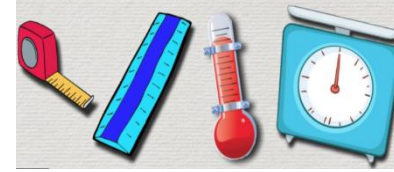




Subject: Maths
Unit: Measurement, area, perimeter and volume.



Unit overview

Much of this block is new learning where children build on their knowledge of area and perimeter to explore the area of a triangles and parallelograms. The recap step on volume covers the difference between volume and capacity and gives time to explore the conservation of volume using centimetre cubes.

Websites/books linked to topic you may wish to read:

<https://www.bbc.co.uk/bitesize/topics/zjbg87h>

Learning Outcomes

recognise that shapes with the same areas can have different perimeters and vice versa

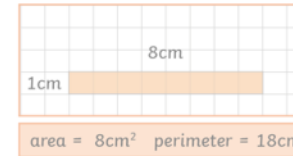
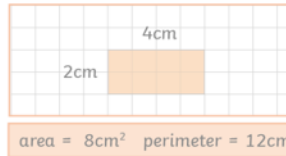
recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

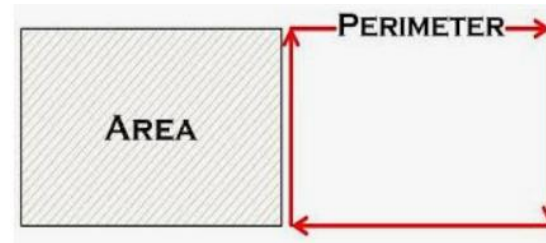
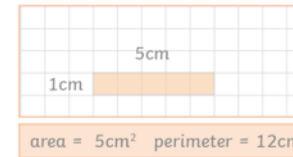
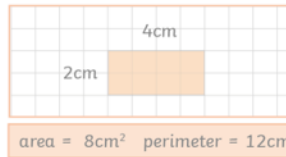
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres

Perimeter and Area

Shapes with the same area can have different perimeters.



Shapes with the same perimeter can have different areas.



Key Vocabulary

Key Vocabulary

perimeter

area

volume

cubic units (e.g. cm³)

cuboid

width

length

rectangle

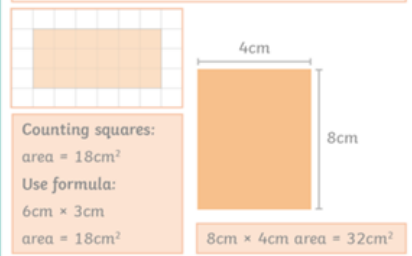
rectilinear

parallelogram

Sticky Knowledge

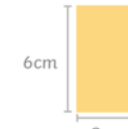
Area of Rectangles

length × width = area of a rectangle



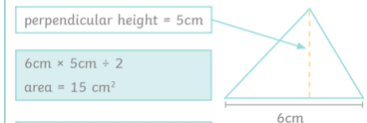
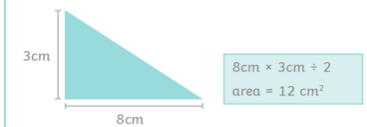
Perimeter of Rectangles

perimeter = length + width + length + width or (length + width) × 2



Area of Triangles

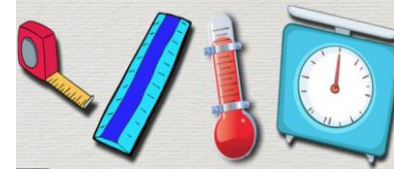
base × perpendicular height ÷ 2 = area of a triangle





1000g = 1 kilogram
 1000ml = 1 litre
 100cm = 1 metre

Subject: Maths
Unit: Measurement, converting units.



