

Year 5/6

Cosmic

Text Types	 Liam is too big for his boots. And his football strip. And his school blazer. But being super-sized height-wise has its advantages: he's the only eleven-year-old to ever ride the G-force-defying Cosmic rollercoaster – or to be offered the chance to drive a Porsche. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Is Liam the best boy for the job? Sometimes being big isn't all about being a grown-up.	
	<u>Science Fiction</u> <u>Non-Chronological Reports</u> <u>Letters (formal)</u>	
Science	<u>Working Scientifically</u> <u>Earth and Space</u> <u>Motion and Forces</u> <u>Energy</u>	
	<u>Design, Make and Evaluate Process</u> <u>Structures</u> <u>Mechanical Systems</u>	
DT	<u>National Space Centre (Leicester)</u> <u>Building rockets and testing them.</u> <u>Modelling the solar system.</u>	
	<u>Outdoor and Adventurous</u> <u>Charanga: Make You Feel My Love</u> <u>Data</u>	
Residential/ Trips	<u>Education for a Connected World: Self-Image and Identity</u> <u>Y5: At the Shops</u> <u>Y6: Opinions (clothes, jobs and music)</u>	
	<u>Humanism</u> <u>Rights, Rules and Responsibilities</u> Cit11 RR56	
Outdoor Education Ideas	<u>What would I like to be when I am older? (aspirations)</u>	
PE		
Music		
Computing		
Online Safety		
French		
RE		
PSHCE		
Careers and Employability		



Key Features: Narratives – Science Fiction

Specific features and structures of some narrative types

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Purpose: To entertain and, sometimes, to speculate about the future.		
Generic structure	Language features	Knowledge for the writer
Can use any of the varied structures typical of narrative. The setting is often a time in the future so may use structures that play with the time sequence, such as flashbacks and time travel. Science Fiction typically includes detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.	The plot usually includes adventure so action is fast-moving. Where futuristic characters are created, dialogue may use unusual forms and vocabulary, or even alternative languages. Description is important to convey imagined settings, technology, processes and characters.	Even if the story is set in the future, you still need to create a setting, characters and plot that readers can believe possible. Make sure you have main characters the reader will care about (e.g. a likeable hero) even if the characters are non-human. Use description carefully when you want your reader to imagine something they have never seen.



Key Features: Non-Chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose: To provide detailed information about the way things are or were.		
To help readers/listeners understand what is being described by organising or categorising information.		
Generic structure	Language features	Knowledge for the writer
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: - an opening statement, often a general classification (Sparrows are birds); - sometimes followed by a more detailed or	- Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) - Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) - The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for	- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. - Gather information from a wide range of sources and collect it under the headings you've planned. - Consider using a question in the title to interest your reader (Vitamins – why are they so



• technical classification (Their Latin name is...); a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: ➤ its qualities (Like most birds, sparrows have feathers.); ➤ its parts and their functions (The beak is small and strong so that it can ...); ➤ its habits/behaviour/ uses (Sparrows nest in ...).	the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) • Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). • Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) • Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.	important?). • Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. • Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. • Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog). • Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. • Use other text-types within your report if they will make it more effective for your purpose and audience.
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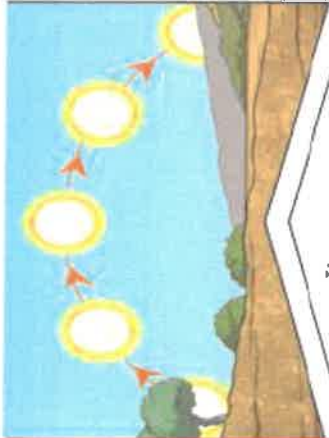
Science Knowledge Organisers: Earth and Space (Year 5/6)



Knowledge Organiser: Earth and Space (Year 5 and 6)

Key Knowledge

Mercury, Venus, Earth and Mars are rocky **planets**. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.



It appears to us that the **Sun** moves across the sky during the day but the **Sun** does not move at all. It seems to us that the **Sun** moves because of the movements of Earth.

Key Scientists/ People/ Dates/ etc

Nicolaus Copernicus (1473–1543) was a mathematician and astronomer who proposed that the sun was stationary in the center of the universe and the earth revolved around it.



Key Vocabulary

Sun
A huge star that Earth and the other planets in our solar system orbit around.

Star
A giant ball of gas held together by its own gravity.

Moon
A natural satellite which orbits Earth or other planets.

Planet
A large object, round or nearly round, that orbits a star.

Sphere
A round 3D shape in the shape of a ball.

Spherical bodies
Astronomical objects shapes like spheres.

