



# Year 6 Curriculum

Autumn 2 2023 - 2024

# Swallowdale Curriculum

Dear Families,

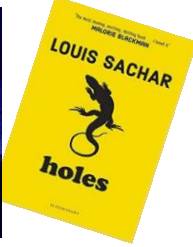
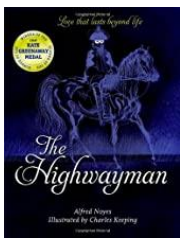
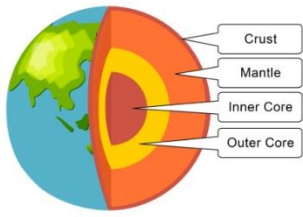
This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

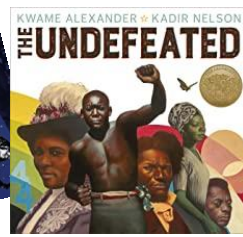
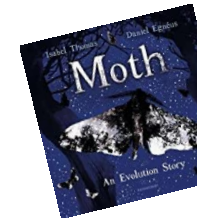
To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



# Year 6 Long Term Plan 2023 – 2024



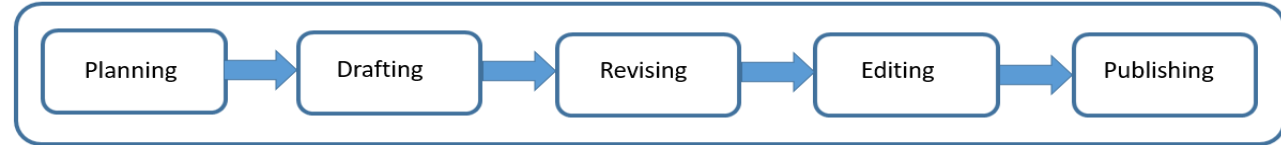
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation
<b>Maths</b>	Place Value Four operations	Fractions, Decimals and percentages	Ratio Algebra Converting units	Area and Perimeter Volume Statistics	Shape Position and Direction	Consolidation Problem Solving
<b>Science</b>	Electricity	Animals, including humans	Living Things and Their Habitats	Adaptation, Evolution and Inheritance	Adaptation, Evolution and Inheritance	Light
<b>History and Geography</b>	Twentieth Century Conflict: WWII	Earthquakes and Volcanoes	Civil Rights	Local Fieldwork	Industrial Revolution	
<b>Art and Design and Technology</b>	Construction: Anderson Shelters	Drawing: Yayoi Kusama	Sculpture: Yinka Shonibari	Textiles: Device Case	Painting: Maggie Hambling	Food and Nutrition: Come Dine With Me
<b>Religious Education</b>	Humanism	Sikhism	TBC	TBC	TBC	TBC
<b>PSHE</b>	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
<b>Computing</b>	Communication and Collaboration	Web page creation	Variables in Games	Introduction to Spreadsheets	3D modelling	Sensing Movement
<b>Physical Education</b>	Gymnastics / Swimming	Swimming / Football	Basketball / Dodgeball	Yoga / OAA	Badminton / Netball	Dance / Athletics / Rounders
<b>Music</b>	Developing Melodic Phrases	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
<b>French</b>	All About France		My Family		The Future	



# Year 6 English Writing



At Swallowdale, we follow a five-stage process for writing and in Y6 I will write for different purposes: to entertain, to inform, to discuss and to persuade. I will also write for a range of audiences.

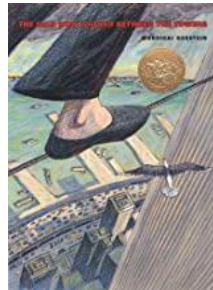


## Content to be taught and applied in writing this year

<b>Word</b>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence (e.g. John broke the window in the greenhouse. / The window in the greenhouse was broken)</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the subjunctive form)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, chains of reference, grammatical connections, punctuation)</li> <li>Layout devices to structure text</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>How hyphens can be used to avoid ambiguity (e.g. man eating shark / man-eating shark, or recover / re-cover)</li> <li>Use of ellipses (as a cohesive device)</li> <li>Use of dashes for parenthesis</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>subject, object, active, passive</li> <li>ellipsis, hyphen, colon, semi-colon, dash</li> </ul>

### Spelling

I will use the Sounds and Syllables approach in my spelling lessons and when I am writing. I will also learn to read and spell the statutory words for UKS2.



