



**Please note the changes to year 6 revision book days. Their revision books will now run Wednesday to Wednesday for this half term.**

### Twitter

Please follow your class Twitter page for regular updates on what is happening during the school day.

5DH - @MissHartleySPS

5/6AM - @MissMarshallY56

6CP - @MrsPease\_y6

### P.E.

For P.E. days, children should come to school in their P.E. kit and not their uniform.

#### P.E. day

6CP – Tuesday

5/6AM—Wednesday

5 DH— Monday

### Homework

In year 5 and year 6 Spellings will be given out on **Friday** to be practised at home and weekly tests will take place on the following Friday. In year 5/6, spellings will be given out on **Monday** and tested the following Monday.

#### Year 6 revision books:

Year 6 will be set homework on **Wednesdays** and will need to bring their books back the following Wednesday for marking. Year 6 children in year 5/6 will have their books marked on **Monday** and set homework that day for the following Monday.



# Geography intent—Rainforests

## What will we be learning?

- What a rainforest is.
- The different layers of a rainforest.
- The features of a rainforest.
- The characteristics of the Congo.
- The impact of deforestation.

## Key knowledge

Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.

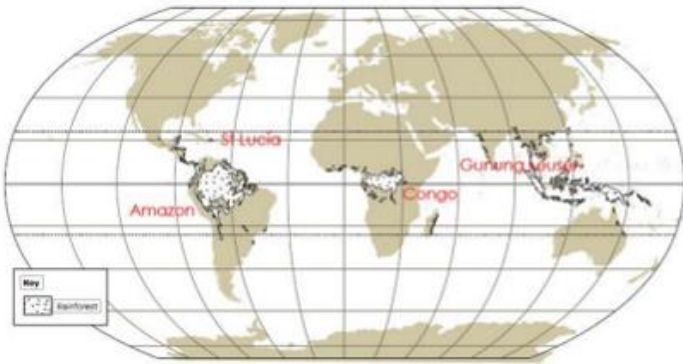
Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.

A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest.

## Key facts

The world's rainforests:

The Amazon (South America), The Congo (Africa), The Gunung Leuser (Asia), St Lucia (North America)



Place names	Geographical terms and processes	Locational terms
Amazon River	biodiversity	equatorial
Democratic Republic of the Congo	biome	Northern Hemisphere
Lake Tanganyika	canopy	Southern Hemisphere
Indonesia	deforestation	Tropic of Cancer
Manaus	emergent layer	Tropic of Capricorn
River Niger	forest floor	
	understory	

## Glossary

**biodiversity:** the number of different types of plants and animals found in a particular environment

**biome:** a community of plants and animals that is suited to a particular climate

**ecosystem:** a community of plants and animals that affect each other and the area around them

**rainforests:** forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical climate, which is warm and wet all year round.



# Design and Technology Intent– Bird houses



## Key Content

Investigate the purpose and appearance of bird houses.



Investigate the materials and features of bird-houses and draw diagrams.

Investigate and practise wood-work skills.

To make a birdhouse by following a plan and then evaluate the finished product.

### Key Vocabulary

### Knowledge

### Key Activities

**Nets of 3D Shapes.**

The net of a 3D shape is what it looks like if it is opened out flat. The net can be folded to create the 3D shape.

**Design**

A plan or drawing to show the look and function of the product.

**Exploded diagrams**

Show the component parts of a product and how they relate to each other.

**Construction**

The action of building something.

**Investigate**

Carry out research or study into a particular idea.

**Evaluate**

Form an idea of how successful the construction is.

**Modify**

Make partial or minor changes to something.

Children will look at a variety of different bird houses and discuss the differences in appearance, their functions and what types of birds they attract. They will answer questions relating to what they learn from the slides and what they see on the video.

Children will discuss and explore different materials used to build bird houses and any additional features that have been added to them. They will be challenged to draw 3-D diagrams or exploded diagrams of different bird houses and discuss why creating a plan beforehand is important.

Children will explore and explain the various different woodwork equipment needed to build their bird houses. They will then practise these skills to help learn techniques before building their actual bird house.

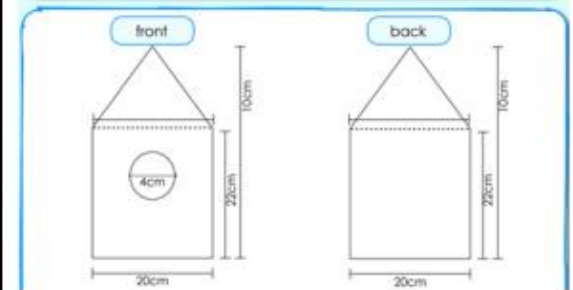
Children to write a detailed plan and design a bird house with a specific bird in mind. They will need to find information for the birds requirements, decide on materials to use and equipment, think how to decorate it and any additional features as well as consider safety precautions.

Children will collect the materials and tools they need and begin construction.