Satellite
Any object or body in space that orbits something else, for example: the Moon is a satellite of Earth.

Orbit
To move in a regular, repeating curved path around another object.

Rotate
To spin. E.g. Earth rotates on its own axis.

Axis
An imaginary line that a body rotates around. E.g. Earth's axis (imaginary line) runs from the North Pole to the South Pole.

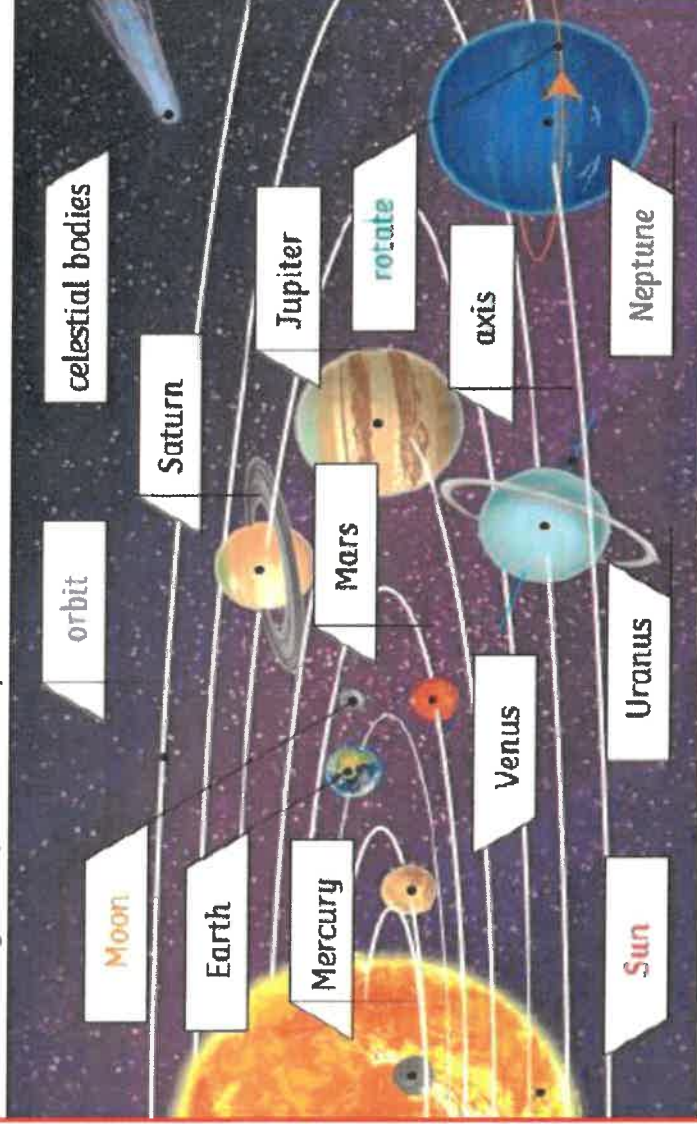
Geocentric model
A belief people used to have that other planets and the Sun orbited around Earth.

Heliocentric model
The structure of the Solar System where the planets orbit around the Sun.

Astronomer
Someone who studies or is an expert in astronomy (space science).

Key Knowledge (continued)

Our Solar System (not to scale)

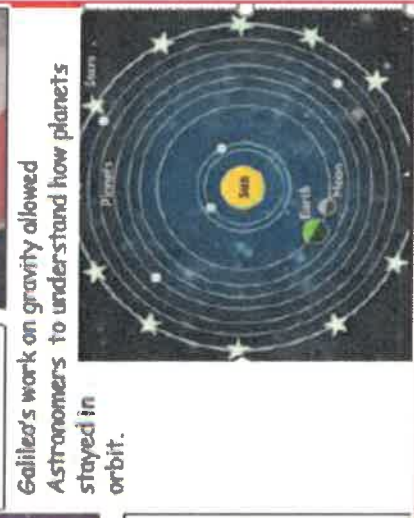


The **Moon** orbits Earth in an oval-shaped path while spinning on its axis. At various times in a month, the **Moon** appears to be different shapes. This is because as the **Moon rotates** round Earth, the **Sun** lights up different parts of it.



Geocentric model
Years ago people believed that **planets** moved around the Earth.

Pluto used to be considered a **planet** but was reclassified as a **dwarf planet** in 2006.



Galileo's work on gravity allowed Astronomers to understand how planets stayed in orbit.



