



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Class Ash
(Cycle A, Year Six)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year expectations for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Class Ash Topics—Cycle A	
Autumn 1	Romans
Autumn 2	
Spring 1	Volcanoes and Earthquakes
Spring 2	Trade Links
Summer 1	Anglo-Saxons
Summer 2	Vikings

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

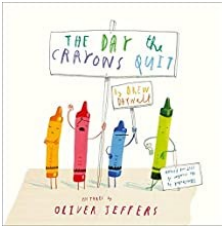
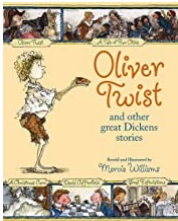
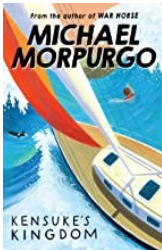


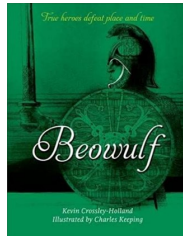
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – Steps in Learning
Class Ash – Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans		Volcanoes and Earthquakes	Trade Links	Anglo-Saxons	Vikings
Hook	Invasion			Lancashire Hot Pot Tasting		
Visits and Visitors		Chester Visit		Chocolate Factory Visit		
Key Texts	 The Day the Crayons Quit – Jeffers	 Oliver Twist & other Great Dickens Stories- Williams	 Kensuke's Kingdom – Michael Morpurgo	 Bootleg – Alex Shearer	 Macbeth – Shakespeare	 Beowulf – Crossley Holland
Additional Stimulus	Film Clips - Little Freak / Alma	Focus – Great Expectations / Christmas Carol Animations	Volcanoes	Mr Bunny's Chocolate Factory	Macbeth #Killingit (OMG Shakespeare) – Shakespeare & Carbone How to cook children	Beowulf – Morpurgo
Writing Outcomes	Letter writing—formal and informal letters of complaint Diary Suspense Narrative	Dialogue – Oliver Twist Narrative – Setting description Character description – Miss Havisham / Scrooge Formal letter of apology	Non-Chronological Report – Volcanoes and Earthquakes Adventure Narrative Diary	Explanation – linked to Mr Bunny Balanced Argument – should chocolate be banned? Newspaper Narrative	Performing scenes Descriptions Instructions / Explanation	Description Narrative Non-chronological report – mythical creature
Mathematics	Place Value Four Operations	Four operations Fractions	Four operations Fractions	Decimals and percentages Perimeter and area statistics	Shape Position and direction Decimals	Negative Numbers Converting Units Volume
Science	Biology: Do all animals start life as an egg & how different will you be when you are as old as your grandparents?		Chemistry: Could you be the next CSI investigator?		Physics: Does everything that goes up always come down?	Physics: How can you light up your life?

Summerseat Methodist Primary School – Steps in Learning
Class Ash – Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Romans				Anglo-Saxons	Vikings
Geography			Volcanoes and Earth- quakes	Trade Links		
Art	Collage Pietro Cavallini / Emma Biggs Topic link – Romans in History		Printing Hokusai Volcanoes		3D Art Investigate local sculpture (Irwell Sculpture Trail) Make our own sculpture trail based on Yayoi Kusama flowers for Copse Corner	
Design Technology		Structures Stiffening, reinforcing/frames Bridges Engineer: Romans / Brunel		Food technology <i>Celebrating Culture / Food storage</i> Lancashire Hotpot <i>Bury market Focus</i> Chef: <u>Fanny Cradock</u> / <i>Hairy Bikers</i> & local history of Bury Market		Mechanisms Pulleys and CAMS Viking Long Boats <i>Links to History topic</i>
Computing	Unit 5.1-Coding lesson 1, 2, 4, 5 & 6 & Unit 6.1 lesson 5 Online Reputation/Self-image & identity	Unit 5.2-Online Safety Managing Online Information	Unit 5.3-Spreadsheets Privacy & Security/ Copyright & Ownership	Unit 5.4-Databases Online Relationships & Bullying	Unit 5.5-Game Creator Health, Wellbeing & Lifestyle	Unit 5.7-Concept Maps Review
Music	Dancing in the Street (Motown)	Songs for Christmas Modern / Contemporary: Derbyshire	Romantic Period: Tchaikovsky 'Swan Lake' and Debussy	Recorder	Livin' on a prayer (Rock)	Happy! (pop and soul)
RE	What does it mean to be a Muslim in Britain today?	INCARNATION Was Jesus the Messiah? Christmas	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?
PSHE	Knowing Me, Knowing You	Relationships and the Wider World	Keeping Healthy	Keeping Safe (Inc. CWP Preventing Early Use)	Friends, Family & SRE	Friends, Family & SRE

Reading

- I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.
- I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions.
- I can read a wide range of different texts and discuss them with others afterwards.
- I can compare events, themes and characters within and between books, finding and explaining similarities.