Key Vocabulary

Key Vocabulary
mass
gram
kilogram
capacity
volume
millilitre
litre
millimetre
centimetre
kilometre
foot
inch
ounce
pound
stone

Unit overview

Children will explore measures in context and build on previous learning of place value. Children will read, write and recognise all metric measures for length, mass and capacity. They will use skills of multiplying and dividing by 10, 100 and 1,000 when converting. Children will use their conversion skills to be able to solve measurement problems.

Imperial Measures

Things that could be measured using imperial units:

- Someone's height in feet and inches
- The mass of a bag of sugar in ounces
- The mass of a sack of potatoes in pounds
- A person's mass in stones
- A carton of milk in pints
- The amount of water in a bath in gallons

1 foot = 12 inches
 1 pound = 16 ounces
 1 stone = 14 pounds
 1 gallon = 8 pints



Websites/books linked to topic you may wish to read:

Maths CGP Revision Guide. Pages 67-70
<https://www.bbc.co.uk/bitesize/articles/z6ftjsg>

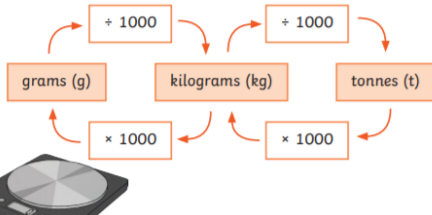
Learning Outcomes

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometers

Sticky Knowledge

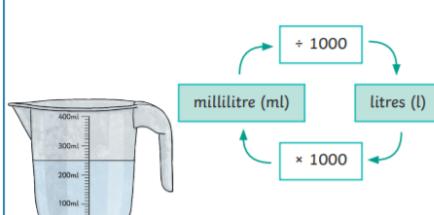
Converting Mass

1 tonne = 1000kg
 1000g = 1kg
 $\frac{1}{10}$ kg = 0.1kg = 100g
 $\frac{1}{4}$ kg = 0.25kg = 250g
 $\frac{1}{2}$ kg = 0.5kg = 500g
 $\frac{3}{4}$ kg = 0.75 = 750g



Converting Capacity

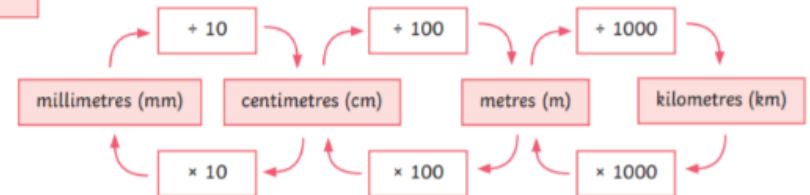
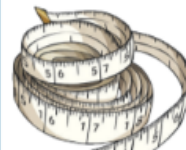
1000ml = 1l
 $\frac{1}{10}$ l = 0.1l = 100ml
 $\frac{1}{4}$ l = 0.25l = 250ml
 $\frac{1}{2}$ l = 0.5l = 500ml
 $\frac{3}{4}$ l = 0.75l = 750ml
 $\frac{1}{100}$ l = 0.01l = 10ml



Converting Length

1000m = 1km
 100cm = 1m
 10mm = 1cm

$\frac{1}{2}$ m = 0.5m = 50cm
 $\frac{1}{4}$ m = 0.25m = 25cm
 $\frac{3}{4}$ m = 0.75m = 75cm
 $\frac{1}{10}$ m = 0.1m = 10cm





5.6 3.1 2.65
 9.3 0.7 1.24
 8.2 0.1 2.2
 0.12 7.7 0.3

Subject: Maths
Topic: Decimals

- Key Vocabulary**
- decimal place
 - decimal fraction
 - recurring decimal
 - equivalent fraction
 - tenth
 - sharing
 - partitioning
 - exchanging
 - rounding to 3d.p.
 - hundredth
 - thousandth
 - equal to
 - remainder
 - grouping

