

Dear Parents,

Over the next term we will be following a unit of work on a theme that focuses on 'Civilisations'. During this unit we will be focusing on History, Geography, Technology, Art, Music, Physical Education, Community and Global.

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you. In addition the children will complete a quiz on the key vocabulary and powerful knowledge. You can see in advance what we will be asking the children (quiz) and what they need to know (knowledge organiser), they are attached in this booklet.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you. If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important. By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments or questions about your child's learning, please get in touch.

In Science, we'll be finding out:

- how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- how to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In Physical Education, we'll be finding out:

- how to use the rhythms of African music to create a dance.
- How to use dance to keep us fit and healthy.

In Art, we'll be finding out:

- How to create West African masquerade masks and costumes
- Exploring Islamic art and creating our own geometric design



In History, we'll be finding out:

- Exploring the religious beliefs of the Mayans
- what happened to the Kingdom of Benin
- about the wonders and achievements of the Golden Age of Islam

In Community we'll be finding out:

- How to work as a team
- How previous communities worked well together and what caused their downfall

In Geography, we'll be finding out:

- about the Geography of West Africa and creating a map of Benin city
- The location of some ancient cities and civilisations

In Global, we'll be finding out:

- about modern day Mayans and Muslims
- about the Mayans from the buildings and artefacts they left behind

Powerful Knowledge

The Maya used a system of symbol writing similar to the Ancient Egyptians. There were around 700 glyphs to represent words or parts of words.

Evolution is change over time.

Evolution occurs when there is competition to survive (natural selection)

Differences within a species can be caused by inheritance and mutations.

Mutations are random changes (which are not inherited from the parents).

The city of Benin was divided into more than 40 wards which were areas where craftspeople would live and work. They used a system of exchange goods to make a living.

Using the work previously done by the Ancient Greeks and Romans, the Islamic Golden Age contributed to significant intellectual and cultural achievements including advances in education, agriculture, medicine, mathematics, art and architecture

The ancient Mayan civilisation was located in what is now Southern Mexico, Guatemala, Belize, Honduras and El Salvador.

The Edo people used to tell stories and as part of these stories a masquerade was performed.

The Qu'ran teaches that as only God should be worshipped, living creatures should not be shown in art work. Geometric patterns are used instead to symbolise the order of the universe.



Taddington and Priestcliffe
Knowledge organiser
Junior half term 2

Overarching theme

Brave, bold and Superheroes

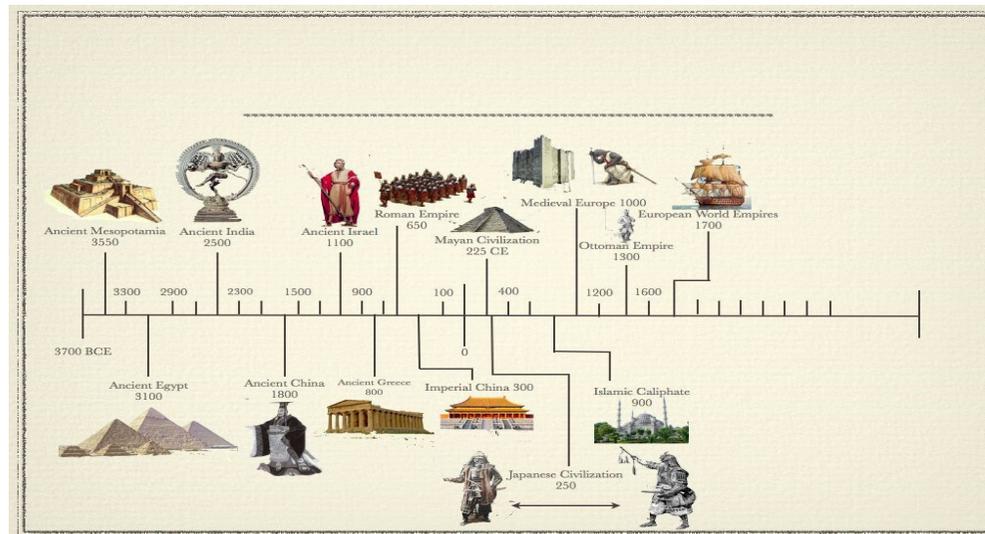
Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives past, future and present, peace and conflict resolution.

Explanation of the theme

Civilisations

This unit looks at 3 non-European civilisations and provides opportunities to compare and contrast them. The children will look at the reasons behind their rise and some possible reasons for their decline.