### What will I be writing?

Inspired by the story of The Man Who Walked Between the Towers I will research Philippe Petit's life and write his biography. I will use subheadings to organise information, write in a formal style and aim to vary sentence construction for emphasis and to show contrast in opinion or reaction.

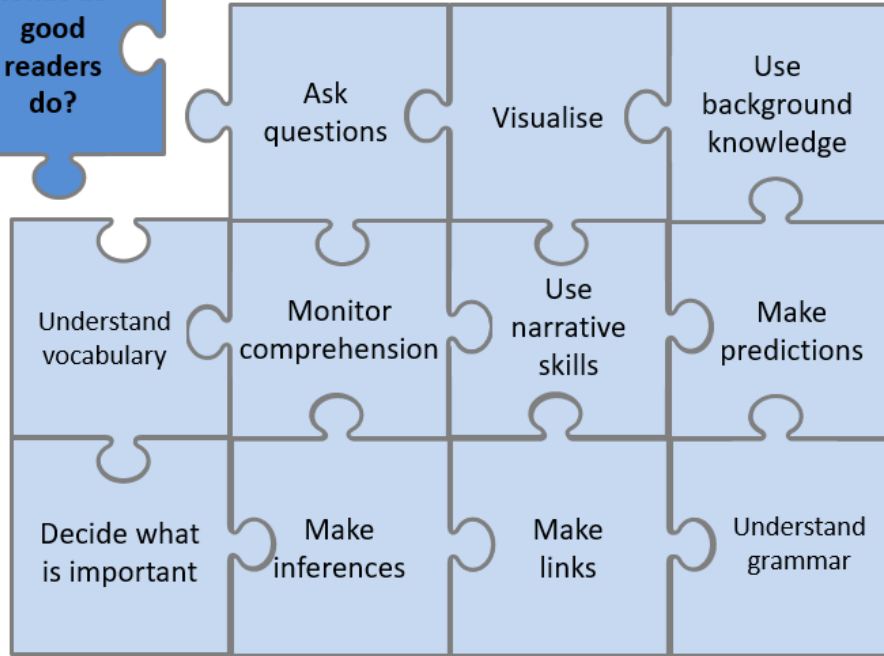
# Statutory Spelling Words for Year 5 and Year 6

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

# Year 6 English Reading



What do good readers do?



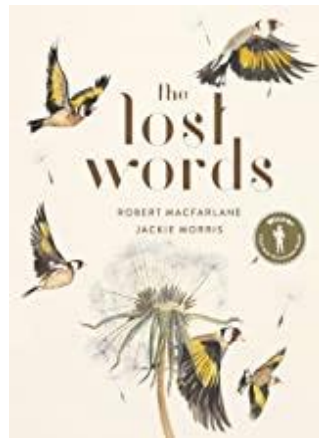
## Reading Lessons

Using our school jigsaw, I will consider what good readers do in the moment of reading and after reading, and these skills will be modelled and practised during my lessons. I will practise reading aloud to develop my fluency and prosody. I will read a range of fiction, non-fiction and poetry each term. My reading work will be recorded in my reading journal.

## Independent Reading

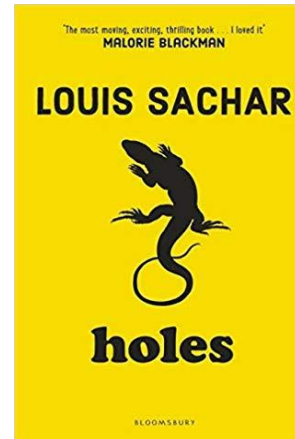
I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the coloured dot at the back of the book. My reading level is assessed at school using a Benchmarking assessment and this will be checked throughout the year. My reading book should not be too tricky as this book is for me to read fluently and to understand what I have read so I can enjoy it. I may also select a book from the class or school library. I should record my independent reading in my school reading diary each week and show my teacher.

## Our Class Poetry Books



## Reading for Pleasure - Our Class Book

This is the book we will read and discuss in class each day. We will identify key vocabulary and learn to summarise the key information each time we read.