V – I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up.

I - I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do, and I can explain how I worked this out. I can support and justify my views through reasoned explanation.

Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters' motives from their actions, e.g. Why did Fagin look after the boys? What evidence do you have to support this? Organise information or evidence appropriately

P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. Predict consequences using a combination of information, including that which is stated and that which is implied.

E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader.

I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and explain how these impact on the reader. Explain reasons why the author may have chosen to break conventions, e.g. one-word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.

R- Use a combination of skimming, scanning and close reading across a text to locate specific detail. Text mark to make research efficient and fast.

S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary. Summarise main ideas, identifying key details and using quotations for illustration.



A Year Six Child English

Speaking

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate
- Ask questions to develop ideas and make contributions that take account of others' views
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions, taking different roles
- Listen to and consider the views and opinions of others in discussions
- Make contributions to discussions, evaluating others' ideas and responding to them
- Sustain and argue a point of view in a debate, using formal language of persuasion
- Express possibilities using hypothetical and speculative language in science and when discussing reading
- Engage listeners through choice of vocabulary and register according to the context
- Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

Writing (Punctuation)

- I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural.
- I can use ellipsis.
- I can use semi-colons, colons or dashes to mark boundaries between independent clauses.
- I can use colons to introduce a list.
- I can use hyphens to avoid ambiguity.
- I can use commas to clarify meaning or avoid ambiguity in

Writing

- I can select appropriate grammar and vocabulary.
- I can describe settings, characters and atmospheres and can integrate dialogue to convey characters and advance the action.
- I can use a wide range of devices to build cohesion within and across paragraphs (adverbials, pronouns, prepositional phrases etc.)
- I can use further organisational and presentational devices to structure text and to guide the reader in non-narrative texts (e.g. headings, bullet points, underlining)
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.
- I can use passive verbs.
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with or without the relative pronoun)
- I understand and use the subjunctive form.
- I can use present perfect forms of verbs.
- I can choose nouns or pronouns appropriately.
- I can use fronted adverbials.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use standard English.
- I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan)
- I can spell words with silent letters.
- I continue to distinguish between homophones and other words which are often confused.
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.
I can place the possessive apostrophe accurately in words with regular and irregular plurals.
- I can use a thesaurus.
- I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters. I can place the possessive apostrophe accurately in words with regular and irregular plurals.
- I can use a thesaurus.

Handwriting

- I can write legibly, fluently and with increasing speed.
- I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited to a task.

Punctuation

Remember:

. ! ? , ' "

Apostrophes:

For possession: Shows us that something belongs to the subject, e.g. **My Mum's bag.**

Take care when using apostrophes with plurals, e.g. **the pupils' coats.** (More than one pupil has a coat)

For omission: Shows us that a letter has been missed out to create informality, e.g. **Do not do that = don't do that.**

Hyphen (-) – Creates compound words to give a clear meaning.

The man-eating shark.

The man eating shark.

Colon(:) – Introduces a list or separates two main clauses when the second explains or describes the first clause.

Semi-colon(;) – joins two related independent clauses together

Dashes (-), brackets (), commas (,) Used within a sentence to add additional information - Parenthesis The cat (that didn't belong to me) was black.



COLON

VS

SEMICOLON

Colons and semicolons were initially used to express pauses longer than a comma and shorter than a period. A semicolon consists of a dot above a comma (;), while a colon is a punctuation mark consisting of two dots one over the other (:).

COLON :

1. Introduce lists, series, quotations and explanations.

- He was going to buy three things: chairs, tables, and utensils.
- John wrote: "I wish you a merry Christmas. All affection and best wishes to you and yours."

2. Separate independent clauses.

- They will not make it: the storm is too strong.

3. Show emphasis.

- He was there for one person: his mother.
- You have two choices: finish the work today or lose the contract.