Science Knowledge Organisers: Motion and Forces (Year 5/6)



Knowledge Organiser: Motion and Forces (year 5 and 6)

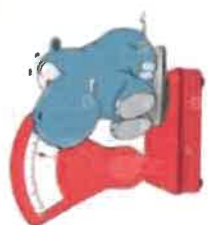
Key Vocabulary	
Forces	Pushes or pulls
Gravity	A pulling force exerted by the Earth or anything else which has mass.
Earth's Gravitational Pull	The pull that the Earth exerts on an object, pulling it towards Earth's centre. It is the Earth's gravitational pull which keeps us on the ground.
Weight	The measure of the force of gravity on an object.
Mass	A measure of how much matter is inside an object.
Friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
Air Resistance	A type of friction caused by air pushing against any moving object.
Water Resistance	A type of friction caused by water pushing against any moving object.
Buoyancy	An upward force that a liquid applies to objects.
Streamlined	When an object is shaped to minimise the effects of air or water resistance.
Mechanism	Parts which work together in a machine. Examples are pulleys, gears and levers.

Key Knowledge

Forces can make an object...

- ⇒ start to move.
- ⇒ change direction.
- ⇒ change it's shape.
- ⇒ move more slowly.
- ⇒ move faster.
- ⇒ stop moving.

Mass is how much matter is inside an object. It is measured in kilograms (kg).



Jupiter has a greater mass than earth so the gravitational pull on Jupiter is stronger than on Earth.



The Moon has a smaller mass than Earth so the gravitational pull on the Moon is smaller than it is on Earth.



Key Scientists

Isaac Newton is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.

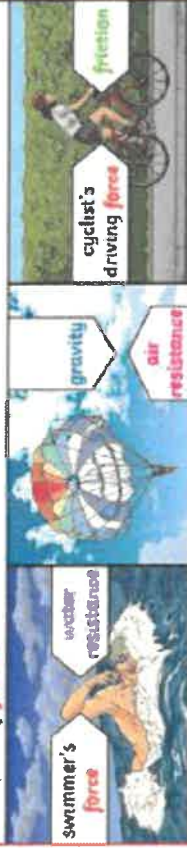




"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,

Key Knowledge (continued)

Examples of **forces** in action:



Water resistance and **air resistance** are forms of **friction**. **Friction** is sometimes helpful and sometimes unhelpful. For example, **air resistance** is helpful as it stops the skydiver hitting the ground at high speed. **Friction** on a bike chain can make the bike harder to pedal so it is unhelpful.



Pulleys	Gears/Cogs	Levers
Pulleys can be used to make a small force lift a lighter load. The more wheels in a pulley, the less force is needed to lift a weight.	Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.	Levers can be used to make a small force lift a lighter load. A lever always rests on a pivot.



Science Knowledge Organisers: Energy (Year 5/6)



Knowledge Organiser: Energy (Year 5 and 6)

Key Knowledge

Forms of Energy

Remember MELTS!



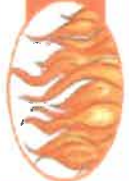
Mechanical
Energy of moving parts, or the sum of kinetic and potential energy in an object that is used to do work.



Electrical
Movement of electrically charged particles, such as electricity and lightning.



Light
Travels in waves and is formed through chemical, reflection, and mechanical means.



Thermal
Energy that comes from the temperature of matter. "Warm" means heat.



Sound
Travels in waves and is produced when an object causes an object or substance to vibrate.

Key Scientists/ People/ Dates/ etc

James Prescott Joule (1818–1889) was an English physicist, mathematician and brewer. Joule studied the nature of heat and discovered its relationship to mechanical work. This led to the law of conservation of energy.



Key Vocabulary

Climate
The weather conditions in an area in general or over a long period.

Climate Zone
Climate zones are areas with distinct climate.

Renewable Energy
Renewable energy uses energy sources that are not 'used up'. For example, solar power from the sun is renewable as we won't 'use up' all the sunlight from the sun.

Deforestation
Deforestation is the clearing or cutting down of forests.

Global Warming
The increase in Earth's average temperature over a long period of time.

Sustainability
Sustainability means using natural resources in a way that we could keep doing for a long time.

Carbon footprint
The term carbon footprint is how much carbon goes into the air because of something done by people.

Pulley
A piece of equipment for moving heavy objects up or down, consisting of a small wheel over which a rope or chain attached to the object can be raised or lowered easily.

Gears
A toothed wheel that works with others to alter the relation between the speed of a driving mechanism and the speed of the driven parts.

