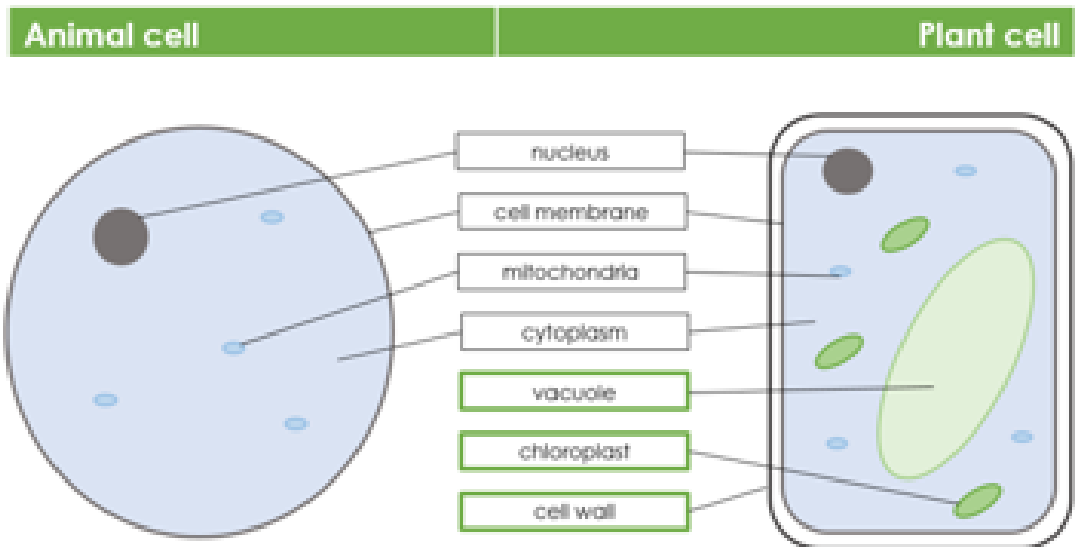


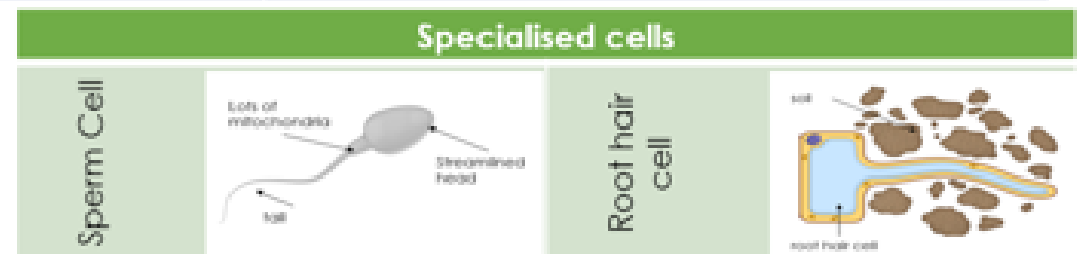
Cell | Year 6 | Summer 1

Keywords	
Organism	Any living thing
MRS GREN	7 processes all living things carry out: Move, respire, sense, grow, reproduce, excrete, nutrients
organ system	a group of organs working together e.g. circulatory system
organ	a group of tissues working together e.g. heart, leaf
tissue	a group of cells working together e.g. muscle
cell	the smallest functional unit of an organism
Mitochondria	Releases energy for the cell
Photosynthesis	Chemical reaction that makes food for plants

Organ System	Function
Digestive system	Breaks down food and absorbs nutrients
Circulatory system	Transports substances like oxygen around the body
Muscular system	Works with bones to help you move
Skeletal system	Works with muscles to help you move
Respiratory system	Takes in oxygen and gives out carbon dioxide



Cell Structure	Function
Nucleus	Controls the activities of the cell
Cytoplasm	Jelly like substance where chemical reactions take place
Cell membrane	Controls what gets in and out of the cell
Respiration	Chemical reaction that releases energy
Cell wall	Supports the cell
Vacuole	Contains sap and keeps cell rigid
Chloroplast	Absorbs sunlight for photosynthesis



Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The use of one colour
Photography	The process of producing an image using a device that captures light
Photomontage	A collage of photographs that are arranged or modified
Photorealism	A drawing or painting so detailed it looks like a photo
Prop	Objects that are in photographs to enhance a scene
Saturation	The intensity or strength of a colour

Artists

Hannah Hoch

Edward Weston

Derrick O Boateng

Chuck Close

Features of a camera

The diagram shows a top-down view of a black DSLR camera. Five labels in rounded rectangular boxes are connected to the camera by thin lines:

- Shutter button**: Located on the top left of the camera body.
- Flash**: Located on the top of the camera body.
- Mode switch**: Located on the top right of the camera body.
- Main control dial**: Located on the front left of the camera body.
- Lens**: Located in the center of the camera body, pointing to the lens element.

The difference between using a normal lens and a macro lens setting.