Key Image 1



Key Vocabulary

Common Era

Before Common Era

Chichen Itza

Artefacts

Codices

Hierarchy



Key Image 2

Curriculum drivers

Enterprise, Possibilities ✓
Inquiry, ✓
Community ✓

C T C I T Z A N S E
 A S I I Y H I T D D
 L N W M M N C E B A
 E A E H E A C U T R
 N Y S B F L L O D E
 D A T E I A I S K U
 A M T N M S F N I Q
 R R E C O D I C E S
 A C H I T C H E N A
 S E I R O T S X Z M



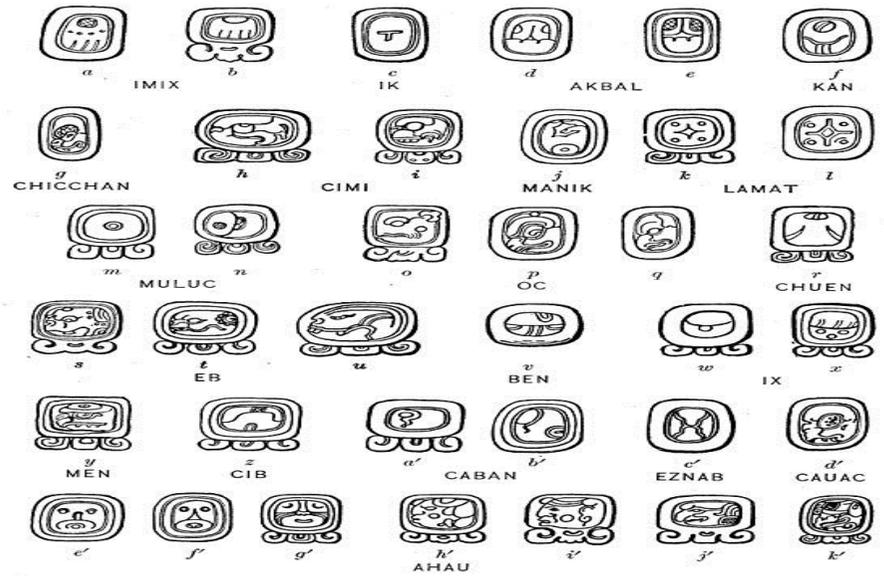
Taddington and
 Priestcliffe



Why do you think the Mayan empire declined?

Artefacts	Chitchen Itza	Islamic
Benin	Codices	Masquerade
Calendar	Decline	Mayans
Codices	Edo	Stories
Timeline	West Africa	

Which of the three civilisations would you most like to be a part of? Explain your reasons.



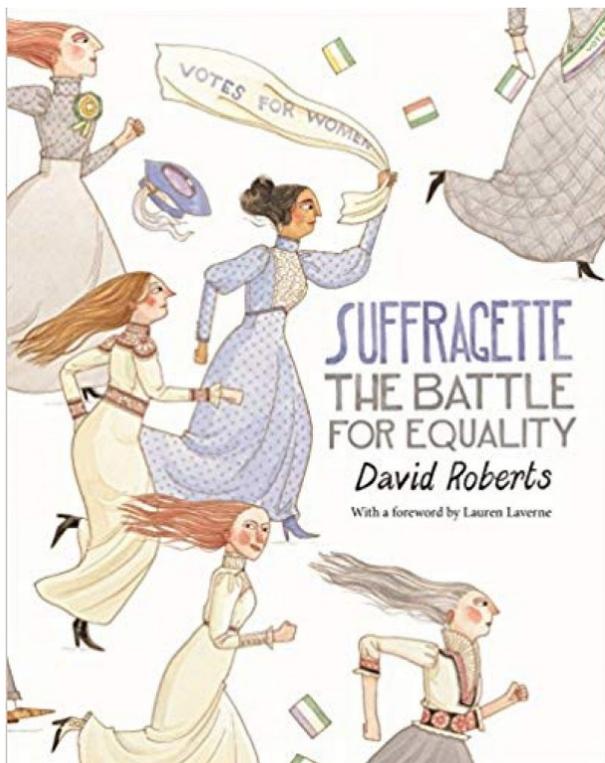
Use the Mayan hieroglyphs above to write your name and favourite colour.

Much of Islamic art has a distinct design. Rather than use animals or _____ in their design, Islamic artists often used a variety of intricate designs and _____.

One pattern commonly used by Islamic artists is called "_____". Arabesque uses intricate patterns of leaves and flowers. These patterns were common in wooden carvings, stone reliefs on buildings, textiles, and in decorated books.

Islamic artists also used geometric patterns called "_____". and artistic writing called "_____".

arabesque calligraphy people tessellation patterns



Overarching theme

Brave, bold and Superheroes

Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives past, future and present, peace and conflict resolution.