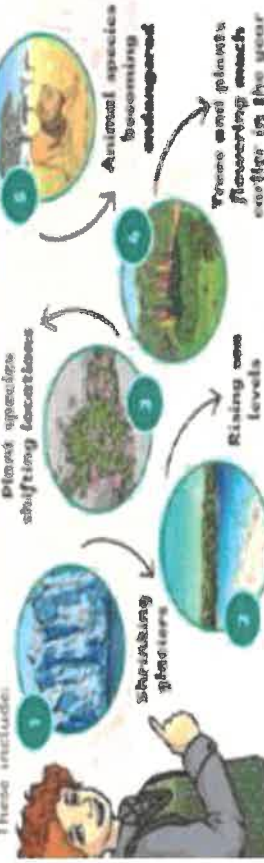
Levers
A rigid bar resting on a pivot used to move a heavy or firmly fixed load with one end when pressure is applied to the other.

Springs
An elastic device, typically a helical metal coil, that can be pressed or pulled but returns to its former shape when released, used chiefly to exert constant tension or absorb movement.

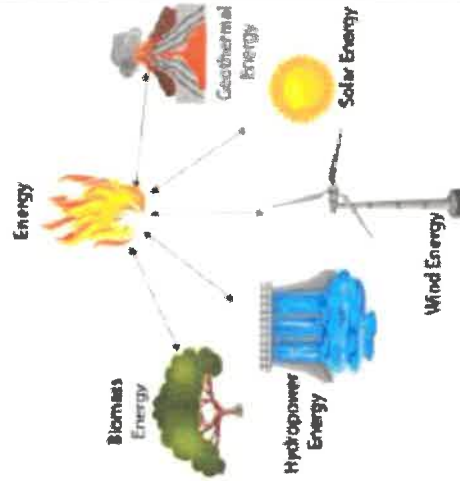
Key Knowledge (continued)

What Is Being Affected By Climate Change?

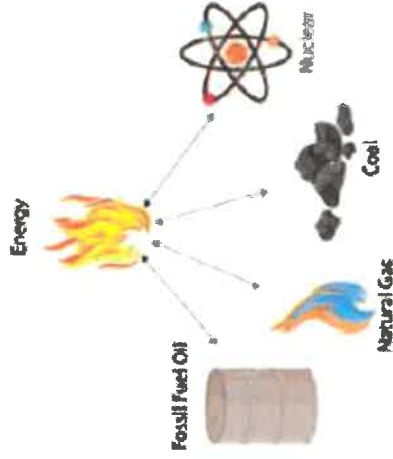
There are a lot of different environmental changes that are happening as a result of climate change. Some are big and some are small. These include:



Renewable Energy



Non-Renewable Energy



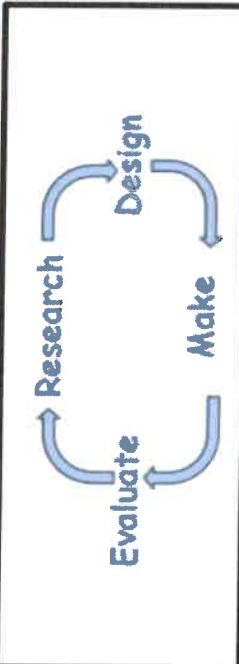
Pulleys	Gears/Cogs	Levers
Pulleys can be used to make a small force lift a lighter load. The more wheels in a pulley, the less force is needed to lift a weight .	Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.	Levers can be used to make a small force lift a lighter load. A lever always rests on a pivot.

Key facts

What is climate change?	Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind's industrial activity across the world.
What is global warming?	Global warming (a large part of climate change) is the increase in temperatures of Earth. Hotter weather might sound lovely but the reality is very different.
What is deforestation?	Deforestation is the name given to the destruction of the rainforest and this is being done by burning them down, chopping down the trees or flooding the areas.
What is renewable/non-renewable energy?	Renewable energy comes from natural resources that are naturally replenished, such as sunlight, wind and waves. Non-renewable energy comes from natural resources that are not naturally replenished, such as oil and coal.
What is a carbon footprint?	The amount of carbon you produce as a result of your daily activities is known as your carbon footprint. Everything we do has an impact on the environment. If we made small changes to our daily routine, we could reduce our carbon footprint and have a positive effect on the environment.

Design Technology Knowledge Organisers: Design, Make and Evaluate Process (Year 5/6)

Knowledge Organiser: Y5 and Y6 Design, Make and Evaluate



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graph TD
    Research --> Design
    Design --> Make
    Make --> Evaluate
    Evaluate --> Research
            
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Key Vocabulary

Functionality	The reason why your product has been designed and made.
Aesthetics	What your product looks like and how attractive it looks.
Design Criteria	Goals that must be achieved if your product is to be successful.
Annotate	To make notes about a design. Similar to labelling a picture.
Characteristics	The features of the product you are making.
Investigate	To find out about similar products or the qualities of materials and techniques.
Techniques	The way you are going to carry out a particular task.