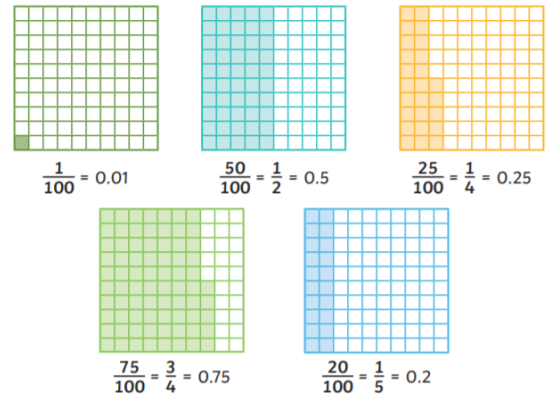
Unit overview

Children will recap steps at the beginning of this block to ensure children have a good understanding of numbers up to three decimal places before moving on to multiplication and division. This should build on place value work in the autumn term and make use of place value grids and counters to build on previous learning.

Books linked to topic you may wish to read:

CGP KS2 Maths SATS revision book

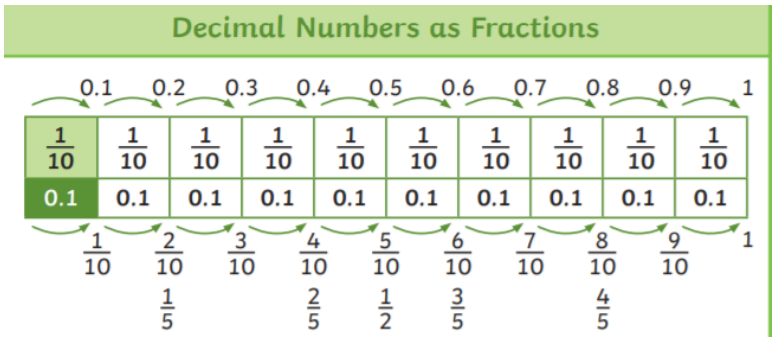
- Learning Outcomes**
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
 - identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
 - multiply one-digit numbers with up to 2 decimal places by whole numbers
 - use written division methods in cases where the answer has up to 2 decimal places



Sticky Knowledge

Tens	Ones	tenths	hundredths	thousandths
	1 1 1	0.1 0.1 0.1 0.1	0.01 0.01	0.001 0.001 0.001 0.001

$3 + \frac{4}{10} + \frac{2}{100} + \frac{6}{1000}$ ← **3.426** → $3 + 0.4 + 0.02 + 0.006$



Textiles - Waistcoats

Adapt	To change or alter something to fit a given purpose, or to improve it.
Annotate	To add notes which explain a plan or design.
Detail	The small features of an object.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	A closing and opening detail on clothing such as buttons, zips and press-studs.
Knot	A join made by tying two pieces of string or rope together.
Properties	The way in which we describe materials for their appearance, strengths and weaknesses. (e.g. absorbent, flexible, transparent).
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Seam	A line along the two edges of cloth that are joined or sewn together.
Sew	To join or fasten by stitches with thread and a needle.
Shape	The form of an object.
Target audience	A particular group of people who the product is aimed at.
Target customer	A particular type of person who the product is aimed at.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately. (e.g. biscuit cutter)
Thread	A thin string of cotton, wool or silk used when sewing.
Unique	One of a kind, original.
Waistcoat	A formal vest-type jacket with no arms, usually worn over a shirt and under a jacket. They sometimes have buttons or pocket detailing.
Waterproof	Material that does not allow water pass through it.

Did you know?

The first waistcoat was created in Britain in 1630 by King Charles II.



Be careful when sewing your material together. Watch your fingers and ask an adult if you're unsure.

Key facts



Think carefully about your **target audience** or **customer**.
 What do they like (colour, texture)?
 What material would be best?
 What type of **fastening** will you use?



It is very important that you are **accurate** in your measurements for the waistcoat, otherwise it will not fit the person it is designed for.

Year 6: Film music

In this unit we explore the music used in film to accompany the action and create atmosphere.