Normal lens

Macro lens

Editing



Colour saturation



Colour replacement



Special effects

Tops tips to take a great photo!

Hold the camera or device steady

Check your subject is in focus

Try moving closer or further away from your subject rather than zooming in

Try taking your picture from a different angle

Check your background!

Don't always have your subject directly in the middle play with composition

Make sure your subject is in frame




Unit Objective:

To explore other French speaking countries and cultures around the world.

By the end of this unit we will be able to:

- Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.
- Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.
- Say and write something we do to help the planet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).
- How to give our personal details from memory (name, age and where we live).

Skills we will develop:

To work on longer, more accurate, authentic and interesting writing based on better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French.

Activities we will complete:

The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider French-speaking world. Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other French-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.

Grammar we will learn & revisit:

Verbs & near future tense. Revisiting the 1st person conjugation of the verb **aller** (to go) **je vais** with the infinitive **utiliser** (to use) for the near future.

Phonics & pronunciation we will see:

Recommended phonics focus: **QU Ç GNE EN AN**

- **QU** sound in **quel, qu'est-ce que, quelle & plastique**
- **Ç** sound in **ça & français**
- **GNE** sound in **montagnes**
- **EN** sound in **commence, Valentin & environnement**
- **AN** sound in **dans, Canada, musulman & France**
- **Silent letters.** The 's' is not pronounced in Paris and the 't' is not pronounced in **amusant, barbant** or **fatigant**. This often happens with 's' and 't' when they are the final consonant in a word.
- **-ent** is not pronounced in **trouvent** as it is part of the verb conjugation and a silent letter string.


Vocabulary we will learn & revisit:

A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.

Knowledge organiser

Vocabulary

Appeasement	A political strategy to try and prevent war by giving an aggressor what they want
Artillery	Heavy guns that can fire at targets a long way away
Blockade	Blocking a country's ports with ships to stop them getting supplies
Bombardment	An attack with shells or mortars that goes on for a long time
Conscription	When people have to join their country's army; they are given no choice
Empire	A group of countries controlled by another country
Propaganda	Controlling news and media to present your side favourably
Rearmament	Equipping an army with new weapons
Reparations	Money to be paid by defeated countries in a war to pay for the damage their actions caused in the war
Treason	Betraying your country, acting against your government with the hope of changing it

Timeline of events

1871	Germany unites into a great empire
1908	Austria-Hungary annexes Bosnia, upsetting Serbia
28 June 1914	Archduke Franz Ferdinand is assassinated by a Serbian terrorist
28 July 1914	Austria-Hungary declares war on Serbia
30 July 1914	Russia, an ally of Serbia, mobilises its army
1 Aug 1914	Germany, an ally of Austria-Hungary, declares war on Russia
3 Aug 1914	Germany declares war on France and invades Belgium
4 Aug 1914	Great Britain declares war on Germany
7 May 1915	A German submarine sinks the <i>Lusitania</i>
1 July–18 Nov 1916	The Battle of the Somme
6 Apr 1917	USA enters the First World War, fighting alongside Britain and France
11 Nov 1918	An armistice is signed, ending the fighting
28 June 1919	Treaty of Versailles is signed
9 Jan 1923	France and Belgium occupy the Ruhr
1923	Hyperinflation crisis
29 Oct 1929	The Great Depression begins
7 Mar 1936	Hitler sends troops into the Rhineland
12 Mar 1936	Hitler annexes Austria
30 Sept 1938	Munich Agreement gives part of Czechoslovakia (Sudetenland) to Hitler
23 Aug 1939	Nazi-Soviet Pact
1 Sept 1939	Hitler invades Poland
3 Sept 1939	Britain and France declare war on Germany

Key figures

Adolf Hitler	Leader of the Nazi Party and leader of Germany 1933–1945
Archduke Franz Ferdinand	Prince of Austria-Hungary
David Lloyd George	Prime Minister of Great Britain
Georges Clemenceau	Prime Minister of France
Neville Chamberlain	Prime Minister of Great Britain
Woodrow Wilson	President of the USA

The two sides in the First World War

The Allied Powers ('Allies')

France, Britain, Russia, United States and others

The Central Powers

Germany, Austria-Hungary, Ottoman Empire, Bulgaria and others

Year 6 - Growing and Changing

Key questions

Keeping Safe

What secrets can be kept private?

Why?

Are there secrets that should be shared? Why?

Who should some secrets be shared with?

Body Image

What physical changes happen during puberty?

How might someone feel when their body changes?

Do emotional changes happen during puberty? Why?

How can a person feel better about their body changing?

Self-Esteem

What can affect the way someone feels about themselves?

What can someone do or say to feel good about themselves?

Do words affect someone as much as actions? How?

Key vocabulary

media manipulation puberty

sexual intercourse discuss

confidential online safety

self esteem

right to privacy age of consent

stereotype peer pressure

uncomfortable physical changes

body image emotional changes

in confidence sharing online

I can ...

I can give an example of a secret that should be shared with a trusted adult.

I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

