

Year 6: World War 2- What was the impact? Terms 4 & 5

Subject Specific Vocabulary

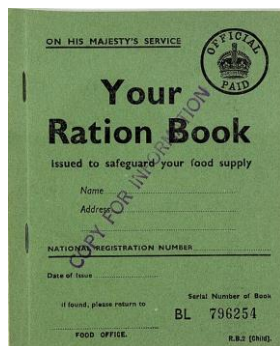
Axis	Axis powers - Italy, Germany and Japan.
Allies	Allies powers - USA, Great Britain, France and Russia.
Nazi	Member of the German political group which came to power in 1933.
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones.
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
The Blitz	A series of sustained aerial bombing raids on the UK by Germany.
propaganda	Controlling news media (such as radio) to depict the war effort.
Holocaust	Murder of Jews and other groups of people by the Nazis.
Luftwaffe	The German Airforce.
RAF	The Royal Airforce (British).
refugees	A person who has been forced to leave their country in order to escape war.

Key Skills

Recall and explain reasons why WW2 started and understand how events and decisions from WW1 led to WW2.
Recall events correctly and chronologically on a timeline.
Identify events leading up to The Blitz and explain its impact on Britain. Demonstrate an understanding of how evacuation affected the lives of children and be able to justify a parents decision to evacuate their child or not.
Recall and explain how WW2 affected relationships between countries around the world. Explain the terms Allies, Axis and neutral and the impact of these alliances.
Identify who the Key Leaders were during the war.
Reach informed conclusions about the effects of rationing and make reasoned judgements on its success.

Lines of Enquiry

Why did World War 2 start?
Who were the Leaders during WW2?
Who was evacuated and why?
What was The Blitz?
What was it like in an air raid shelter?
What is propaganda?



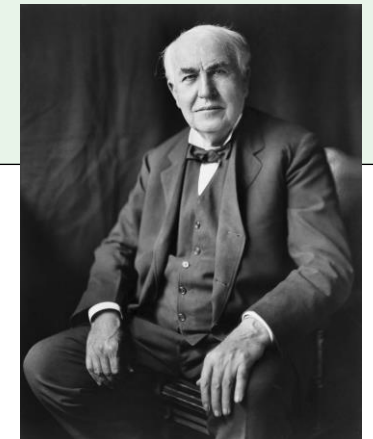
Year 6: Electricity Knowledge Mat

Subject Specific Vocabulary	
conductor	Some materials let electricity pass through them easily. These materials are known as electrical conductors.
insulator	Plastic, wood, glass and rubber are good electrical insulators.
socket	A socket is a safe device to plug your electrical items into at home. Almost every room at home will have at least one socket.
series circuits	A series circuit is one that has more than one resistor, but only one path through which the electricity (electrons) flows.
cells	An electrical cell is a device that is used to generate electricity, or one that is used to make chemical reactions possible by applying electricity.
volts	Voltage is an electrical potential difference, the difference in electric potential between two places.
generator	A machine that converts energy into electricity.
turbine	A machine that creates continuous power in which a wheel, or something similar, moves round and round by fast moving water, steam, gas or air.

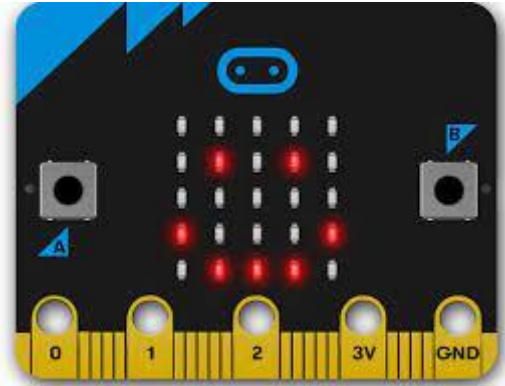

Electrical symbols		
Component	Symbol	Purpose
Cell (Battery)		Provides electrical energy
Power supply		Alternative to using cells
Wire		Allows current to travel
Bulb/light		Converts electrical energy into heat and light
Motor		Converts electrical energy into movement energy
Buzzer		Converts electrical energy into sound energy
Switch		Allows circuit to be opened or closed

Working Scientifically
<ul style="list-style-type: none"> <input type="checkbox"/> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <input type="checkbox"/> recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs. <input type="checkbox"/> using test results to make predictions to set up further comparative and fair tests. <input type="checkbox"/> using simple models to describe scientific ideas. <input type="checkbox"/> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.

Questions I will be able to answer:
What are the symbols used in a simple circuit?
What can be changed in a circuit and what impact does it have?
How do different components in circuits function?
What is the difference between parallel and series circuits?
How do I make a lamp become brighter?



Year 6 ICT: Sensing

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge
Edit	To change or correct something to improve it.	<ul style="list-style-type: none"> PowerPoint makecode.microbit.org website has an emulator (an interactive, on-screen micro:bit) 	<ul style="list-style-type: none"> 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 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Presentation	A speech or talk in which a new product, idea or piece of work is shown and explained to an audience.		
Software	The programs and other operating information used by a computer.	E-Safety	
Debug	Locating and removing computer information used by a computer.	<p>Pupils can incorporate images and sound effects that they download from the web but should respect any license conditions when doing so.</p> 	
Input	Any information or data that is sent to a computer for processing		
Output	Data generated by a computer		
Algorithm	A set of instructions designed to perform a specific task		
Interactive	Software which accepts input from the user as it runs.		
Pitch	A speech or act that attempts to persuade someone to buy or do something		
<p>Unit Overview: This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence, repetition, selection, and variables 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.</p>			

Year 6 Term 4 : RE- Is Christianity still a strong religion 2000 years after Jesus was on earth?

