

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 6

Gym and Dance



'Inspiring confident and independent learners'

Gymnastics

National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.



Skills

- Explore, improvise and combine movements ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and a sense of rhythm.
- Perform movements accurately with a sense of rhythm.
- Create longer sequences and perform with fluency and clarity. Choosing skills that meet the needs of the situation.
- Develop a gymnastic sequence by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the quality of the performance.
- Develop flexibility, strength, control and balance.
- Use a combination of dynamics using the space effectively.

Unit objectives

- Step 1- To show flexibility and technique when performing gymnastic elements.
- Step 2- To travel fluently on the floor and on/off apparatus.
- Step 3- To travel with confidence choosing different pathways.
- Step 4- To create longer sequences.
- Step 5 – To show rhythm and creativity when working with others.
- Step 6- To perform in front of an audience and give feedback.

Key Vocabulary

Gymnastics, Key Shapes, Balances, Rolls, Jumps, Co-ordination, Routine, Travelling, Apparatus, Sequence, Partners, Teamwork

Dance

National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.

2D- Perform dances using a range of movement patterns.



Skills

- Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.
- Use basic compositional principles when creating dances- combining movements fluently and effectively.
- Perform a range of movements accurately with a sense of rhythm, clarity and confidence.
- Use imagination to create and structure dance motifs, phrases and sections of dances, developing expressive qualities.
- Explore, improvise and combine movement ideas fluently and effectively inspired by a stimulus.
- Perform movements to an audience with rhythm and confidence.

Unit objectives

- Step 1- to be inspired by music and different stimuli.
- Step 2- to show ideas through dance
- Step 3- to create a section of dance on your own and in a group.
- Step 4- to apply the principle of dance to a routine
- Step 5- to combine movements- keeping to the beat.
- Step 6- to perform to an audience.

Key Vocabulary

Dance, Routine, Music, Movements, Co-ordination, Tutting, Beat of 8, Canon, Unison, Count, Fluency, Choreography, Performance

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 6

Hockey and Basketball



'Inspiring confident and independent learners'

Hockey

National curriculum aims

- 2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- 2C- Compare their performances with previous ones and demonstrate improvements to achieve their personal best.



Skills

- Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Adapt games and activities making sure everyone has a role to play.
- Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique and performing at speed.
- Apply basic principles for attacking in games- choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents.
- Apply basic principles for defending in games- defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive game, using different skills to keep possession of the ball as part of a team.

Unit objectives

- Step 1- to play games understanding different positions and roles.
- Step 2- To use different passes whilst on the move.
- Step 3- to shoot with confidence and control.
- Step 4- To dribble the best way to defend in game situations.
- Step 5- to decide the best way to defend in a game situation.
- Step 6- To decide the best way to attack in a game situation.

Key Vocabulary

Hockey, Passing, Dribbling, Shoot, Stick, Control, Teamwork, Speed, Direction, Decision Making, Aim, Turn, Stop, Possession, Slap pass, Push pass, Attack, Defence

Basketball

National curriculum aims

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

- Use different skills to keep possession of the ball.
- Develop control whilst performing skills at speed.
- Show good awareness of others in game situations.
- Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.
- Perform skills (e.g. passing) with accuracy, confidence, and control and with increasing speed.
- Apply the principles of attacking- work effectively as part of a team and keep possession of the ball when faced with opponents.
- Choose formations that suit the game, and make amendments ensuring everyone has a role to play.

Unit objectives

- Step 1- To pass the ball in a range of ways with confidence and control
- Step 2- To move with the ball at speed
- Step 3 – To mark, track and cover when defending
- Step 4 – To keep possession of the ball when faced with opponents
- Step 5 – to work together as a team, showing good awareness of others
- Step 6- Apply basic principles for attacking and defending in game situations.

Key Vocabulary

- Basketball
- Dribbling
- Passing
- Shoot
- Net
- Chest pass
- Space
- Possession
- Score

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Computing

Year 6, Spring

'We are Connected' and 'We are advertisers.'



'Inspiring confident and independent learners'

Knowledge

- know appropriate rules or guidelines for a civil online discussion
- how search results are selected and ranked
- how to argue their point effectively, supporting their views with sources
- how to counter someone else's argument while showing respect and tolerance
- how to judge the reliability of an online source
- know some strategies for dealing with online bullying.
- how video is used to promote a cause
- how to work collaboratively to shoot original footage and source additional content
- how to collaboratively edit the assembled content to make an effective advert.

Core vocabulary:

Blog, Fake news, Hyperlink, Neutral point of view, Online bullying (cyberbullying), Plausible, Reliable, Social media, Source, Creative Commons, Export, Final cut, Rough cut, Rushes, Storyboard.



Skills

Be able to:

- suggest rules for conducting an online discussion
- search for information on a given topic
- write a post on a given topic
- comment on others' posts
- consider the plausibility of a source
- know who to go to if they are bullied online.
- identify characteristics of effective adverts
- contribute to storyboarding their video
- shoot video footage
- use search tools to find media
- import video footage and media into editing software
- export a completed advert.



