

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 6

Rounders and Athletics



'Inspiring confident and independent learners'

Rounders

National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Bowl using an overarm technique, beginning to vary speed and length of delivery.
- Hit the ball with purpose varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Choose skills and tactics to meet the needs of the situation,
- Being to bowl at different speeds
- Work as part of a team when fielding to make it harder for the opponents
- To show a good understanding of the rules of the game.
- To perform skills and techniques including: retrieving, intercepting and stopping the ball with confidence and control.
- Participate in competitive game situations apply skills and technique.

Unit objectives

- Step 1- throw a ball in different ways
- Step 2- to play shots that allow the ball to be hit to different areas of the field into spaces
- Step 3 – to retrieve, catch, intercept, and stop a ball when fielding.
- Step 4 –To use skills and tactics to outwit the opponents when fielding
- Step 5- To use skills and tactics to outwit the opponents when batting
- Step 6 – To participate in competitive games.

Key Vocabulary

Throwing, Fielding, Catching, Power, Get in line, Communication, Accuracy, Technique, Batting, Score, Aiming, Space, Targets, Long Barrier

Athletics

National curriculum aims

2A- use running, jumping, throwing, and catching in isolation and in combination.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Understand and apply appropriate pace judgement for running distance to be covered
- Run, jump, catch and throw in isolation and combination. Combine and perform skills with control.
- Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
- Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.
- Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.
- **Unit objectives**
- Step 1- To use the correct combination of jumps to compete the triple jump
- Step 2- To compete in long distance running
- Step 3 – To compete in short distance races
- Step 4 – To run up when throwing and jumping
- Step 5 – To improve skills to throw at distance
- Step 6- to perform competitively with others – mini Olympics

Key Vocabulary

- Athletics
- Jumping
- Throwing
- Running
- Co-ordination
- Measurements
- Timing
- Movement
- Technique

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Computing

Year 6, Summer

‘We are AI Developers’ and ‘Publishers’.



‘Inspiring confident and independent learners’

Knowledge

- how decision trees can be trained automatically to classify data
- how speech recognition works
- how a neural net recognises images
- understand computer networks including the internet and the opportunities they offer for communication and collaboration.

Core vocabulary:

Artificial intelligence, classifier, decision tree, image recognition, label, layer, machine learning, model, natural language processing, neural network, node, sentiment analysis, spectrogram, speech recognition, test data, training data, Creative Commons, desktop publishing (DTP), eBook, ePub, folder, image, portable document format (PDF), text



Skills

- to train a neural net to classify images
- to train a machine learning system to identify sentiments
- to consider some ethical principles in designing AI systems.
- put software skills and understanding to good use through working collaboratively on a large project.
- select, use and combine software such as desktop publishing and word-processing packages to design and create content for a school magazine.
- collect and present information.
- be discerning in evaluating the content they and their peers produce to ensure it is of high enough quality for their publication.
- manage or contribute to a large collaborative project.
- word-process text quickly and to a good standard
- pay attention to principles of good design when designing and creating pages or spreads
- provide constructive, critical feedback to others



Hobbs Hill Wood Primary School

Knowledge Organiser for:

MFL - Spanish

Year 6, Summer

Healthy Lifestyle



'Inspiring confident and independent learners'

Knowledge

- Know how to say and write what we eat and drink to stay healthy.
- Know how to say and write what we do not eat and drink to stay healthy.
- Know how to say and write the activities we do and do not do to stay in shape including
- a choice of physical activities.

Core vocabulary:

La comida sana..... Healthy eating/lifestyle

Como..... I eat

Bebo.... I drink

Bueno para la salud..... Good for (your) health

Malo para la salud..... Bad for (your) health

Para tener una buena salud

Como..... .. To stay in good health I eat....

Para tener una buena salud bebo...To stay in good health I drink...

Para tener una buena salud no como..... To stay in good health I don't eat..