Examples of scenes and types of music



TENSE music

- Long notes followed by shorts notes or pauses.
- Melody switching between two notes (think of 'Jaws').
- Useful for making the viewer think something bad is going to happen.



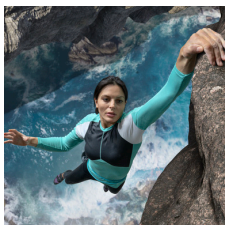
PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat the enemy, etc.



ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



DANGER music

- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

Vocabulary

Chromatics

Notes played from the chromatic scale which can make the music sound 'creepy'.

Composition

A creative work, such as a piece of music.

Evoke

To bring forth emotions.

Graphic score

A way of writing down music on the page without using traditional stave notation, instead using images to represent the music.

Imagery

Visually descriptive music.

Improvise

Making up music as it is played or performed

Major key

A tonality where the music sounds happy or bright.

Minor key

A tonality where the music sounds sad or tense.

Modulates

Changing from one key to another (eg major to minor key).

Notate

To write symbols to represent music.

Pitch

How high or low a note sounds.

Sound effects

Effects made that imitate real sounds.

Soundtrack

The background music, together with the main songs, create the soundtrack to a film.

Tremolo

A trembling effect, achieved by creating a loud and then quiet sound with a single note.

Unison

Playing or singing notes at the same pitch, at the same time.



Subject: Religious Education

Unit H: Holy Week

Unit overview

In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross.

They will find out some reasons why Christians have described the death of Jesus as a sacrifice. Children will build on the knowledge of the different events that took place in the last week of Jesus' life.

Related scripture linked to topic you may wish to read:

Lk. 22: 39-46 The Garden of Gethsemane

Lk. 22:47-53 The betrayal of Jesus

Mt. 26: 36-27: 66 The Passion of Jesus

Learning Outcomes



Know the story of The Passion of Christ

Imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane.

Know that Jesus was a suffering servant and know why the death of Jesus had been described as a sacrifice.

Key Vocabulary

Vocabulary

cross	sacrifice
death	servant
Gethsemane	suffering
Isaiah	

Window of reflection

Think about the sacrifice that Jesus made for us.

Consider the route to Calvary and what took place.



Learning beyond the classroom:

- 1) Through discussion compare and contrast Peter's lack of courage with the courage Jesus showed.
- 2) Read Isaiah 52: 13-53. Think about why these passages have been written about the 'suffering servant'. Highlight words that which indicate the type of suffering the servant endured. What was the point of this suffering?
- 3) Read accounts of the four Gospels of the crucifixion, highlight the words that Jesus said from the cross, what do you think they mean?



Subject: Religious Education
Unit: Lent

Unit overview

This unit will give children the opportunity to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these activities and why they are important for Christians today. This unit will also explore the Church's teaching on forgiveness and God through the Sacrament of Reconciliation.


Related scripture linked to topic you may wish to read:

Lk. 15: 19-31 The parable of the rich man and Lazarus

Mt. 6: 1-8, 16-18 The teaching of Jesus on Prayer, Fasting and Almsgiving.

Jn. 4: 1 -40 The Samaritan women at the well.

Learning Outcomes



Know about the Church's customs for the Season of Lent.
Understand reasons why Jesus taught importance of prayer, Fasting and almsgiving.
Know that scriptures speak of God's mercy and forgiveness and How the Church celebrates Reconciliation.

Key Vocabulary
Vocabulary

Abraham	Lent
absolution	mercy
almsgiving	penance
CAFOD	Pharisee
Examination of Conscience	prayer
fasting	Sadducees
forgiveness	Samaritan


Window of reflection

Pray for the work of relief agencies.

Use the examination of Conscience in prayer time.

Is it easy to say sorry or forgive?

I think Christians can help in the world by...