Children will evaluate their own design process and finished product. They may either do this individually using the evaluation sheet provided or in small groups

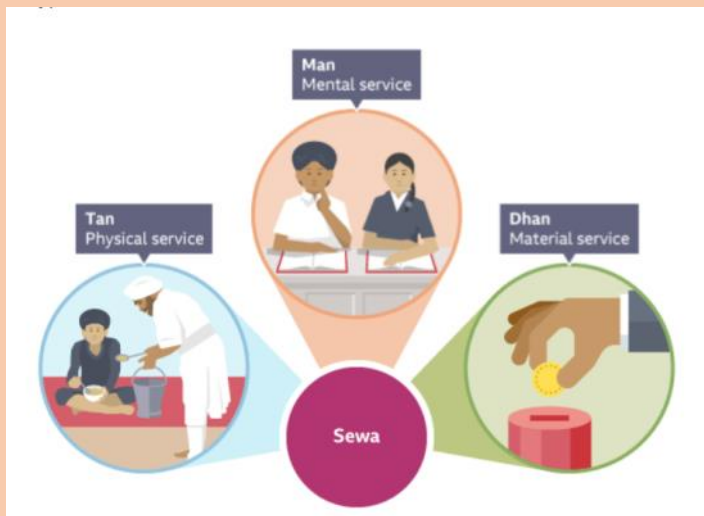


**Basic bird house dimensions.**  
These dimensions will help you build a basic bird house. You need to make sure you cut your pieces to the correct size and have all your pieces ready before starting construction. These are based on planks that are 0.5cm thick.





## RE Intent– Sikh Worship



Sewa means 'selfless service'. It is acting selflessly, helping others in a variety of different ways, without any reward or personal gain. Sewa is a way of life for Sikhs and is part of their daily routine. Sikhs believe that sewa is an act of service towards *Waheguru* and, therefore, that it will lead them to become *gurmukh*. Sikhs perform sewa in a variety of ways, such as helping the *sangat* and the local community, helping at the *gurdwara*, and cleaning, washing dishes or serving in the *langar*

Mool Mantar- means '**basic teaching**' and is found at the beginning of every section of the Guru Granth Sahib (Sikh Scriptures). It is repeated each day during early morning prayer. The first words of the Mool Mantar are 'Ik Onkar' meaning 'there is one God.'

Sikhs who have been through the Amrit Ceremony of initiation, or Amrit Sanskar, become baptised Sikhs, take new names, and wear the 5 Ks. The Amrit Ceremony is the **initiation rite introduced by Guru Gobind Singh when he founded the Khalsa in 1699.**

Langar, or sacred food service from the Guru's free vegetarian kitchen, is an important concept in Sikhism which began when Sikhism's founder Guru Nanak fed hungry holy men. Second Guru Angad Dev's wife, Mata Khivi, became instrumental in the development of langar serving alongside the first five gurus in *Gur ka Langar*, the Guru's free kitchen.





# Music Intent—You've got a friend in me



## Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

charanga  
MUSICAL SCHOOL

### 1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



### About this Unit

**Theme:** The music of Carole King.

#### Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write pop songs for artists to perform.

#### Listen to 5 other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would to share about it?*



# PSHE Intent— Computer Safety—making friends Online

## Key Facts

- It is important to consider your online friendships and sources of information
- People sometimes behave differently online, including by pretending to be someone they are not
- Some social media sites, computer games and online games are age restricted
- It is important to know how to respond safely and appropriately to adults you may encounter (in all contexts, including online) whom you do not know

## I will learn the following new words/phrases:

Application	<i>A program or piece of software, mostly found on smartphones and tablets.</i>
Pretending	<i>To behave as if something is true when you know that it is not.</i>
Age restriction	<i>An age under or over which something can or cannot be done.</i>
Online activity	<i>Activities performed on and data available on the Internet.</i>
Social media sites	<i>An online platform which people use to build social networks or social relationships with other people.</i>
Password	<i>A secret word or phrase that must be used to gain admission to a place.</i>

## By the end of these topics, I should:

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

## Ask me a question!

- Why are there age restrictions on certain apps and games?
- How can we keep ourselves safe online?
- If you were worried about someone else's online activity, what could you do?
- If you wanted to meet an online friend in real life, how could you make sure you were safe?

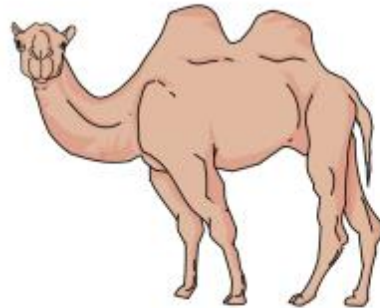


# Evolution

## Adaptation

**Adaptation** is when a plant or animal has changed in some way, over a long period of time, to be better suited to the environment in which it lives.

**Camels** have long **eyelashes** to **protect** their eyes from the sand.



They also **have large, wide, flat feet** to help them **walk on the sand** without sinking.