Para tener una buena salud no bebo...To stay in good health I don't drink....

Pescado.... Fish

CaramelosSweets

Pollo..... Chicken

Patatas fritas..... Chips

Queso..... Cheese

Bebidas con gas Fizzy drinks

Vegetales..... Vegetables

Fruta..... Fruit

Galletas..... Biscuits

Paseo a mi perro..... I walk my dog

Monto en bicicleta I go cycling

Juego al tenis I play tennis

Skills

- To be able to say and write in more detail what is necessary to maintain a healthy lifestyle.
- Be able to say which healthy options to eat and drink and which less healthy options not to eat and drink.
- Be able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.



Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE

Summer, Year 6

Positive Minds and Well-Being



'Inspiring confident and independent learners'

Knowledge

Know that it is important to take care of their own mental health
Know ways that they can take care of their own mental health
Know what body image is and how social media can affect it
Know the importance of self-esteem and what they can do to develop it
Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

Topics covered in Positive Minds Education:

- Introducing Mental Health and Stigma
- Body Image & Living Well
- Internet Safety
- Lifestyle and its impact on mental health
- The 5 Ways to Wellbeing
- Support Network
- How to help a friend
- Consolidating Learning, Growth Mind Set and the Future.

Core vocabulary:

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Comparison, negative body-talk, mental health, report, safe.



Skills

Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
Can help themselves and others when worried about a mental health problem
Be able to apply strategies to reduce pressure or anxiety caused by social media
Recognise ways they can develop their own self-esteem
Can celebrate what they like about their own and others' self- image and body-image
Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school. Use strategies to prepare themselves emotionally for the transition (changes) to secondary school



Hobbs Hill Wood Primary School

Knowledge Organiser for

RE

Year 6, Autumn, Spring and Summer

Buddhism and Christianity



'Inspiring confident and independent learners'

Knowledge

Christian and Buddhist Beliefs and Practices.

- Explore key Christian and Buddhist Beliefs. What do key Buddhist and Christian teaching (8 fold path and 10 commandments) tell believers how to live?

Symbols and actions

- How do Christians and Buddhists express their faith through symbols and festivals?

Christian and Buddhist Beliefs and Practices.

- Know stories of the lives of key religious people within Christianity and Buddhism, the significance of these in their own lives and in the lives of believers today
- Know about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others
- Within Christianity and Buddhism, know about the way verbal and non- verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.

Symbols and actions

- How do Christians and Buddhists express their faith through symbols and festivals?

Ultimate questions

- Explore ideas about God from a range of religions including non-religious viewpoints. Why do we have different ideas about God? Does it matter?
- Human responsibility and values
- What is the relationship between humans, animals and the environment? What do religions and other groups have to say about the environment?

Human responsibility and values

- What is the relationship between humans, animals and the environment? What do religions and other groups have to say about the environment?

Skills

Create glossaries of key information and vocabulary

- Describe the key aspects of Christianity and Buddhism and traditions that influence the beliefs and values of others
- Identify and begin to describe the similarities and differences within and between Christianity and Buddhism
- To create the main events in the life of Buddha and Jesus
- To reflect on ideas of right and wrong and their own and others' responses to them. Recognise the influence of others within religions
- To use and interpret information about religions from a range of sources
- To recognise the need for reflection
- Form personal questions that derive from discussions about God
- To form their own point of view based on respectful discussions
- Explain personal beliefs regarding the environment or animals
- Be aware of what they are grateful for and reflect on positives

Key Vocabulary:

Buddhism, Buddhist, Buddha, Christianity, Christian, Jesus, Noble Eightfold Path, Ten Commandments, Rupa, Shrine, Loving, kindness, Compassion, Friendliness, Care, Wisdom, Advent, Virgin, Mary, Joseph, Angel, Gabriel, Jesus, Incarnation, Messiah, Christ, Saviour, Nazareth, Bethlehem, Shepherds, Kings, Carols