Tasks linked to unit:

- Children to read the gospel for Ash Wednesday about prayer, fasting and almsgiving. Why would the hypocrites want everybody to know that they were doing these things? How would it make them feel?
- Jesus taught the disciples the importance of giving alms and helping those in need. Read the parable of the Rich man and Lazarus. Why do you think Jesus taught this parable? What was he saying about the way he wanted his followers to live? What would you ask the Rich man and Lazarus? Is it wrong to be poor? Is it wrong to be rich?
- Read the story of Jesus and the Samaritan woman. What state was Jesus in when the woman came? What did he ask? Find out about the Samaritans, why did Jews have little to do with them? How do you think the life of the Samaritan woman changed after this meeting? Write a diary from the perspective of the woman based on her feelings and what she may have told friends about meeting Jesus.



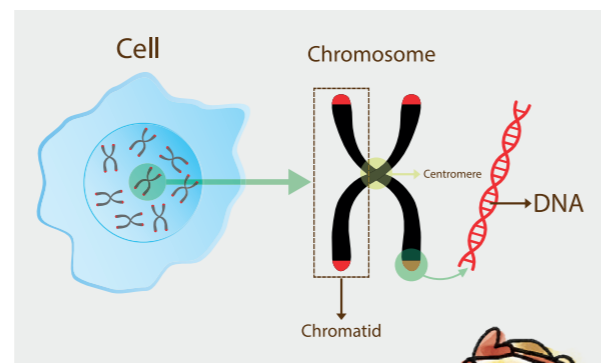
Key Vocabulary		
1	fossil	the remains of a living thing embedded in rock. These are often used to find out about things that have lived in the past, particularly those that are extinct.
2	species	a group of living things that have been classified in the same family because of their shared basic characteristics
3	variation	differences between living things in the same species
4	extinct	when a species has not been able to reproduce and so has died out
5	environment	a place where things live. It may contain different habitats
6	adaptations	a characteristic a living thing has that means it is able to survive in its environment
7	offspring	the young produced by living things
8	traits	the characteristics passed on to a living thing by its parents
9	inheritance	things passed on from our parents. We inherit our traits
10	hereditary	a trait which has been passed on to offspring
11	genes	the scientific word for the building blocks that make us who we are. They hold our traits
12	evolution	the changes to the traits/characteristics of a species overtime. This is a result of adaptations
13	natural selection	a term used to describe the process where only living things in a species that are adapted well enough to their environment will survive and pass on their traits/characteristics
14	artificial selection	where humans choose which traits they want to pass on to the offspring of a living thing
15	Charles Darwin Alfred Wallace	two scientists who discovered the Theory of Evolution




Genetics

Genetics is the study of what offspring inherit from their parents.

Genes are the building blocks that are passed on to living things from their parents. They contain the recipe, or code, that decides which traits a living thing will have.

In humans, genes are found in all of our cells. Inside each of the tiny cells that make up every part of our bodies are even smaller structures called chromosomes. Our genes are found inside these **chromosomes** as a special genetic code, our recipe, in something called **DNA**.



Living Thing	Habitat	Adaptation
Cactus 	Desert	To store water: needles instead of leaves, thick stems, large root systems.
Polar Bear 	Arctic	To stay warm: Thick skin, layer of blubber, black skin, double layer of fur.
Penguin 	Antarctic	To swim – wings shaped like flippers, waterproofing oil on feathers, powerful webbed feet.

Important Fact:



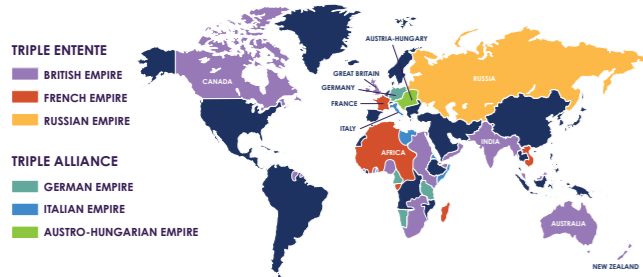
Some people think evolution happens very quickly or that a species chooses to evolve. This is not true.