Hobbs Hill Wood Primary School

Knowledge Organiser for:

MFL - Spanish

Year 6, Spring term

EL FIN DE SEMANA - The Weekend



'Inspiring confident and independent learners'

Knowledge

- Know and tell the time in Spanish using quarter past, half past and quarter to
- Know how to say and write in Spanish what we do at the weekend using two or more sentences
- Begin to include conjunctions and opinions into written and spoken work to make more interesting and extended sentences

Core vocabulary:

Fin De Semana..... The weekend

Qué hora es?..... What time is it?

Y cuarto..... Quarter past

Y media..... Half past

Menos cuarto..... Quarter to

Me levanto..... I get up

Desayuno..... I have my breakfast

la tele..... I watch television

Leo.... I read

Escucho música..... I listen to music

Juego con videojuegos..... I play computer games

Juego al fútbol..... I play football

Voy al cine..... I go to the cinema

Voy a la piscine..... I go to the swimming pool

Voy a dormir..... I go to sleep

Y.... And

Después... After

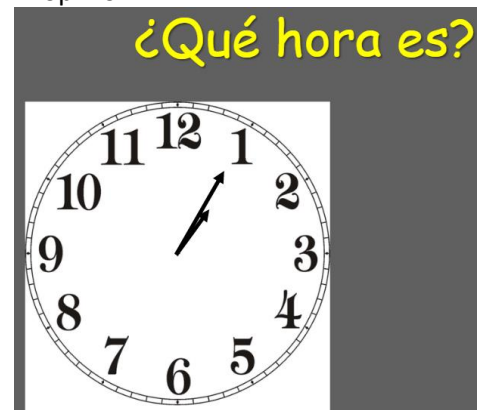
Tambien.... Also

Más tarde.... Later on

Finalmente.... Finally

Skills

- To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not.
- To link our ideas together using more conjunctions
- To create longer and more interesting replies as we will also try to include an opinion



Hobbs Hill Wood Primary School

Knowledge Organiser for

PSHE

Spring, Year 6

Relationships



'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 the stages of grief and that there are different types of loss that cause people to grieve
- Know that sometimes people can try to gain power or control them
- Know some of the dangers of being 'online'
- Know how to use technology safely and positively to communicate with their friends and family

Core vocabulary:

Mental health, Stress, Anxiety, Support, Worried, Signs, Warning, Emotions, Feelings, Sadness, Loss, Grief, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Bullying, Script, Assertive, Risks, Pressure, Assertiveness, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.



Social and Emotional 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
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
- Can resist pressure to do something online that might hurt themselves or others
- Can take responsibility for their own safety and well-being



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:

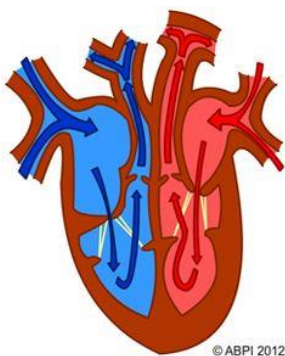
Buddhism, Buddhist, Buddha, Christianity, Christian, Jesus, Noble Eightfold Path, Ten Commandments, Rupa, Shrine, Loving, kindness, Compassion, Friendliness, Care, Non-violence, Wisdom, Advent, Virgin, Mary, Joseph, Angel, Gabriel, Jesus, Incarnation, Messiah, Christ, Saviour, Nazareth, Bethlehem, Shepherds,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

Knowledge:

- Know the main parts of the human circulatory system
- Know the functions of the heart, blood vessels and blood
- Know their heart rate increases with exercise
- Understand the impact of diet, exercise, drugs and lifestyle on the way our bodies function
- Know how nutrients and water are transported within human bodies
- Recognise the physical changes that occur during puberty

Key vocabulary:

Artery, atrium, blood, capillaries, carbon dioxide, circulatory system, exercise, heart, lungs, pulse, respiration, vein, nicotine, alcohol



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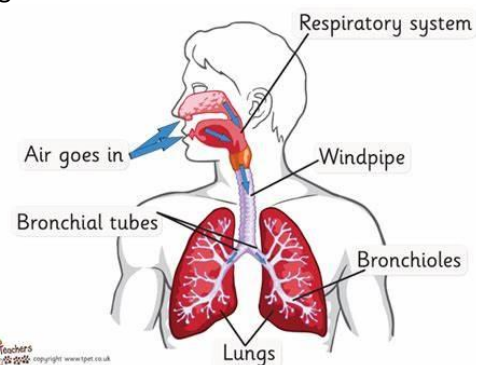
The Eatwell Plate

Use the Eatwell Plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Skills

- Can describe how food label information can help them make choices
- Plan different types of scientific enquiries to answer questions, including recognising and control variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision
- Record data and results of increasing complexity using scientific diagrams and labels
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments



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