Key Knowledge

A product needs to be carefully designed to make sure that it is fit for the purpose it has been intended for.

Design criteria need to be written to enable you to think about the audience and purpose of your design and to evaluate it's success.

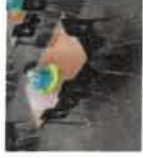
Existing products help to give an indication of what is already on the market and what works well.

Designers carefully consider the range of materials and techniques they use and look at the characteristics of the materials available.

It is important to listen to the views of other people when evaluating your product as this will help you to improve it.



Designing		Making		Evaluating	
Think about your prior learning. What have you made before and what did you learn about the materials and techniques. 		Use your plan and keep referring back to your design criteria as you go. Keep note of any changes that you have to make.    		Did you meet your design criteria? Which techniques did you use and how successful were they? Which materials did you use and how successful were they? What did other people think of your product? What did they think was successful? What did they think could be improved? What did you learn in the process of making this product?	

Health and Safety					
Wear an apron to protect your clothes. 	Wash hands when cooking or after messy work. 	Walk safely around the room. 	Keep your work area clear and organised. 	Clean up any spillages straight away. 	Follow the instructions carefully. 
			Use your tools safely. 	Concentrate on what you are doing. 	

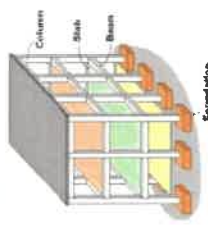
Design Technology Knowledge Organisers: Structures (Year 5/6)



Knowledge Organiser: Y5 and Y6 Structures

Frame Structures

A frame structure consists of different parts. These parts are combined in such a way to make the structure strong. Frame structures have joints which keep them together. Frame structures utilise the combination of a beam, column and slab.



Key Vocabulary

Frame	A stiff structure that surrounds something.
Column	An upright pillar that supports a structure.
Slab	A large, thick piece of stone or concrete.
Beam	A long piece of wood or metal that supports the roof or floor of a building.
Foundation	The lowest part of a building. It can be below the ground.
Arrangement	How shapes and materials are placed to make the structure.
Joints	The points at which part of a structure meet such as the corners.

Key Knowledge

Different types of structure include freestanding structures, shell structures and frame structures.

Secure joints are needed when creating a strong and rigid frame.

Structures can be given more strength and stability by using strong shapes, strong foundations, and techniques to spread the weight out.

The use of triangular shapes can be a good way of giving stability to a structure. This is called 'Triangulation'.

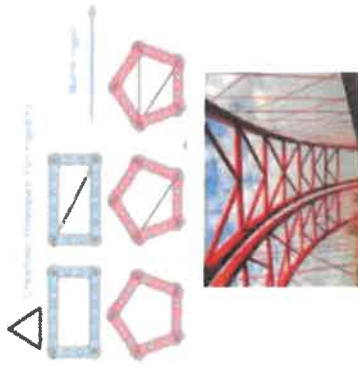
A 'mock up' can be created to test whether the structure design is going to be successful or not. This is a quick representation of the design.

Tips for designing a strong structure

- A wider base can help a structure to be more secure.
- Frames should be able to stand on their own because they provide the skeleton.
- Think carefully about the properties of the materials you are using - weight, strength, presentation etc.
- Think about any restraints you have if you are working on a project, such as cost or the materials that are available to you.
- Consider how you are going to join your materials together and what you are going to use for this.



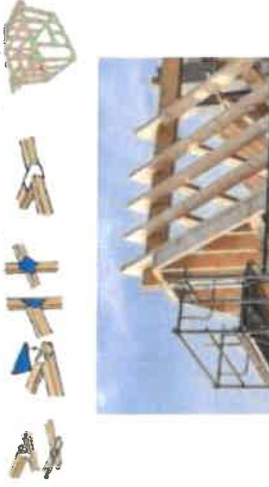
Triangulation involves the use of triangular shapes to give stability to structures.



Different ways of joining thin wood.

Using Wood

- When using wood, PVA glue is most appropriate. Joints should be securely clamped together to allow for drying time.
- Card strips can be used to create secure corner joints.
- One suitable alternative is elastic bands, which can be securely fastened around beams and columns, in order to create secure joints.

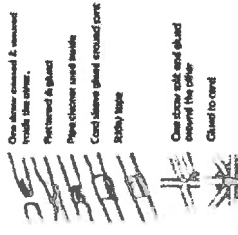


Different ways of joining straws.

Making

Using Straw/Balloon Paper

- When using straw, rolled paper, a number of adhesives can be used – e.g. sellotape, different types of glue.
- However, these structures are not as strong/stable as wooden structures.
- Creating a rigid frame requires the creation of secure joints.
- These can be made using the methods shown on the right.