Subject Specific key words

symbolism	The use of symbols to represent ideas
spirituality	Being concerned with human spirit or soul
expression	Making known one's thoughts or feeling
interpretation	The action of explaining the meaning of something
influence	To have an effect on the behaviour of someone or something.
Faith	To trust or believe in something strongly
festival	A period of celebration

Key Skills

To examine the influences Christianity still has on the world today.

To understand the difference between religious and non-religious festivals and identify examples for each.

To explore the term 'influence'

To make links between different Christian symbols and festivals.

To reflect on whether I believe Christianity to still be a strong religion today.

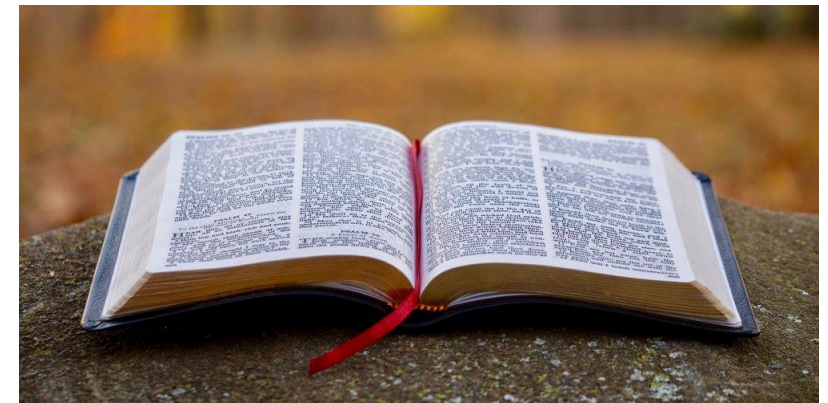
Questions I will be able to answer:

Who in my life has influenced me and why?

Do festivals and symbols show that Christianity is still a strong religion?

What would my top Ten Commandments be (for a new religion?)

Is Christianity still a strong religion today?



Year 6: PE - Tennis

Subject Specific Vocabulary

Low to high	Step in
Forehand	Backhand
Body position	Racket head up
Body side on	Volley
Ready position	Punch
Front of court	Rear of court
Serve	Power
Accuracy	Overarm serve
Underarm serve	Volley
Tie break	Low to high



Local Clubs

Frindsbury Lawn Tennis Club Rochester

Avenue Tennis

Key Skills - Objectives

To learn the correct technique to perform the forehand shot whilst thinking about their court position following the shot

To perform the backhand shot whilst continuing to think about their position on the court

To understand where and when to perform the volley shot using the correct technique

To discover how to serve underarm and overarm in tennis

Continue to develop the serve and develop this into a rally

To perform the backhand, forehand, volley and serve into a tennis game



Team Work / Fair Play

Working as a team

Supporting each other

Returning the ball

Follow the rules

Famous People/Teams

Roger Federer

Novak Djokovic

Rafael Nadal

Serena Williams

Steffi Graf

Martina Navratilova

Year 6: PE - Gymnastics

Subject Specific Vocabulary – Key words

Balance	The ability to stay upright or stay in control of body movement.
Control	To exercise direction over body movements.
Counter balance	This is created when a weight balances another weight.
Tension balance	As counter balance, but the gymnasts pull away from one another.
Flexibility	The range of limb movement around joints.
Pathway	Different ways of travelling, using different directions and levels.
Posture	The position in which you hold your body.
Technique	The way of performing a skill.

Famous People/Teams

Ellie Downie

Louis Smith

Beth Tweddle

Mat Whitlock

Key Skills - Objectives

To learn how to perform point and group balances.

To learn the difference between symmetric and asymmetric shapes.

To be able to link balances and shapes to create a short routine.

To be able to incorporate a piece of equipment into a short routine.

To understand the principles behind effective jumping.

To be able to create and perform a routine which involves all skills learnt from previous weeks.

Team Work / Fair Play

Good communication; sharing and developing ideas.

Focus on the end goal; evaluating performance.

Offering encouragement and support.

Being organised and having fun.

How shall I travel?



Local Clubs

DLJ Gymnastics Club

Firefields Gymnastics Club

Gillingham Gymnastics Club

Year 6: FRENCH – LA SECONDE GUERRE MONDIALE (WWII)

Subject Specific Vocabulary

French	English
La Seconde Guerre Mondiale	The Second World War
L'Angleterre	England
La France	France
L'Italie	Italy
L'Allemagne	Germany
La Pologne	Poland
La Tchécoslovaquie	Czechoslovakia
Les Etats-Unis	The United States (of America)

Grammar

- Recycling and consolidation of the language learning skills connected to recognising and categorising nouns, verbs and adjectives.



Key skills

- To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary.
- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.

En Angleterre on parle..	In England you speak..
En France on parle..	In France you speak...
En Italie on parle..	In Italy you speak....
En Allemagne on parle..	In Germany you speak....
En Pologne on parle..	In Poland you speak..
En Tchécoslovaquie on parle..	In Czechoslovakia you speak...
Aux Etats-Unis on parle..	In the Unites States (of America) you speak...