4. Separate units of time.

- Sophia set her alarm clock for 6:30 a.m.



SEMICOLON ;

1. Between items in a list or series when the items themselves contain commas.

- There are eight members on the team: two from China and Japan; three from France and Spain; two from Brazil and Chile; and one from India.
- We visited Thailand, Vietnam, and Singapore in the spring; Germany, France, and Italy in the summer; and South Africa in the fall.

2. Separate two independent clauses while still demonstrating that a close relationship exists between them.

- They came all the way home; even so, they all knew they had to go back once more.
- My daughter is a teacher; my son is a doctor.

Grammar Knowledge Organiser



6

Terminology

subject
object
active
passive
synonym
antonym
ellipsis
hyphen
colon
semi-colon
bullet points

Comma

- Clarify meaning
- Avoid ambiguity

,

Modal Verbs

Indicates degree of possibility:
might, should, will, must, ought, could, often, can

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own, e.g. **I went to school**

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence, e.g. **I went to school while my brother stayed at home.**

Relative Clause – Type of subordinate clause, beginning with a relative pronoun or an omitted relative pronoun.

Relative Pronouns = **who, which, where, when, whose, that**

Passive & Active

Active voice

Tells us what a **person or thing does**. The subject performs the action (verb) on the object.

Subject + verb + object

Example:

- Anna painted the house.
- The teacher always answers the students' questions.
- Ali posted the video online.

Passive voice

Tells us what is **done to someone or something**. The subject is being acted upon.

Object + verb + subject

Example:

- The house was painted by Anna.
- The students' questions are answered by the teacher.
- The video was posted online by Ali.



Active – Subject performs the action.

Passive – When the subject has something done to it.

If you see '**by someone**' or can add **by zombies** to the end and the sentence and it makes sense you know it is written in the passive voice.

Cohesive Devices

- Repetition** of a word or phrase
- Adverbials**: on the other hand, in contrast, as a consequence, following this, later
- Ellipsis** ...

Subjunctive form or mood

A verb form to express wishes, hopes, commands, demands or suggestions.

If I were the prime minister...

Were they to come ...

Formal Vs Informal

The level of formality of a piece of writing depends on the audience and purpose.

Use of:

- Contractions
- Abbreviations
- Chatty tone
- Question tags



Use of:

- Subjunctive
- Technical & precise vocab



Spelling Knowledge Organiser

5 & 6

Words ending:

-cious, -tious, -cial, -tial
-ant, -ance, -ancy,
-ent, -ency, -ence
-able, -ible, -ably, -ibly
-fer

OUGH

REMEMBER
I BEFORE E
EXCEPT
AFTER C

accommodate	committee	embarrass	immediate(-ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(-ly)
according	community	equip (-ped, -ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience	exaggerate	language	profession	sufficient
amateur	conscious	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

Silent Letters



Homophones



THE WEATHER



Whether the weather was good
Or whether the weather was bad
The weather was better
When we were together
Whatever the weather we had

"I always *advise*
people never to
give *advice*."



It's or Its

DESERT VS. DESSERT



Practice

Is a noun.



Practise

Is a verb.



their
there
they're



Aloud



Allowed

COMPLIMENT

Something
nice that
I say to you.



Being a mathematician *Fractions & Number*

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Identify the value of each digit in numbers given to 3 decimal places
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above
- Solve problems involving all four operations
- Perform mental calculations, including with mixed operations and large numbers
- Multiply and divide numbers by 10, 100 and 1,000, giving answers to 3 decimal places
- Use knowledge of order of operations to carry out calculations involving all four operations
- Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why
- Multiply multi-digit numbers up to four-digits by a two-digit whole number using the formal written method of long multiplication
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to four-digits by a single-digit whole number using the formal written method of short division
- Divide numbers up to four-digits by a two-digit whole number using the formal written method of long division
- When dividing, interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Identify common factors, common multiples and prime numbers
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Use common factors to simplify fractions
- Use common multiples to express fractions in the same denomination
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440



A Year Six Child Mathematics

Addition strategies

$$\begin{array}{r} 55825 \\ + 37486 \\ \hline 93312 \\ \text{1 1 1} \end{array} \quad \begin{array}{r} 12.73 \\ + 8.39 \\ \hline 21.12 \\ \text{1 1 1} \end{array}$$