Famous Structures and Architects



The Eiffel Tower in Paris, France was named after Gustave Eiffel who was the engineer who designed it. As it was so tall, the engineering team needed to ensure that it could withstand windy conditions.



John Loughborough Pearson
Born : 1817
Died: 1897

He was a famous architect who was brought up in Durham. He designed many religious buildings including Peterborough Cathedral.



Tower Bridge is a combined bascule and suspension bridge. It was built between 1886 and 1894 spanning The Thames.



Design Technology Knowledge Organisers: Mechanisms (Year 5/6)



Knowledge Organiser: Y5 and Y6 Mechanisms

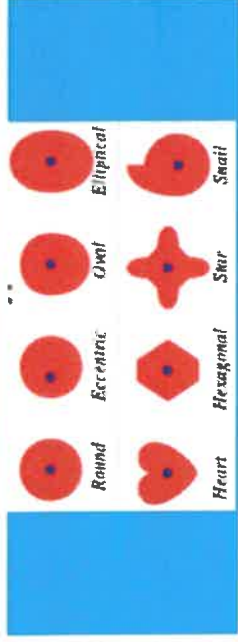
Linkages

A linkage is a group of bars or rods that cause something else to move. They are connected by pivots which can either be fixed pivots or moving pivots.



Cams

A cam mechanism has three parts which are a cam, a slide and a follower. When the cam goes round (rotates), the follower moves up and down. The pattern the follower moves up and down in depends on the shape of the cam. It can go up, down or stay still.



Key Vocabulary

Gear	Toothed wheels that lock together and turn each other. When one gear is turned, the other also turns.
Pulley	A pulley is similar to a gear but the wheels do not lock together. Instead, they are joined by a belt.
Lever	A mechanism that is often used to lift heavy items.
Cam	A mechanism made up of three parts which work together to make the movement.
Linkage	Two or more levers that are connected by joints or pivots.
Force	A push or a pull in a particular direction.
Pivot	The central point on which a mechanism turns.

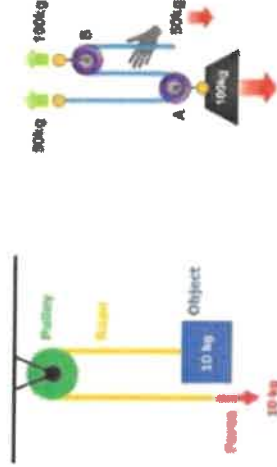
Key Knowledge

The pivots on a linkage mechanism can either be fixed (still) or moving pivots.
A cam can come in different shapes and this will affect the pattern that the follower moves in.
The more wheels that a pulley has, the more it reduces the force that is needed to lift the weight.
When two gears are connected, they turn in opposite directions.
A lever always rests on a pivot. The position of the pivot depends on how much force is needed to lift the load.



Pulleys

A pulley is a wheel or a collection of wheels over which a rope is looped. They can be used to make a small force lift a larger load. The more wheels the pulley has, the more it reduces the force needed to lift the weight. With two wheels, you can lift the weight using half the force. With four wheels, you can lift the weight using a quarter of the force.



Gears

Gears can be used to change the speed, force or direction of the movement. They are wheels with teeth which lock together and turn one another. When two gears are connected, they always turn in opposite directions to each other. This is how gears change the direction of the motion.



Levers

A lever can be used to make a small force lift a larger load. A lever always rests on a pivot. It has three parts:

1. The part where you apply the pushing or pulling force.
2. The point where it pivots.
3. The place where the work (usually the lifting) is done.



Famous Inventions and Mechanical Engineers



Elias Howe
Born: 1819
Died: 1867

He was an American born inventor who was most famous for creating the sewing machine, which meant that this did not have to be done by hand.



After years of people measuring time from the sun or the flow of sand or water, the first mechanical watch was invented in about 1305, by a German inventor called Peter Henlein.



Robert. H. Goddard
Born: 1882
Died: 1945

He was the inventor of the first liquid fueled rocket, although he was more famous after his death that when he was alive!

Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 5/6)

Knowledge Organiser: OAA Year 5/6	
Key Knowledge Why OAA? Team building games are a great tool for helping children learn to work together, listen carefully, communicate clearly and think creatively. They also give children the chance to get to know each other, build trust and develop vital life skills. Children learn to: • Orientate a map to navigate a course • Accurately follow and give instructions • Work collaboratively with a partner or a small group, sharing ideas and agreeing on a team strategy • Develop navigational skills and map reading skills • Plan and implement strategies to solve problems • Identify key symbols on a map and use a key to navigate around a grid	Key Vocabulary Orientate To find your location in relation to a map Control Is what the pupils are looking for and are referenced on a map Course The route chosen for the controls which need to be visited in order Symbol A sign, shape or object representative of different features on a map, ie a triangle for a mountain Navigate Plan and direct a course especially using a map or instruments Collaborate Work jointly on a project or activity Grid A network of lines that cross each other to form a series of squares or rectangles Route A way or course taken in getting from a starting point to a destination Map A diagram representation of an area of land or sea showing physical features, cities, roads etc. Tactical Actions carefully planned to gain a specific end Location A particular place or position Strategy A plan of action designed to achieve a long-term or overall aim
Key People/ Dates/ etc Stephen Backshall 21st April 1973— Stephen James Backshall MBE is a BAFTA-winning English naturalist, explorer, writer and television presenter, best known for BBC TV's Deadly 60. 	



- | | |
|---|--|
| Camp site | |
| Caravan site | |
| Garden | |
| Golf course or links | |
| Information centre, all year / seasonal | |
| Nature reserve | |
| Parking, Park and ride, all year / seasonal | |
| Picnic site | |
| Selected places of tourist interest | |
| Telephone, public / motoring organisation | |
| Viewpoint | |
| Visitor centre | |
| Walks / Trails | |
| Youth hostels | |



Music Knowledge Organisers: Make You Feel My Love (Year 5/6)

Knowledge Organiser – Make You Feel My Love – Year 5, Unit 3



1 – Listen & Appraise: Make You Feel My Love (Pop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Instruments/voices you can hear: Strings, piano, guitar, bass, drums.

Can you find the pulse as you are listening? Is the tempo fast, slow or in-between? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + 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 3 notes – C, D + E.
Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge
Which challenge did you get to?

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

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

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About this Unit

Theme: Pop ballads.

Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Richie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

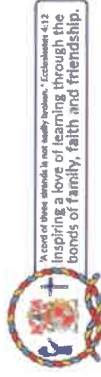
Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

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

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of a Pop ballad? How do you know this is a Pop ballad?



Computing Knowledge Organisers: Data (Year 5/6)

Knowledge Organiser: Computing—Data- Year 5/6



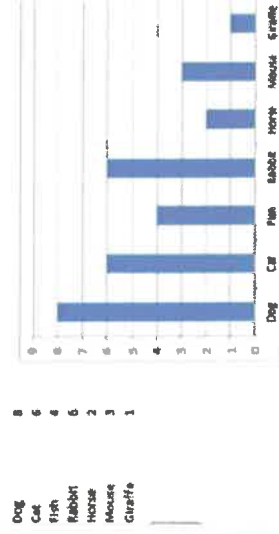
Key Knowledge

The children will create data collection forms and enter data accurately from these. They can use Microsoft Forms or create their own collection form.

When entering data into a spreadsheet, the children will learn how to check for and spot inaccurate data. Microsoft Excel is one program which we use to enter and review data.

What is a spreadsheet?

A spreadsheet is a powerful tool for organising information. They are used to carry out calculations quickly and to store large amounts of information for a range of purposes.



Microsoft Excel

In Excel bar charts, line graphs and pie charts can be created once data is entered.

Microsoft Forms

In Forms children can create their own multiple choice question and gather the data quickly to be able to analyse.

What do plants need to grow?

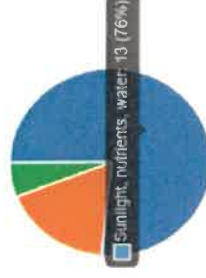
- Sunlight, nutrients, water
- Warmth, water, air
- Flowers, grass, trees

More Details

Questions

- Sunlight, nutrients, water 13
- Warmth, water, air 3
- Flowers, grass, trees 1

Responses 17

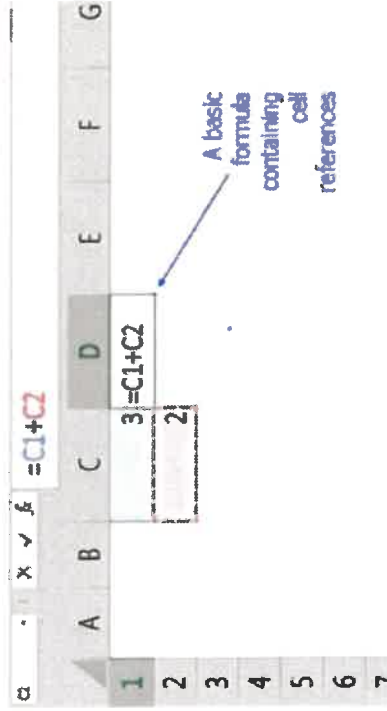


Key Knowledge (continued)

The children will learn how to insert formulas to general calculations e.g. $SUM=(C1:C5)$ will add column C, rows 1 to 5 together.

