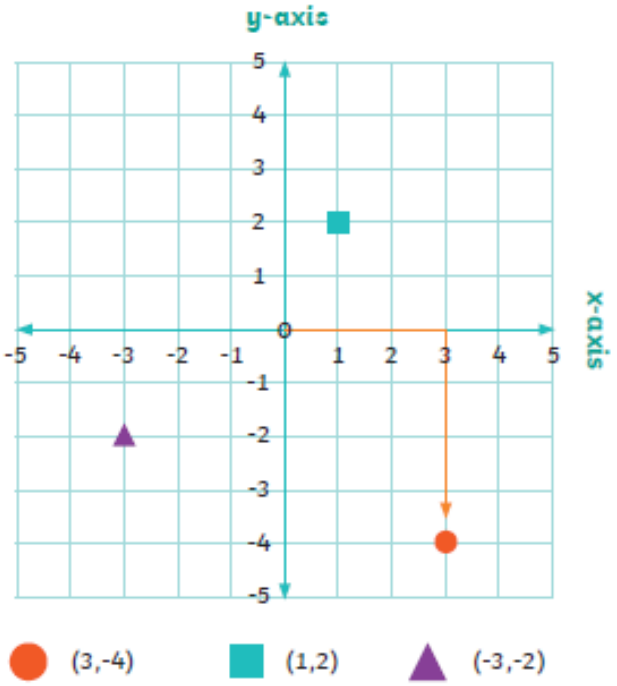
Mode Average

The average found by identifying the most common value in a set of data.

Maths – Shape, position & direction revision

Four Quadrants

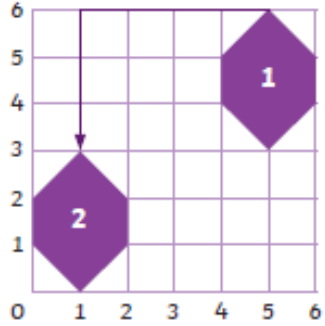
Coordinates can use positive and negative numbers. Whether positive or negative, the x-axis coordinate is written first, followed by the y-axis coordinate.



Look at the circle. It is 3 units along the x-axis and 4 down the y-axis. Its coordinates are (3,-4).

Translation

A shape is translated when it is moved without being rotated or resized. Every point of the shape moves the same distance and in the same direction.



Shape 1 has been translated 4 units left and 3 units down.

HOW TO HELP WITH MATHS AT HOME

Mental arithmetic games – e.g. Countdown.
Regularly revisit times tables facts up to 12 x 12.
Use maths in daily life – cooking (e.g. use formulas given for cooking per kg), 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.

IXL
TT Rockstars
Topmarks

Religious Education

Reconciliation– Healing: Inter-relating Judaism & Buddhism

RECONCILIATION

- When people become sick and need care
- The Sacrament of the Anointing of the Sick (during Mass and for those who are very ill)
- Jesus caring for the sick
- Caring for those in need; a Christian responsibility
- Lourdes, a place of healing

JUDAISM

- Rosh Hashanah
- Yom Kippur
- Atonement – trying to mend broken relationships by apologising

BUDDHISM

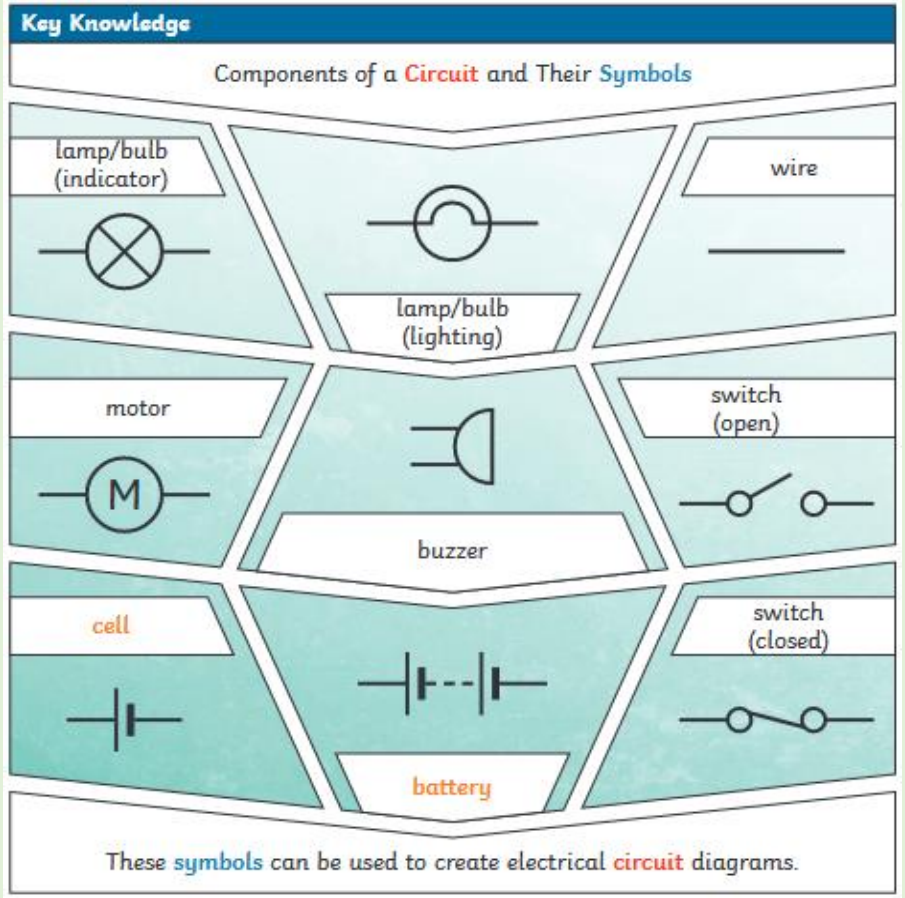
- Belief that Buddha was human not a God
- Seeking enlightenment
- The Four Noble Truths
- Nothing is life is perfect and to avoid suffering is to follow a set of guidelines in life