**Cacti** grow in the desert which is hot and sandy.

- They have spines instead of leaves to protect them from being eaten by predators.
- They have a thick, waxy skin which helps reduce the amount of water they lose.
- They have shallow, widespread roots which allow fast absorption of water when it rains.
- They have large, thick stems which allow them to store water until they need it.

## Inheritance

When parents have **offspring**, they pass on their **physical traits**. The offspring inherit their parents' **qualities**. This means that most **offspring look like their parents** but they are not identical. The offspring may take characteristics from the father, the mother or a mixture of both.

Traits you can inherit	Traits you can't inherit
eye/hair/skin colour, shape of nose, size of feet, height	a good singing voice, ability to play football, drawing skills



### The Beckham Family

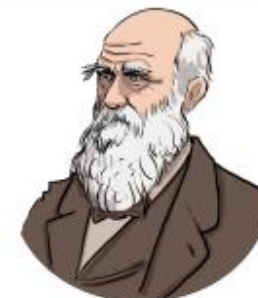
The children have inherited certain traits from their parents but they cannot inherit Victoria's singing ability or David's football skills.



# Science Intent— Evolution and Adaptations

## Super Scientist!

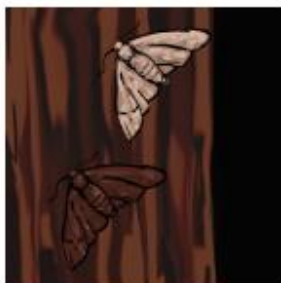
**Charles Darwin** was an **English Naturalist** born on **February 12, 1809** in Shrewsbury, England. He is best known for developing a **theory of evolution** to explain biological change. He went on a voyage to **study animals** on the **Galapagos Islands**. On his voyage, Darwin **studied tortoises**. He noticed that each island had a different species of tortoise. He also studied **finches**. Each island had a **different species** of finch. He **wrote many books about his voyage**, Journal of Researches, Coral Reefs, Volcanic Islands and Geographical Observations on South America.



## Natural Selection

**Natural selection** is when organisms that are best suited to their **environment** survive and pass on their **genetic traits**. At the same time, **organisms** that are less likely to survive tend to be eliminated from the **ecosystem**. The fittest, most adapted organisms survive and multiply whilst the least adapted die out.

This was shown with the peppered moths. The light coloured moths were no longer adapted to their environment so started to die out. Whilst dark coloured moths were adapted to the environment so multiplied.



**Natural selection** is key to explaining evolution. Evolution is a theory that states that all species that exist today developed from previous species. For example, some scientists believe that humans evolved from apes!

## Key Vocabulary

**Adaptation** - the process of changing.

**Characteristics** - a feature or quality belonging typically to a person, place, or thing and serving to identify them.

**DNA** - carries specific genetic information inside every living thing.

**Ecosystem** - a physical environment where things live.

**Environment** - the surroundings in which a person, animal or plant lives.

**Evolution** - a theory that states that all species that exist today developed from previous species.

**Genetics** - inherited characteristics.

**Inherit** - to pass on something.

**Inheritance** - something that has been passed on.

**Natural Selection** - when organisms that are best suited to their environment survive and pass on their genetic traits.

**Organism** - living things.

**Trait** - a feature or quality belonging typically to a person, place, or thing and serving to identify them.





# PE Intent— Dance



Get Set 4 Education

## Knowledge Organiser Dance Year 5

### About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

#### Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

#### Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

#### Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.

#### Chinese New Year

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The longer the dragon is in the dance, the more luck it will bring to the community.

The lion represents joy and happiness.

### Key Vocabulary

**actions:** the movement a performer uses e.g. travel, jump, kick

**canon:** when performers complete the same action one after the other

**choreograph:** create a sequence of actions or movements

**choreography:** the sequence of actions or movements

**collaborate:** work jointly with others

**dynamics:** how an action is performed e.g. quickly, slowly, gently

**formation:** where performers are in the space in relation to others

**genre:** a style

**motif:** a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

**pathway:** designs traced in space (on the floor or in the air)

**performance:** the complete sequence of actions

**phrase:** a short sequence of linked movements

**posture:** the position someone holds their body in

**quality:** the standard of the skill

**relationship:** the ways in which dancers interact; the connections between dancers

**space:** the 'where' of movement such as levels, directions, pathways, shapes

**structure:** the way in which a dance is ordered or organised

**timing:** moving to the beat of the music

**transition:** moving from one action or position to another

**unison:** two or more people performing the same movement at the same time

### Ladder Knowledge



**Actions:** Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

**Dynamics:** Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

**Space:** Space relates to where your body moves both on the floor and in the air.

**Relationships:** Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

### Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

- Social** collaboration, consideration and awareness of others, inclusion, respect, leadership
- Emotional** empathy, confidence, perseverance
- Thinking** creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

### Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

### Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

Balance, co-ordination, flexibility.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Dance by Chance

**What you need:** random objects

**How to play:**

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired by the object.
- Number each object 0-10.
- Use your first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)