Overview and outcomes

This is a two-week planning sequence using the book *Suffragette: The Battle for Equality*, which was written by David Roberts and published in 2018 to mark the anniversary of women receiving the vote. It is an illustrated information book which works chronologically through the history of suffrage, though in the sequence we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.

Key sentence types

2 pairs sentence:

Rule-Begins with two pairs of related adjectives.

Each pair is:

Followed by a comma

Separated by *and*

Examples:

Exhausted and worried, cold and hungry, they didn't know how much further they had to go.

Injured and terrified, numb and fearful, he couldn't believe that this was happening to him.

National Curriculum Coverage

Vocabulary, Grammar & Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, *perhaps, surely*] or modal verbs [for example, *might, should, will, must*]
- Devices to build cohesion within a paragraph [for example, *then, after that, this, firstly*]
- Linking ideas across paragraphs using adverbials of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast, or as a consequence*], and ellipsis

Writing (Composition)

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Precising longer passages

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

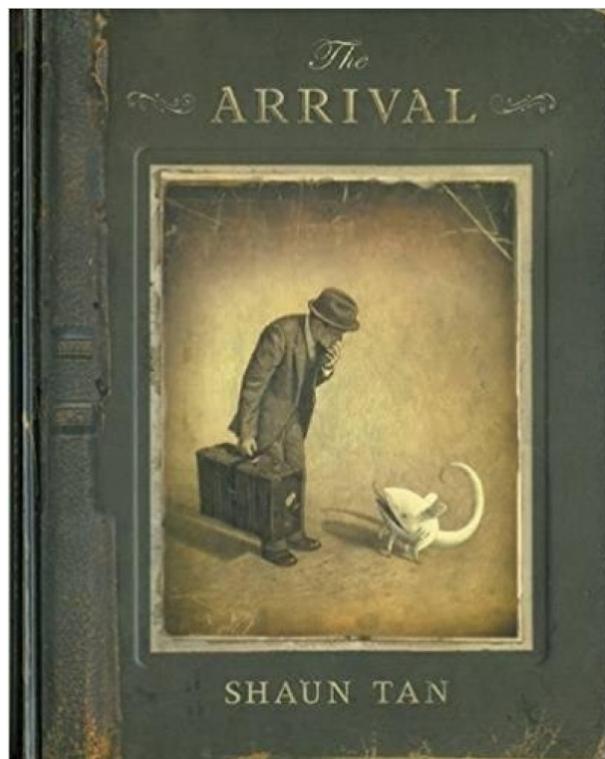


**Taddington and Priestcliffe
Knowledge organiser**

*Literacy Autumn term 2 Year 5
and Year 6*

Reading Comprehension

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Providing reasoned justifications for their views



Overarching theme

Brave, bold and Superheroes

Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives past, future and present, peace and conflict resolution.

Overview and outcomes

This is a three-week sequence using *The Arrival* by Shaun Tan. It explores the issue of immigration and the reasons why people have to flee countries and seek asylum. It can be used in conjunction with Black History Month as they explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters who have made their way to a new land. Children will write diary of the little girl left behind There will also be opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book. It includes exemplified grammar activities throughout, as well as including Drama techniques, such as Thought Tapping.

Key sentence types

3 bad – (dash) question?

Rule-3 negative followed by a dash and then a question which relates to the three adjectives.

Examples:

Cold, dark, airlessness – which would kill the space-man first?

Greed, jealousy, hatred – which of these is most evil?



**Taddington and Priestcliffe
Knowledge organiser**

*Literacy Autumn term 2 Year 5
and Year 6*

National Curriculum Coverage

Reading Comprehension

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Writing Transcription (Spelling and Handwriting)

- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.

Writing (Composition)

- Writing (composition)
- Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning
- Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs

Vocabulary, Grammar & Punctuation

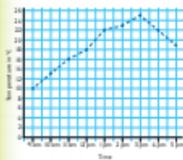
- Vocabulary, Grammar and Punctuation
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

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Unit 4 Graphs and tables



- In this unit we will ...
- Read information from tables
 - Understand and create two-way tables
 - Read information from line graphs
 - Answer questions relating to the information in graphs and tables
 - Draw simple line graphs



Time	9 am	10 am	11 am	12 pm	1 pm	2 pm	3 pm	4 pm	5 pm
Temp (°C)	10	13	16	18	22	23	25	22	19

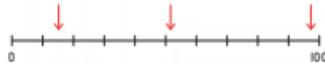
You will be able to draw a line graph from data in a table. Can you see how the line graph has been drawn?



We will need some maths words. How many of these can you remember?