Science – Electricity continued

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 energy as a chemical 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.

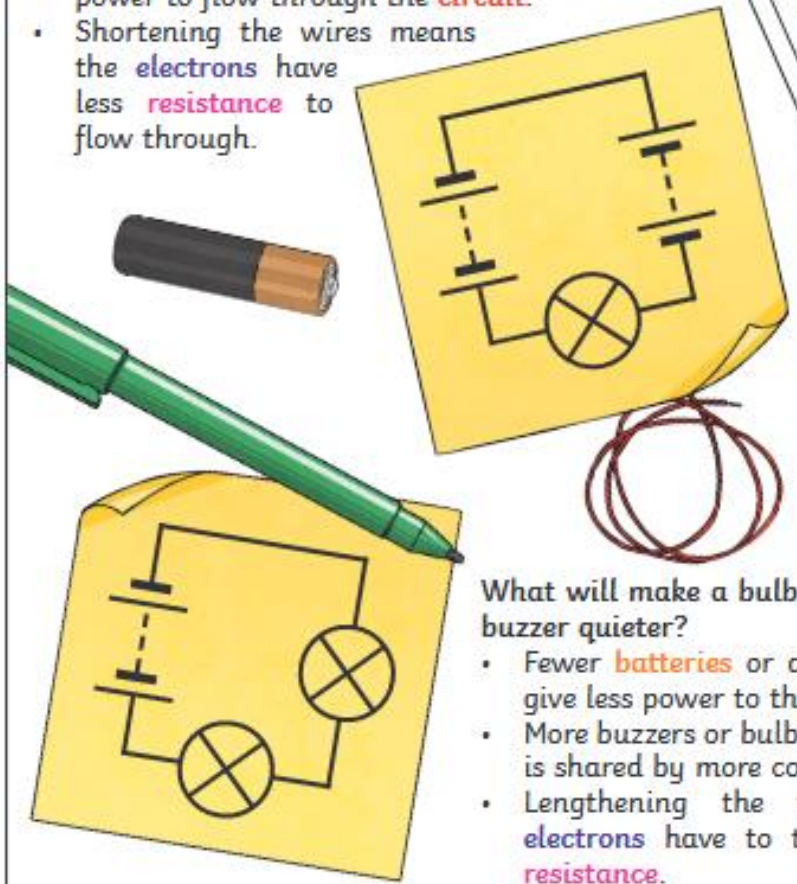
Year 6 Skills:

- Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Comparing and giving reasons for variations in how components functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Using recognised symbols when representing a simple circuit in a diagram.



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.