Subtraction strategies

$$\begin{array}{r} 55129 \\ - 7486 \\ \hline 47343 \end{array} \quad \begin{array}{r} £31.27 \\ - £14.81 \\ \hline £16.46 \end{array}$$

Multiplication strategies

$$\begin{array}{r} 6549 \\ \times 43 \\ \hline 19647 \\ 261960 \\ \hline 281607 \end{array} \quad \begin{array}{r} 1.27 \\ \times 8 \\ \hline 10.16 \end{array}$$

Division strategies

8800 ÷ 22 = 400
110 ÷ 22 = 5
33 ÷ 22 = 1.5

$$\begin{array}{r} 406r11 \\ 22 \overline{) 8943} \\ \underline{8800} \\ 143 \\ \underline{132} \\ 11 \end{array}$$

Being a mathematician *Measurement, geometry, statistics & algebra*

- Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Read, write and use standard units of measurement with precision and accuracy
- Convert measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places
- Solve problems involving the calculation of units of measure
- Convert between miles and kilometres
- Accurately measure area and perimeters of shapes and understand that shapes with the same area can have different perimeters and vice versa
- Use formulae to calculate the area of parallelograms and triangles
- Estimate, calculate and compare volume of cubes and cuboids using standard units of metric measurement
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables

For more detail on our mathematical strategies, please see our calculation policy.

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

Regular = all sides/angles the same

Irregular = sides/angles not same

Types of triangle



Types of quadrilateral



Parallelogram Trapezium Rhombus

AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle

$$= (\text{base} \times \text{height}) \div 2$$

Area of a parallelogram

$$= \text{base} \times \text{height}$$

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Shape vocabulary

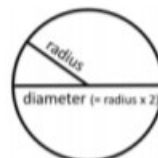
Perimeter = measure around the edge of a shape.

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



Circumference = perimeter of a circle

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%
$\frac{1}{20}$	0.05	5%
$\frac{1}{10}$	0.1	10%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{3}$	0.33	33%
$\frac{2}{5}$	0.4	40%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%
1	1	100%

Measurement conversions

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
8 kilometre	5 miles
1 kilogram	1,000 grams
1 litre	1,000 millilitres

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are.
E.g. the mean of 4, 5, 3, 4 is 4. (Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)



6

Maths

Volume of a cuboid =
length x width x height



Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L	Remember – No more than 3 in a row!	

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Angles: Full turn = 360° Half turn = 180° Right angle = 90° acute angle = $<90^\circ$
obtuse angle = $>90^\circ$ reflex angle = $>180^\circ$ angles on a straight line = 180°
opposite angles = same angles in a triangle = 180° angles in a quadrilateral = 360°

Thirty days hath September, April, June, and November, all the rest have **thirty-one** except February which has 28.

UKS2 Aut A



Romans

To be secure in this unit you must:

- know about the origins and coverage of the Roman Empire.
- Know why its army was so successful.
- know about at least one famous Roman emperor.
- know how Britain changed from the Iron age to the end of the Roman occupation. -know how the Roman occupation of Britain helped to advance British society. -know how there was resistance to the Roman occupation and know about Boudica.
- To know stories about the founding of Rome. - Know what Britain was like in the Iron age before the Roman occupation. -Know about some Roman sites left in Britain.
- Know that the Romans conquered Britain but left Britain with many important features, such as roads, aqueducts, toilets, cities, writing, numbers and coins.
- Know that the Romans believed in different gods and goddesses but first introduced Christianity to Britain

Develop historical skills:

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence giving reasons for choices.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Use dates and terms accurately in describing events.
- Describe the main changes in a period of history using historical terms such as: society, settlement - Describe the social, ethnic, cultural or religious diversity of past society. - Use literacy skills to communicate information about the past.

Vocabulary

Centurion	A commander of a group of 100 Roman soldiers.
Emperor	The Roman leader of the Roman Empire during the imperial period.
Aqueduct	A large system, like a bridge, for carrying water from one place to another is called an aqueduct.
Gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.
Romanisation	When the countries that the Romans conquered became very much like Rome.
Conquer	To overcome and take control of people or land using military force.
Invade	Enter a place or land with the intention of occupying it.
Empire	An empire imposes its rule on peoples of different cultures and ethnic backgrounds with different political systems and controls lands beyond the borders of its own country.