- graph
- line graph
- table
- dual line graph
- horizontal
- vertical
- two-way table
- scale
- axis/axes
- data
- kilometres (km)
- kilograms (kg)
- plot/plotted
- tallies/tally
- digits

You can think of the axes like number lines. What numbers are missing from the number line? What are the arrows pointing to?



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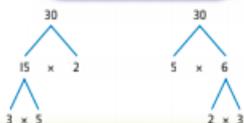
Year 5 Maths Autumn term 2

Unit 5 Multiplication and division 1



- In this unit we will ...
- Recognise and find multiples and factors
 - Recognise and identify prime numbers
 - Calculate square and cube numbers
 - Use inverse operations
 - Multiply and divide by 10, 100 and 1,000
 - Multiply and divide by multiples of 10, 100 and 1,000

Do you know what these are called? We will use them to help us find factors!



We will need some maths words. Look for the words you do not already know. What might they mean?

- prime number
- composite number
- square number
- cube number
- square (x^2)
- cube (x^3)
- inverse operation
- multiply
- divide
- multiple
- factor
- prime factor

We will use multiplication squares too! They will help us spot patterns in the numbers we learn about!

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144



Unit 6 Measure – area and perimeter



- In this unit we will ...
- Measure shapes to find their perimeter
 - Calculate the perimeter of squares, rectangles and other rectilinear shapes
 - Use a formula to find the area of squares and rectangles
 - Estimate the area of different shapes

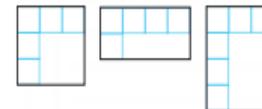
How many rows? How many in each row? How many altogether?



Here are some maths words we will be using. Which words are new?

- perimeter
- distance
- area
- space
- length
- width
- centimetres
- square centimetres (cm^2)
- metres
- square metres (m^2)
- scale
- compare
- estimate
- formula
- 2D shape
- brackets

Which shape has the largest area? How do you know?





Taddington and Priestcliffe Knowledge organiser

Year 6 Maths Autumn term 2

Unit 4 Fractions 1



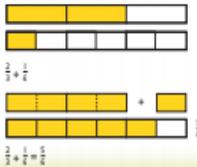
- In this unit we will ...
- ✂ Simplify fractions
 - ✂ Compare and order fractions
 - ✂ Add and subtract fractions including mixed numbers
 - ✂ Solve problems involving adding and subtracting fractions



We will need some maths words. Do you know what they all mean?

- | | | |
|---------------------------|------------------------------|---------------|
| numerator | denominator | equivalent |
| common denominator | common factor | simplest form |
| simplify | simplest form | factor |
| highest common factor | lowest common multiple (LCM) | |
| compare | order | ascending |
| | descending | |
| proper fraction | improper fraction | |
| mixed number | convert | |
| lowest common denominator | equivalent | |

Do you remember how to add two fractions where one denominator is a multiple of another?



We also need to be able to find where a fraction is on a number line.



Unit 5 Fractions 2



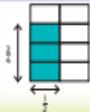
- In this unit we will ...
- ✂ Multiply any fraction by a whole number or another fraction
 - ✂ Divide a fraction by a whole number
 - ✂ Solve problems involving all four operations with fractions
 - ✂ Solve problems involving a fraction of an amount



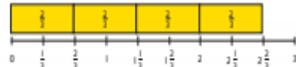
We will need some maths words. How many of these can you remember?

- | | | |
|-------------------|-----------------|--------------|
| numerator | denominator | whole number |
| mixed number | proper fraction | |
| improper fraction | convert | simplify |

You will be able to multiply a fraction by a fraction by showing each fraction on the side of a grid. What is $\frac{1}{2} \times \frac{1}{3}$?



We can use a fraction strip above a number line to help us multiply a fraction by a whole number and convert between improper fractions and mixed numbers. What is $\frac{5}{2} \times 4$ as a mixed number?



Unit 6 Geometry – position and direction



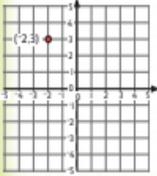
- In this unit we will ...
- ✂ Look at how we can use coordinates to describe the position of a point on a grid
 - ✂ Look at how coordinates can have positive or negative values
 - ✂ Explore how we can use our knowledge of properties of shape to help us solve problems on a coordinate grid
 - ✂ Explore how we can move and change shapes on a coordinate grid, through translations and reflections



We will need some maths words. Which ones have you seen before?

- | | | |
|-------------|----------------|------------|
| quadrant | four quadrants | translate |
| translation | x-axis | y-axis |
| | axis | |
| axes | horizontal | vertical |
| vertex | reflect | reflection |

We are going to use grids like this in this unit. How is it different to what you have met before?



We will need this too! Can you work out how we could describe the position of the point on the grid?