Stanley Yelnats' family has a history of bad luck, so when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre (which isn't green and doesn't have a lake) he is not surprised. Every day he and the other inmates are told to dig a hole, five foot wide by five foot deep, reporting anything they find. Why? The evil warden claims that it's character building, but this is a lie. It's up to Stanley to dig up the truth...

# Year 6 Mathematics - Autumn

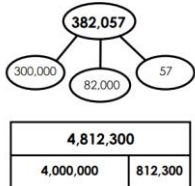


I will recognise, read and write numbers to 10 000 000.

TM	M	HTH	TTH	TH	H	T	O
1	3	7	6	4	8	2	5

I can represent numbers in different ways.

Numbers can be represented in a variety of ways:



## Place Value

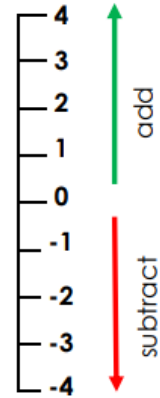
I can add and subtract positive numbers to a negative number.



Negative numbers    Positive numbers

I can round numbers

527,356 to the **nearest 10,000** is 530,000  
 527,356 to the **nearest 100,000** is 500,000  
 527,356 to the **nearest 1,000,000** is 1,000,000



## Addition and Subtraction

I can mentally add and subtract a 5 digit number to tens, hundreds and thousands. I can use a formal written method to add and subtract numbers.

	1	1				
	4	1	2	8	4	7
+		1	1	6	2	4
	4	2	4	4	7	1

$$154.75 + 233.82 = 388.57$$

$$\begin{array}{r} 1 \\ 233.82 \\ +154.75 \\ \hline 388.57 \end{array}$$

				6	1	2
	4	2	1	4	/	2
-		1	2	2	4	4
					2	8

$$725.75 - 233.82 = 491.93$$

$$\begin{array}{r} 6 \quad 1 \quad 4 \quad 1 \\ 725.75 \\ -233.82 \\ \hline 491.93 \end{array}$$

## Multiplication and division

I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. I can divide numbers up to 4 digits by a two-digit number, using the formal written method of short division and where appropriate, interpreting remainders according to the context. I can solve multiplication and division problems.

$$23 \times 13 = 299$$

$$\begin{array}{r} 23 \\ \times 13 \\ \hline 9 \quad (3 \times 3) \\ 60 \quad (20 \times 3) \\ 30 \quad (3 \times 10) \\ \hline 200 \quad (20 \times 10) \\ \hline 299 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 124 \\ \times 26 \\ \hline 744 \\ +2480 \\ \hline 3224 \end{array}$$

$$53.2 \times 24$$

$$\begin{array}{r} 1 \\ 53.2 \\ \times 24.0 \\ \hline 212.8 \\ 1064.0 \\ \hline 1276.8 \end{array}$$

$$5 \overline{) 86r \frac{2}{5}}$$

$$\begin{array}{r} 15 \overline{) 432} \\ \underline{300} \quad 15 \times 20 \\ 132 \\ \underline{120} \quad 15 \times 8 \\ 12 \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

432 ÷ 15 becomes

$$\begin{array}{r} 15 \overline{) 432.0} \\ \underline{30} \quad \downarrow \\ 132 \\ \underline{120} \quad \downarrow \\ 120 \\ \underline{120} \\ 0 \end{array}$$

Answer: 28.8



# Year 6 Science Knowledge Organiser

## Animals, including humans



### Key vocabulary

- **nutrients:** Useful substances that helps animals and plants to grow.
- **diet:** The sort of food animals or humans eat regularly.
- **exercise:** Activity that requires physical effort, carried out to sustain or improve health and fitness.
- **drugs:** A medicine or other substance that has an effect in a person's body.
- **heart:** The heart pumps blood around your body.
- **pulse:** Each time the heart beats it can be felt as a pulse in the arteries. Typically, in the wrist and neck.
- **blood:** The red liquid pumped around the body by the heart. It transports oxygen, nutrients and water to all parts of the body.
- **blood vessels:** The narrow tubes which our blood flows through, including the arteries, veins and capillaries.
- **lungs:** Two organs situated in the ribcage that fill with air when you breathe in. They remove carbon dioxide from blood and add oxygen.
- **The Circulatory System:** This circulates blood through the body. It consists of the heart, blood and blood vessels.