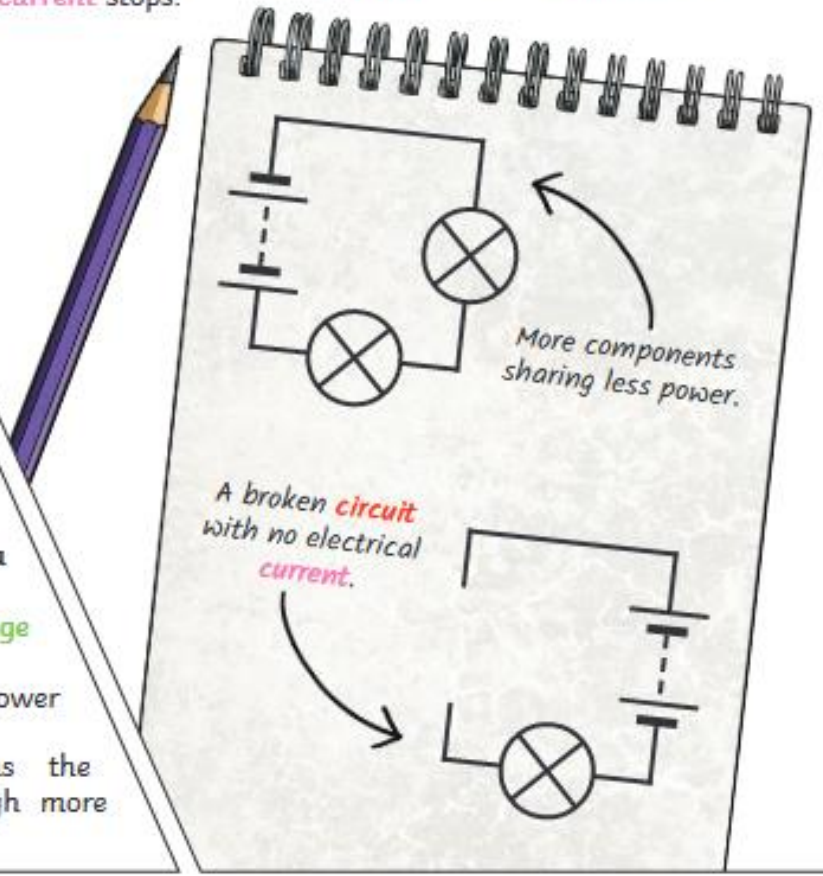


What will make a bulb dimmer or a buzzer quieter?

- 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.



Computer Science – Scratch continued

Coding and Programming

- 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

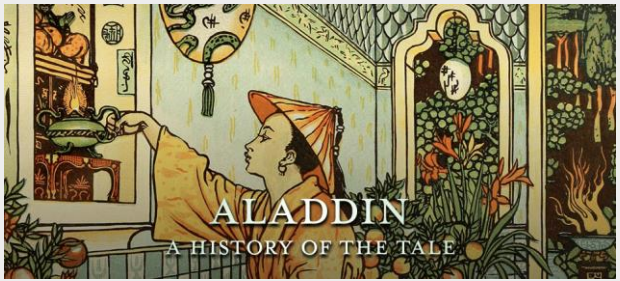
Scratch

-Writing code to move a Sprite
- Using script to control a sprite
- Making a character dance
- Using the 'if' statement
- Moving a sprite using the keyboard
- Using a variable

Geography & History Knowledge
Aladdin (End of Year Performance)

Year 6 Geography and History Skills:

- Describe and understand key aspects of physical and human geography
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- The achievements of the earliest civilizations (The Shang Dynasty – the Ming Dynasty)



Did you know that the earliest tales of Aladdin were from Ancient China?

However the fictional city of Agrabah, where the modern version of Aladdin is set, is based on the city of Baghdad in Iraq.

Also, the cultural influences for the modern day story come from the Middle East including countries such as Oman, Persia, Afghanistan and Turkey.

DT – Middle Eastern Influences

Year 6 Skills
- Experiment with using batik safely
- Choosing appropriate materials, tools and techniques
- To pin, sew and stitch materials together to create a product.

Key Vocabulary :
Stitch
Sew
Pin
Batik
Pattern
Geometric
Design
Product

Music

Year 6 Skills
- Sing songs with increasing control of breathing, posture and sound projection.
- Sing songs in tune and with an awareness of other parts.
- Identify phrases through breathing in appropriate places.
- Sing with expression and rehearse with others.
- Sing a round in two parts and identify the melodic phrases and how they fit together.
- Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice

Key Vocabulary
- Breath
- Posture
- Expression
- Timbre
- Melody
- Parts

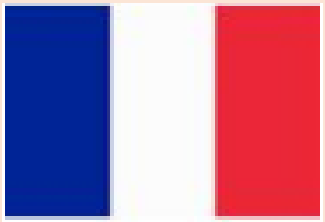
RSE

Making Babies
Menstruation
Is God Calling You?
Under Pressure
Self-Talk
Sharing Isn't Always Caring
Cyberbullying
Types of Abuse
Impacted lifestyles
Making Good Choices

French

Focus topics:

- Families
- Hobbies
- Weather



PE

Rounders & Athletics

Year 6 Skills:

- Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.
- Understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games.
- Understand the need to prepare properly for games
- Develop the consistency of their actions in a number of events
- Increase the number of techniques they use
- Choose appropriate techniques for specific events
- Understand the basic principles of warming up

Foundation Subject IMPACT QUESTIONS

Geography	Thinking about the human and physical geographical features of China and Iraq, how are they similar and different?
Religious Education	What similarities and differences can you identify between Christianity, Judaism and Buddhism?
PE	What techniques make an effective athlete?
Science	How do we create scientific circuit diagrams and why are they more advantageous than pictures?
Computing	How can you use sequence, selection and repetition within programming?
DT	How can repeating patterns and batik be used to create Middle Eastern fabric design?
Music	How can posture and use of breath help to mark phrasing within singing?
RSE	What challenges with friendships and relationships might you face in the next few years and how will you deal with them?
French	Can you talk about your family and hobbies in full sentences?