Sticky Knowledge

- ✓ Julius Caesar was probably the best-known Roman leader. He extended the empire by invading other lands. He made two unsuccessful attempts to conquer Britannia in 55BC and 54BC.
- ✓ In AD 43, Emperor Claudius launched a third attack with much of Britain (or Britannia as the Romans called it) becoming part of Rome.
- ✓ The Roman Empire had a powerful army. Roman soldiers used rigorous formations and tactics to aid their success in battles.
- ✓ Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.
- ✓ There is lots of evidence of Romans in Britain through archaeological sites.
- ✓ When the Romans came to Britain they helped us by creating roads; aqueducts; toilets; a written language (which was Latin); introducing coins and numbers; towns and cities. They introduced some animals including rabbits. Romans also started to introduce Britain to Christianity. Emperor Constantine was the first Christian leader.

Topic Timeline

753 BC	The city of Rome was founded
509 BC	Spread from a city state to a Republic
27 BC	Rome became an empire under the leadership of Emperor Augustus.
55 BC	Julius Caesar attempt to invade Britain for the 1 st time.
54 BC	Julius Caesar attempts to invade Britain for the 2 nd time.
AD 43	Romans invade and take over Britain under Emperor Claudius
AD 60	Queen Boudicca's revolt fails
AD 122 - 133	Construction of Hadrian's wall to keep the Picts of Scotland out
AD 306	Emperor Constantine proclaimed emperor in York
AD 410	Last Roman troops withdraw from Britain
AD 476	Roman Empire came to an end

Timeline



Settlement

Pre-753 BC

City State

753 BC


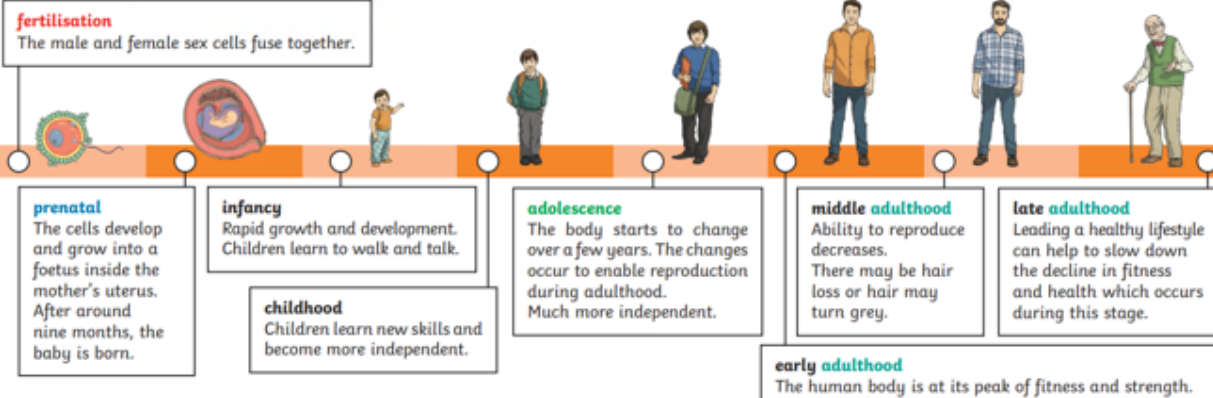
Republic

509 BC

Empire

27 BC - AD 476



<p>UKS2 Biology Life Cycles and Reproductive Processes</p>	<p>By the end of this unit you must:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Create a timeline to indicate stages of growth in humans • Describe the processes of reproduction in some plants and animals. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. 	<p>Working Scientifically:</p> <p>Plan enquiries, including recognising and controlling variables where necessary.</p> <ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
Vocabulary		Sticky Knowledge
lifecycle	A life cycle is a series of stages a living thing goes through during its life.	
gestation	The time between fertilization of the egg (ovum) and the birth of the baby or babies is called the gestation period.	
classification	To classify something means to arrange (a group of people or things) in categories based on their shared qualities or characteristics.	
reproduction	Reproduction is the process by which a living organism creates a likeness of itself. The process may be either asexual—meaning that an organism reproduces by itself alone—or sexual—which requires both male and female sex cells	
embryo	Human babies start out as a single fertilized egg (zygote) that quickly becomes an embryo, which is the name given to an unborn baby from the time of fertilization until eight weeks of development.	
micro-organism	Microorganisms, or microbes, are a diverse group of minute, simple forms of life that include bacteria, algae, fungi, protozoa, and viruses. Microorganisms are too small to be seen with the naked eye and are normally viewed by means of a microscope.	
puberty	Puberty is the name for the time when your body begins to develop and change as you move from a child to an adult.	
vertebrates	Vertebrates are animals that have a backbone inside their body.	
invertebrates	Invertebrates are animals without a backbone or bony skeleton.	
species	A species is often defined as a group of organisms that can reproduce naturally with one another and create fertile offspring.	