### What should I already know?

- I can describe the changes as humans develop to old age.
- I can describe the simple functions of the parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

### What will I know by the end of the unit?

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way in which bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Key knowledge

#### Why is exercise so important?

Exercise can increase fitness, make you feel physically and mentally healthier, strengthen your heart and improve your lung function.

#### What is the Circulatory System?

The circulatory system transports nutrients and water in the blood to all the parts of the body that need them. These nutrients provide us with energy.

#### Lifestyle choices

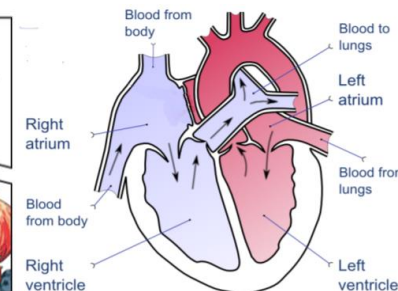
Drugs, alcohol and smoking have negative effects on the body.



A healthy diet involves eating the right types of nutrients in the right amounts.



#### The Heart

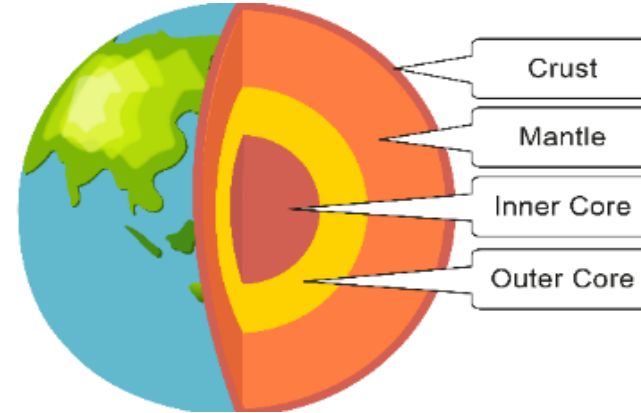


The heart is made up of four chambers: the right atrium, the right ventricle, the left atrium and the left ventricle.





**Enquiry Question:**  
Why are some places more vulnerable to tectonic hazards?



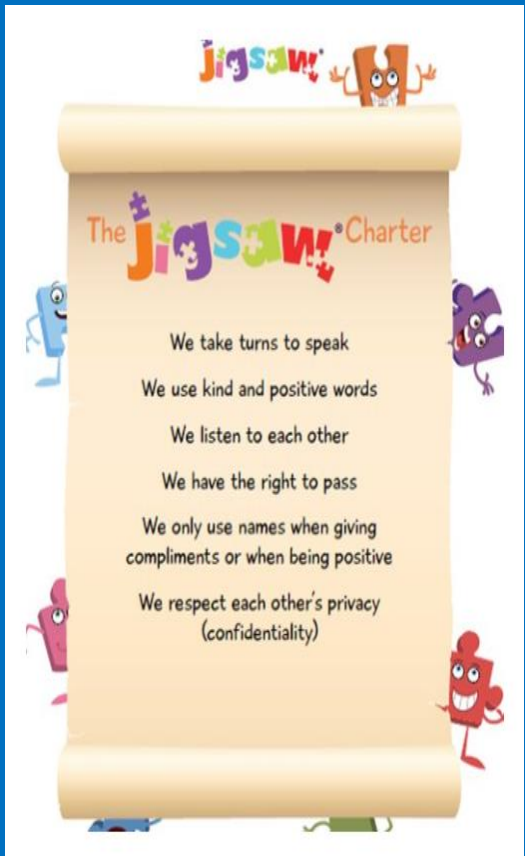
Key vocabulary:	
hazard	an event that threatens people or has the potential to cause damage, destruction and death
core	a huge, hot metal ball
mantle	made up of molten rock called magma
crust	a thick layer of rock broken into large pieces; known as tectonic plates
tectonic plates	large pieces of the Earth's crust
plate boundary	where two, or more, plates meet
mountain	a large elevation of the Earth's surface
earthquake	a release of friction which produces a violent jolt that shakes the land
seismic waves	the vibrating movement of the ground
volcano	an opening in the Earth's crust that allows magma and gases to escape
magma	molten rock - rock that is so hot it has turned into liquid
lava	when magma reaches the surface of the Earth it is called lava





# Year 6 Jigsaw Unit 2 Celebrating Difference

	I have already learnt to...	Now I will learn to...
PSHE	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	Explain ways in which difference can be a source of conflict or a cause for celebration.
Social & Emotional	Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour.	Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.