Evolution is a process that happens over hundreds of thousands or even millions of years. It is a gradual process resulting from the living things best adapted to their environment surviving to produce offspring which will inherit these adaptations.



Who was part of the First World War?

When the war started in 1914, the **Triple Entente** (also known as the **Allied Powers**) was formed of Britain, France and Russia and they fought against the Triple Alliance (also known as the **Central Powers**) which was formed of Germany, Austria-Hungary and Italy. The colonies of each of these empires supported the war effort. As the war progressed, Italy, Romania, Japan and the United States joined the Allied Powers and Bulgaria and the Ottoman Empire joined the Central Powers.



Where and what was the Western Front?

The Western Front was located through France and Belgium and stretched 400 miles or more across the land. The modern weapons of the First World War helped create a stalemate. This meant that armies were forced to dig trenches to seek cover and protection. This new war of attrition meant armies would try to wear the enemy down through constant attack.



Who was part of the Second World War?

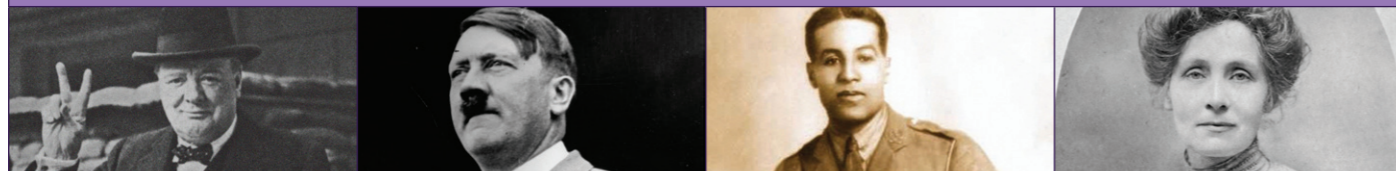
In 1939 when World War Two began, the main countries and leaders that made up the **Allied** powers were: **Great Britain** led by Prime Minister Winston Churchill, **The United States** led by President Franklin D Roosevelt, **France** led by Charles de Gaulle, **The Soviet Union** led by Joseph Stalin and **China** led by Chiang Kai-shek.

The three main countries and leaders that made up the **Axis** powers were **Germany** led by Adolf Hitler, **Italy** led by Benito Mussolini and **Japan** known at that time as the Empire of Japan, led by Hideki Tojo; the Emperor Hirohito.

What was the Holocaust?

During the reign of Hitler and the Nazi party, numerous camps were created to house political prisoners and make them work. This soon changed as they became places where millions of Jewish people and others that did not fit Hitler's vision of a new Germany died from malnutrition, disease and overwork. In 1942 and 1943 the Nazi Party's 'Final Solution' to get rid of the 'Jewish problem' meant that around 6 million Jews were murdered. These atrocities are known as The Holocaust. On Holocaust Memorial Day on 27th January we remember those who were murdered and how history like this should never be repeated.

Significant People and Places



Winston Churchill	Adolf Hitler	Walter Tull	Emmeline Pankhurst
At the outbreak of World War Two, Winston Churchill became the First Lord of the Admiralty. Shortly after he became Prime Minister on May 10th 1940. Churchill worked with the Allies to defeat Hitler and Germany. He delivered many memorable speeches to encourage and uplift Britain throughout the war.	Adolf Hitler was born in Austria. He served in World War One and earned himself the Iron Cross in 1914 and 1918. He became Führer (leader) of Germany in 1934. World War Two began in 1939 when Hitler invaded Poland. Hitler's Third Reich aimed to create a greater Germany. Hitler committed suicide when he knew Germany had been defeated in 1945.	At the beginning of World War One, Walter Tull joined the 17th (1st Football) Battalion of the Middlesex Regiment as a Lance-Corporal. At the time only a white, British-born person could be trained as an officer. Walter defied those odds and became an officer in May 1917 after being highly praised for his role in battle. He died in 1918, aged 29.	Emmeline Pankhurst founded the Women's Social and Political Union in 1903 which used militant tactics to protest for women's rights. They were named The Suffragettes. Many of their activities such as window smashing, arson and hunger strikes landed Pankhurst and others in prison. Pankhurst led the movement to win the right for women to vote.