UKS2 Aut 1 A Collage



To be secure in this unit you must:

Take Inspiration from the Greats:

- Research the work of an artist and replicate their style.
- Understand what an artist is trying to achieve through their work.
- Explain the style of art used and how it has been influenced by a famous artist.
- Understand that art can be abstract and interpret what the meaning could be.
- Create original pieces that show a range of influences and style.

Evaluate & Develop your work:

- Compare techniques and ideas or themes in their own work and that of others and explain what they think or feel about it.
- Annotate work to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.
- Make changes to work after evaluation and give suggestions for further development.

Develop collage skills:

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use mosaic tiles materials and techniques.

Vocabulary

mosaic

a picture or pattern produced by arranging small stones, tiles, or glass

ceramic

clay that has been hardened and often glazed

tesserae

a small block of stone, tile or glass used to form mosaics

pattern

a design where shapes, forms, colours or lines are repeated

texture

the feel or appearance of something

tactile quality

to do with the sense of touch

visual quality

how artists express ideas about their work visibly through colour, shape, texture and form.

medium

the material used to make the artwork

classical

the style of the ancient Greeks and Romans, or influenced by that style

contemporary

art made and produced by artists living today

warm

colours that are towards red, orange and yellow on the colour wheel.

cold

colours that are towards blue, green and purple on the colour wheel.

form

objects that are three dimensional

grout

a substance that fills the gaps between tesserae in mosaics.

sketch

a quick, informal drawing

annotate

add notes that explain or comment on.

Sticky Knowledge



overlapping



layering



coiling



tessellation



mosaic



montage



classical



contemporary



pattern

Inspiration

Pietro Cavallini



Emma Biggs



Key Experiences

Refreshing knowledge of key collage types.
Sketching mosaics by Pietro Cavallini and Emma Biggs, the annotating thoughts and inspiration
Comparing contemporary and classical mosaics
Designing mosaic coasters influenced by Cavallini or Biggs.
Cutting and shape tiles to create a mosaic based on their design.
Mix safe-grout powder and water to form grout and apply this over the mosaic design to finish their coaster.



Learning Qualities

Ash Class

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Organise things well, including resources and others
- Know where they learn best
- Assess risk and make sensible decisions
- Cope with additional pressure
- Confident and capable when allowed to organise own time and space
- Use a range of strategies to help overcome a problem
- Empathise with others, appreciating that people respond in different ways

Becoming Collaborative

- Take on a range of roles within a group
- Accept constructive criticism from others in group to enable improvement in performance
- Share a working environment with others and respect their varying needs
- Motivate others to contribute more effectively
- Understands differences in opinions and respond positively
- When suggesting ideas, able to break into smaller steps to suit the needs of the group
- Work with range of people, including those with different views of their own
- Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on
- Make the most of others' strengths when organising work

Building Resilience

- Recognise 'Growth Mindset' and 'Fixed Mindset'
- Embrace challenges, especially open ended or deeper thinking ones and keep going until their conclusion
- Appreciate how learning can happen from stretch mistakes and embrace this
- Recognise risks that may be involved when tackling work
- Remember our brains are making new connections and growing all the time
- the difference between stretch mistakes and sloppy

Developing Confidence

- Communicate confidently and capably in a range of situations, including with the whole class
- Make the most of others' strengths when organising work
- Take account of others' viewpoints when considering success
- Accept constructive criticism from others in group to enable improvement in performance
- Accept different types of feedback and criticism and learn from it
- Understand that attitude and behaviour can affect learning, and show they are prepared to adjust
- Gauge when a task has been completed to the best of their ability
- Know what helps them to learn well

Being Inquisitive

- Ask questions and pose problems
- Understand that questions can have more than one answer and that some cannot be answered
- Give more than one reason to support an argument
- Recognise that sometimes you need expertise from others to help solve problems
- Use feedback from a range of sources to help solve a problem
- Plan a complex task, anticipating blocks and find ways to overcome them
- Choose how to present information
- Listen to a range of opinions and reach a conclusion from them