## I can answer these reflective questions...

How do people exert power over others?

How easy would it be to overcome a disability?

## I will understand this vocabulary...

empathy	The ability to understand and share the feelings of another.
perception	The way in which something is regarded, understood or interpreted.
role model	A person looked to by others as an example to be copied.
harassment	To subject a person to hostile or prejudicial remarks or actions; pressure or intimidate.
control	To influence or direct people's behaviour.
conflict	In opposition; a disagreement or argument.
bullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.



## What should I already know?

- about search engines, websites and the reliability of information contained on the World Wide Web
- what copyright is

## What will I learn?

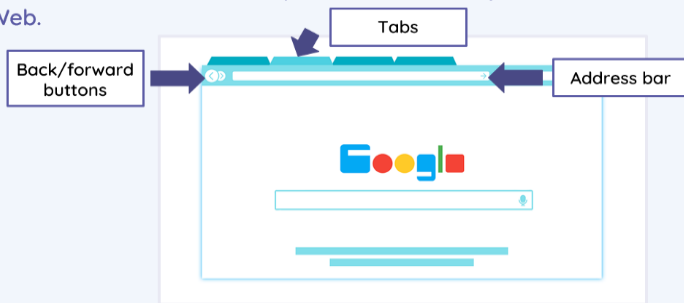
- about the creation of webpages for a chosen purpose
- to identify what makes a good web page
- to design and evaluate your own website using Google Sites

## Key Vocabulary

<b>the internet</b>	the computer network which allows computer users to connect with computers all over the world
<b>web browser</b>	finds and displays pages from the World Wide Web
<b>hyperlink</b>	a link in a document or webpage that connects to another location
<b>website</b>	a web page or pages hosted on one server and viewed in a web browser, usually maintained by a person, group or organisation
<b>webpage</b>	a page designed for, and viewed in, a web browser.
<b>Hyper Text Markup Language (HTML)</b>	<b>HTML</b> is a system of codes for producing documents for the internet <b>HTML</b> is an abbreviation for hypertext markup language
<b>URL</b>	an address that shows where a particular page can be found on the World Wide Web <b>URL</b> is an abbreviation for Uniform Resource Locator

## What is a browser?

A browser allows us to navigate or find our way around the World Wide Web.



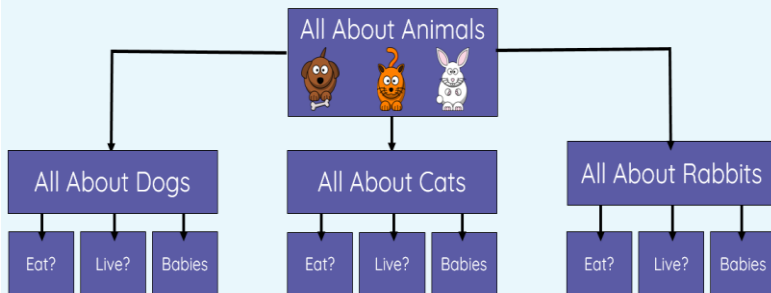
A browser shows us what a website looks like.

## Design your own web page

The screenshot shows a 'Web page Design Support Sheet' for a website named 'All About Animals'. It includes a 'Website Name' field, a 'Logo' field, and a 'Header = Banner' field. Below these are several design options for the header, including 'Large banner', 'Banner', and 'Title only'. There are also options for 'Picture of different types of animals', 'Picture of an A-Z sign', 'Fact file picture', and 'Question mark picture'. The sheet also includes a 'Layouts' section with various grid options.