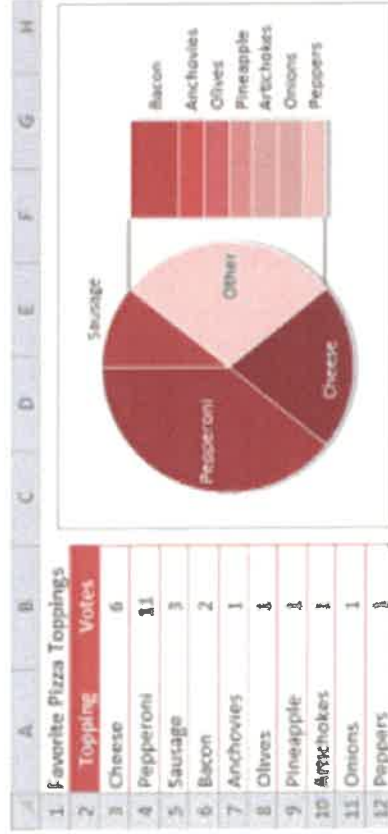
Children will explore what happens to the data if they change the numerical values and how it effects the calculation.

The sort and filter function on Excel will also allow the children to select specific information to review.



Using the Graph Wizard on Microsoft Excel will enable the children to select the graph which will best represent their data.

The children will learn to label the x and y axis as well as give their graph a title.



Religious Education Knowledge Organiser: Humanism (Year 5/6)

R.E: HUMANISM

Overview

Humanism puts human beings and their interests at the centre of things.

- Rather than focusing on religion, divine, or supernatural matters, humanists believe that fulfillment is achieved through human inventiveness and collective effort.
- Humanism is a broad philosophy, and there are many different types of humanists. Most do not believe in a God or deity.
- Humanists believe that people should think freely for themselves, be rational, and work together in order to achieve human happiness.

Humanist Beliefs

It is important to remember that there are many different kinds of humanist, who all believe in different ideas. Below are some of the most common beliefs.

- Humanism is not a religion, and most humanists do not believe in God or life after death.
- Humanists believe in a 'Golden Rule', which is 'Treat other people as you would like them to treat you.' Humanism is all about doing good and making people happy.
- Humanism is all about finding and giving love, making others happy, and making the best of the one life that we have together here on Earth.
- Humanists are rational. They believe that science and human thought are powerful tools for bettering life and creating a happy existence for all. They believe that science provides the best explanation for our existence – they do not believe that God created the Earth.
- Humanists are ethical – they value all human beings, treating all equally. They believe in 'common humanity' – even though we have differences, we are all human.

Humanist Origins, Organisations and Symbols

Humanist Origin

- humanism can be traced right back to ancient philosophers of Greece and beyond.
- Two of the most important were Protagoras and Epicurus.
- Protagoras lived around 400BC, and thought that everything could be explained without supernatural or divine causes.
- Epicurus (341-270 BC) also held the view that God is not necessary to explain the way things are. He instead believed in pleasure and friendship.
- Many enlightenment and renaissance figures, and also famous scientists, have also been advocates of humanism over the years.

Key Vocabulary

- Humanism
- Humanist
- Rational
- Philosophy
- Ethical
- Deity
- Golden Rule
- Equality
- Fulfillment
- Origin
- British Humanist Association
- The Happy Human
- Milestones

Humanist Ceremonies and Milestones

Baby Naming and Welcoming: To celebrate the birth of their baby, humanists often hold these non-religious ceremonies. Parents state their love and commitment to the child, and some name 'guide-parents'. A tree may be planted to grow with the child.

Weddings: Humanists who wish to spend their lives together can commit to one another in non-religious wedding ceremonies. They often exchange vows, and have poetry/prose readings.

Funerals: Humanists believe that we only have one life, and so celebrating one's life when it ends is very important. Humanist funeral officiants try to find out as much about the person as they can, to capture their life and personality.

Personal Spirituality – Key Questions

What makes us human?	What similarities and differences do humans have?	In what ways would you describe yourself as ethical?	In what ways would you describe yourself as rational?	What are your thoughts on the 'Golden Rule'?	What are the important milestones in your life?	How do you celebrate milestones in your life?	What are the most important things in your life?
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"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



Record of their journey to the world's oldest humanist community, 112 inspiring a love of learning through the bonds of family, faith and friendship.