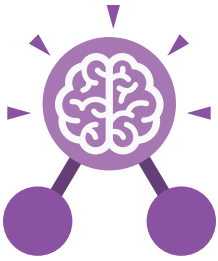
Glossary

1	alliance	a union formed for mutual benefit, especially between countries or organisations
2	annex	taking a territory and adding it to your own territory
3	territory	an area that is controlled by a country
4	colony	a country or area under the full or partial political control of another country. People from the country in control also settle there
5	attrition	reduce the strength or effectiveness of something through constant attack
6	conscription	to force someone to serve in the armed forces
7	propaganda	information, ideas, or rumours deliberately spread widely to influence public opinion
8	adversity	a difficult or unpleasant situation
9	artillery	large-calibre guns used in warfare on land. E.g. tanks
10	munition	military weapons, ammunition, equipment, and stores
11	armistice	an agreement made by opposing sides in a war to stop fighting for a certain time: a truce
12	morale	the confidence, enthusiasm, and discipline of a person or group at a particular time
13	occupy	take control of a place (especially a country) by military conquest or settlement
14	appeasement	giving something to the aggressive opposition to try and avoid conflict
15	expansion	making your territory larger by taking the territory of other nations
16	Anti-Semitism	hostility to or prejudice against Jewish people
17	persecute	treat someone cruelly especially because of their race or political or religious beliefs
18	liberation	the action of setting someone free from imprisonment, slavery, or oppression
19	conflict	angry disagreement between people or groups
20	resolution	the action of solving a problem

Significant People and Places



Anne Frank	Battle of the Somme, July 1st – November 18th 1916	Dunkirk, May 26th – June 4th 1940	The Berlin Holocaust Memorial
When Anne Frank was 10 years old, Nazi Germany invaded the Netherlands. To escape persecution Anne and her family hid in a secret annex in her father's shop. During two years in hiding, Anne kept a diary noting her thoughts and feelings. The Nazi's discovered Anne's family in 1944.	The Battle of the Somme was one of the most devastating and costly battles of World War One. It is estimated that British forces suffered more than 57,000 casualties with more than 19,000 killed on the first day of the battle alone. It is known as the single most disastrous day in Britain's military history.	Forced onto the beaches of Dunkirk, the British Expeditionary Force (BEF) and other allied troops waited for evacuation. Known as Operation Dynamo, the British Royal Navy attempted an evacuation directly from the beaches. This was difficult as the ships could not reach the beach. However, with the support of many other civilian boats over 300,000 men were rescued.	The Memorial to the murdered Jews of Europe was built in the centre of the city of Berlin. Architect Peter Eisenman designed and opened the memorial in 2005. On a site covering 19,000 square metres, Eisenman placed 2711 concrete slabs of different heights. It is a place of remembrance and commemoration to the 6 million Jews that lost their lives.



Unit: 6.4

Blogging

Key Learning

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Key Resources

**purple
mash**



2Blog



2Connect

Key Questions

What is a blog?

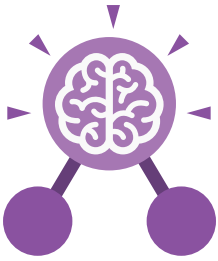
A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.

What can a blog be about?

A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.

How are the audience involved in a blog?

A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.



Unit: 6.4

Blogging

Key Vocabulary

Approval

The act of acknowledging something is appropriate.

Archive

In this case, where older blog or vlog posts are stored.

Blog

A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Blog post

A piece of writing or other item of content published on a blog.

Collaborate

Work jointly on an activity or project.

Commenting

To express an opinion or reaction in speech or writing.

Vlog

A personal website or social media account where a person regularly posts short videos.