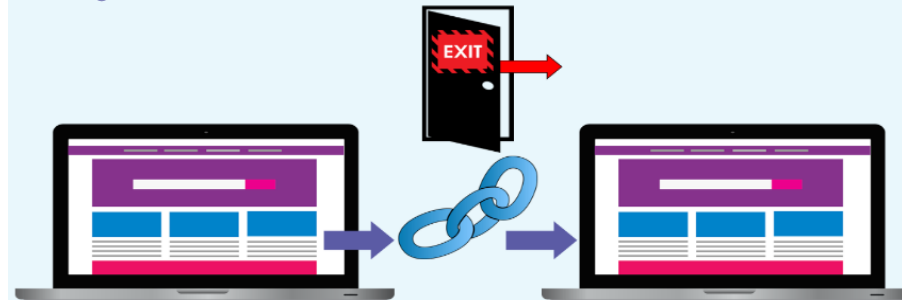
## Website design example

Think carefully about how your pages will link together.



## Implications when linking to someone else's website

When you link to someone else's website online this is called an external link.



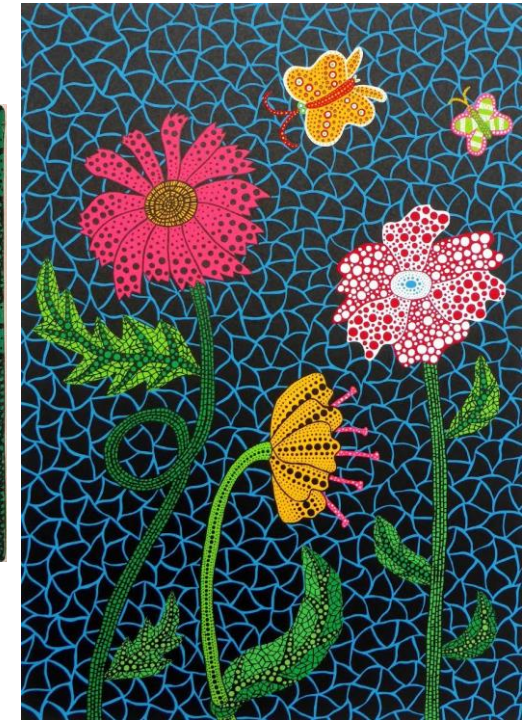
# Art Knowledge Organiser: Year 6 Drawing

I will continue to develop my drawing skills from year 5 by exploring the work of Yayoi Kusama

During my art lessons I will:

- try to communicate movement in my drawings
- include shadows and reflections
- draw from different angles
- look at artist's work to stimulate my own ideas
- increase ways of producing different tones, hatching and shading
- try out different techniques in my sketch book
- understand and use perspective
- draw designs for 3D work accurately
- use a grid to draw accurately

Artist Focus: Yayoi Kusama



Yayoi Kusama is a Japanese artist who is sometimes called 'the princess of polka dots'. Although she makes lots of different types of art – paintings, sculptures, performances and installations – they have one thing in common - dots!

Vocabulary	Definition
life drawing	Drawing/painting somebody whilst looking at them and not from a photograph.
foreground	The part of a picture or scene you are looking at is the part or area of it that appears nearest to you.
background	The part of the picture that is in the distance.

# Religious Education Knowledge Organiser

## Year 6 - Sikhism



By the end of this unit, I will be able to:

- Recall the Sikh place of worship and describe what might be seen there
- Explain the main beliefs of Sikhism and how they can be demonstrated by Sikhs in modern day Britain
- Discuss why Vaisakhi is important to Sikhs and how they celebrate the festival
- Share information about Guru Nanak and explain why he is so important to Sikhs

### Sikhism's main beliefs:

- Work hard and be honest
- Treat everyone equally
- Be generous to those less fortunate
- Serve others
- Keep God in your heart at all times.

### The 5 Ks

These symbolise that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru. The 5 Ks are 5 physical symbols worn by Sikhs who have been initiated into the Khalsa. The ceremony involves taking 'amrit' (holy water) from a shared bowl.

### Key Vocabulary

**Gurdwara:** the Sikh place of worship

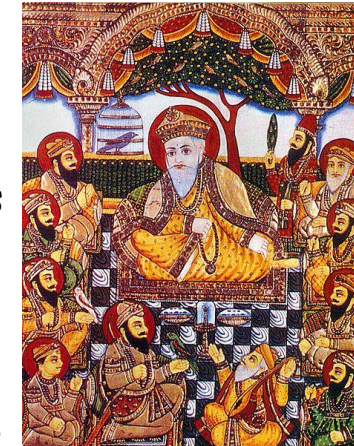
**Guru Nanak:** the founder of Sikhism

**Guru Granth Sahib:** the Sikh holy book

**Vaisakhi:** Sikh festival to mark the founding of the Khalsa by Guru Gobind Singh Ji

### Guru Nanak Dev Ji (1469 - 1539)

Guru Nanak was the creator of Sikhism, and the first of the ten Sikh Gurus. The last human Guru decided there would be no more human Gurus after him and Sikhs would be taught by the Sikh holy book, which is called Guru Granth Sahib Ji. The word 'Guru' means 'teacher' in many Indian languages.





# Knowledge Organiser

## Swimming Year 5 and Year 6

### About this Unit

Swimming is a very important life skill. In this unit you will learn to:

- swim competently and confidently over a distance of at least 25 metres
- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.



#### Did you know...



Gertrude Ederle was the first woman to swim across the English Channel.

Gertrude didn't learn how to swim until she was 9, but by the age of 17 she won a gold and a bronze medal at the 1924 Paris Olympics. At the age of 19, she became the first woman to swim across the English Channel. She had been told that a woman would not be able to swim that far, but not only did she swim that far, she also beat the previous record by two hours.

### Key Vocabulary



- afloat:** floating on water
- buoyancy:** how able an object is to float in water
- buoyant:** when an object floats in water
- conserve:** to protect something
- continuously:** without gaps
- dolphin kick:** used for the butterfly stroke, created by a whipping motion with the legs
- endurance:** ability to keep going
- exhale:** to breathe out
- flexed:** bent
- flutter kick:** a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down
- huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue
- inhale:** breathe in
- motion:** process of moving
- outstretched:** extended
- personal best:** a target outcome of an individual
- propel:** to move forward
- retrieve:** to collect
- rotate:** turn
- somersault:** to rotate 360° around a horizontal point
- streamline:** the position you get your body in to flow through the water easily
- stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
- synchronised:** when performers complete the same action at the same time
- technique:** the action used correctly
- treading water:** a survival technique used to keep the head above the water

### Ladder Knowledge



#### Strokes:

**Year 5:** pulling harder through the water will enable you to travel the distance in fewer strokes and travel faster.

**Year 6:** making your body streamline helps you to glide through the water.

#### Breathing:

**Year 5:** breathing every three strokes helps to balance your stroke and allows me you to practise breathing on both sides.

**Year 6:** the more you practice your breathing in the water, the more your heart and lungs can work effectively and aid your muscles with the ability to utilise oxygen when swimming.

#### Water safety:

**Year 5:** a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.

**Year 6:** there are different survival techniques to use for different situations.

### Movement Skills

- rotation
- scull
- tread water
- glide
- front crawl
- backstroke
- breaststroke
- surface dives
- float
- huddle and H.E.L.P. position

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

**Social** support others, work safely, inclusion, communication, collaboration

**Emotional** determination, work fairly, honesty, confidence, perseverance

**Thinking** comprehension, creativity, make decisions, tactics

### Rules

#### 1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

#### 2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

#### 3. Float

If you fall into the water unexpectedly - float on your back until you can control your breathing. Then, either call for help or swim to safety.

#### 4. Call 999

If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

### Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

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



How will this unit help your body?

balance, co-ordination, flexibility, speed, stamina, strength

### 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)

### Splash Tag



**What you need:** a swimming pool with a lifeguard, a supervising adult, 2 player or more

#### How to play:

- One player begins as the tagger.
- The tagger tries to tag the other players by splashing them.
- If a player gets splashed, they become the new tagger.

Top tip: swim underwater to avoid the splashes.

Playing with more than two players? Try swimming in other directions to avoid the tagger.



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



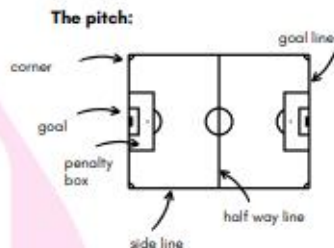
# Knowledge Organiser Football Year 5 and Year 6

## About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Football is arguably the most popular sport in the world and is said to unite the world, bringing people together. Perhaps one of the most famous football matches that has ever taken place happened on Christmas Day in 1914. The match took place in France in the middle of the fighting during WW1 in what was known as 'no man's land' between the English and German soldiers. This is the power of sport.

Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

## Key Vocabulary

- abide:** act in accordance with the rules
- appropriate:** suitable approach
- assess:** make a judgement of the situation
- close down:** to reduce the amount of space for an opponent
- consecutive:** in a row
- create:** to make space
- draw:** encourage movement of an opponent
- drive:** a shot in golf used to hit over a long distance
- maintain:** to keep
- possession:** to have
- situation:** circumstances that create what happens
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- tactics:** a plan to help you attack or defend
- transition:** moving from attack to defence or defence to attack
- turnover:** when a team not in possession of the ball gains possession

## Ladder Knowledge



### Sending & receiving:

**Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.

**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

### Dribbling:

**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.

**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

### Space:

**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.

**Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

## Movement Skills

- dribble
- pass
- receive
- track
- tackle

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

### Social

communication, respect, collaboration, co-operation

### Emotional

honesty, persevere, determination

### Thinking

assess, explore, decision making, select and apply

## Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

## Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

## Healthy Participation



- Make sure any unused equipment is stored in a safe place.



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

### How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## 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)

## Star Challenge



What you need: A ball

### How to play:

Take on the star challenge by using the body parts listed to keep the ball up and then attempt to catch it:

- 1 star:** use one knee to keep the ball up and then catch it
- 2 star:** use one knee, then the other knee to keep the ball up and then catch it
- 3 star:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 star:** use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 star:** use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?



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

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

**Musical Spotlight:** Developing Ensemble Skills

**Name:**

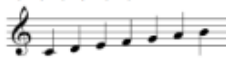
**Social Question:** How Does Music Connect Us with Our Past?

**Class:**

## Understanding Music

<b>Tempo:</b>	Adagio — at a slow speed (66 bpm)
<b>Time signature:</b>	3/4 — there are three crotchet beats in a bar
<b>Key signature:</b>	A minor — there are no sharps or flats in the key signature
<b>Rhythmic patterns using:</b>	Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers


## Improvise Together

<b>Time signature:</b>	2/4
<b>Key signature:</b>	C major
<b>Notes:</b>	C, D, E, F, G, A, B 

**SONG 1**  
**My Best Friend**  
Style: Soul

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** C major — there are no sharps or flats in the key signature



C D E F G A B

**Circle the part you played:**

Part 1: C, D, E, A, B  
 Part 2: C, D, E, A, B  
 (Recorder): C, G, A, B  
 Part 3: C, D, E, A  
 (Recorder): C, G, A, B  
 Part 4: C

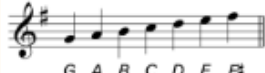
**Circle the notes you improvised with:**  
C, D, E, F, G

**Circle the notes you composed with:**  
C, D, E, F, G, A, B

**SONG 2**  
**Singing Swinging Star**  
Style: Jazz: Swing

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** G major — there is one sharp in the key signature



G A B C D E F#


**Circle the part you played:**

Part 1: G, A, B, B, B, D, E, F, F#  
 Part 2: G, A, B, B, B, D, E, F, F#  
 (Recorder): G, A, B, B, B, D, E, F#  
 Part 3: G, A, B, E, F#  
 (Recorder): G, A, B, F#  
 Part 4: G

**SONG 3**  
**Roll Alabama**  
Style: Rock

**Time signature:** 4/4 — there are four crotchet beats in a bar

**Key signature:** Bb major — there are two flats in the key signature



Bb C D Eb F G A

**Discuss together what this song was about. Write down three words about the song:**





# FRENCH KNOWLEDGE ORGANISER

## All about France



### Prior Learning

I will already know:

- the names of some buildings and places
- some French songs to join in with
- how to talk about travel

### Grammar

- Prepositions
- Learn different verbs using Je or Tu

### Key Vocabulary

le pont	the bridge
<i>une galerie d'art</i>	art gallery
<i>C'est quel pays?</i>	Which country is it?
<i>On parle français en / au...?</i>	Do they speak French in...?
<i>On peut visiter...</i>	You can visit...
Qui...	Who is...?
<i>le nord de la France</i>	the north of France
<i>le sud de la France</i>	the south of France
<i>l'ouest de la France</i>	the west of France
<i>l'est de la France</i>	the east of France

### Key Learning

I will:

- learn about some of the main cities in France
- learn about some of the traditions in France such as recipes and songs.

