

Unit Objective:

To say what pet you have and do not have in French

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

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions **et** (and) and **mais** (but) to make more complex and interesting sentences.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions 'et' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

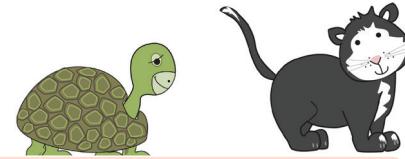
Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai...** (I have) learning how to say **je n'ai pas de/d'...** (I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.

Revisiting 1st person singular conjugations of high frequency verbs **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Indefinite articles/determiners **un** and **une**. Negative structure **je n'ai pas de/d'...**



It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Phonics & pronunciation we will see:

 Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **Cécile**
- **E** sound in **je & de**
- **EAU** sound in **oiseau**
- **Silent letters.** 'S' is not pronounced in **mais** or **souris** and the t is not pronounced in **et & chat**. 's' & 't' are often silent at the end of French words.
- **'H' Aspiré.** This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in **hamster** acts like a consonant which is why it is **'je n'ai pas de hamster'**.
- **Elision 'Je n'ai pas d'oiseau'.** Dropping of the last letter of a word (in this case the 'e' in **ne** and **de**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

Vocabulary we will learn & revisit:

8 common pets. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'...** (I don't have). This is all listed on the Vocabulary Sheet.

Knowledge organiser

Vocabulary	
Developers	People who make money by building houses or repairing older houses and selling them for a profit
Drug trafficking	Selling drugs (that are not legal) on a large scale
Extreme weather	Weather that is severe and unusual, for example hurricanes or intense droughts
Landslide	Natural event when a big area of soil and/or rock slides down a steep slope
Living conditions	Things that affect the way people live, such as access to clean water, reliable electricity and sanitation
Residents	People who live in a place permanently
Sanitation	Provision of clean water and sewage systems
Sewage	Dirty water and human waste carried away from houses in pipes and drains
Slums	Places in cities where living conditions are very poor because of lack of services and overcrowding
Working conditions	The environment that people work in: for example how safe it is, and whether there is good ventilation and good lighting

The world's five largest slums	
It is estimated that between 900 million and 1.6 billion people live in slums around the world.	
Slum	Population
Orangi Town (Karachi, Pakistan)	2.4 million
Neza (Mexico City, Mexico)	1.2 million
Dharavi (Mumbai, India)	1 million
Kibera (Nairobi, Kenya)	700 thousand
Khayelitsha (Cape Town, South Africa)	400 thousand

Rocinha favela (Rio de Janeiro, Brazil)	
Rio de Janeiro is home to 6.7 million people. Over 20% of people in Rio live in favelas.	
Population	Estimated: 150 thousand to 300 thousand
Location	On a steep slope in the southern part of the city
Area	Less than 2.5 km ²
Famous for	Improvements to quality of life of residents, but also gangs and crime

Dharavi slum (Mumbai, India)	
Mumbai has a population of 12 million people, and around 65% of them live in slums.	
Population	Estimated: 1 million
Location	In a central location of the city, on land that is now very valuable
Area	2.1 km ²
Famous for	Scenes from the film <i>Slumdog Millionaire</i>

Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identity	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Monoprint	A print that can only be made exactly the same way once
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression



Mixed media artwork uses a combination of different materials

Artists

Chila Kumari
Singh Burman

Vincent van Gogh

Frida Kahlo

Sonia Boyce

Njideka
Akunyili Crosby

Add contrast with a background



Collage

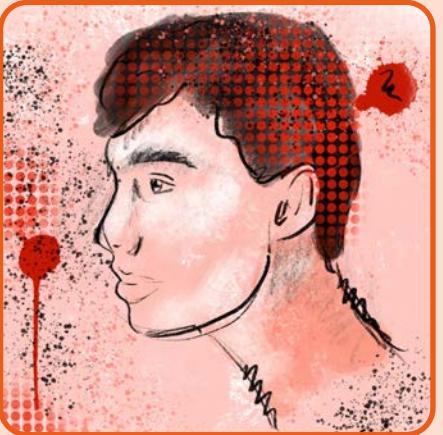
Match the materials you choose to the effect you want to create



Dreamy



Relaxed and happy

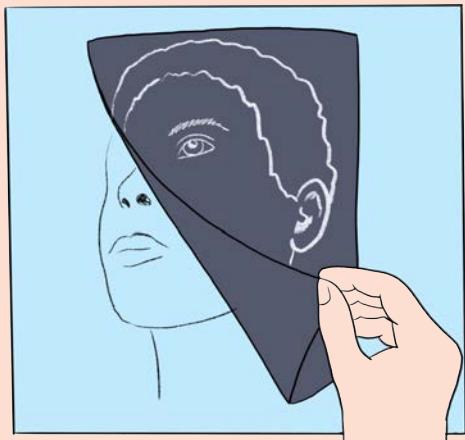
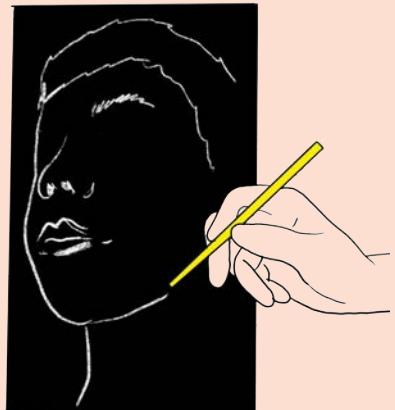


Bold



Wash of paint

Creating a monoprint

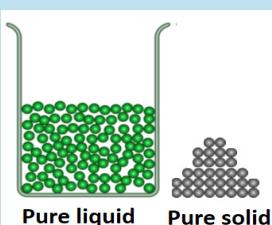


Pure substance

a solid, liquid or gas that only contains one type of substance

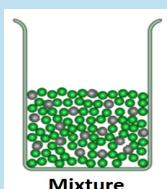
Examples:

Pure water in laboratory, sugar, flour, iron nails and copper wiring.



Mixture

when there are two or more substances present



Examples:

Mixture of:	Examples
Solids	Metal alloys, Ice lolly
Liquids	Soapy water, Fruit squash
Gases	Air

Formulation

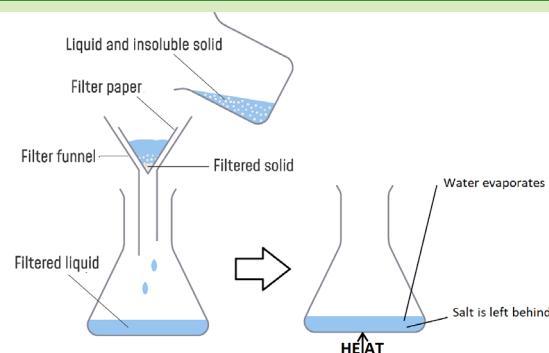
a mixture created from a formula so that the amount of each substance used is carefully measured out

Examples:

fuels, paints, medicines and alloys



How to separate a salt, sand and water mixture



How can we separate each mixture...

An alloy

Heat the alloy until one of the metals that is part of the alloy melts and can be drawn away.

Two or more liquids

Heat the mixture until one of them boils. Collect the gas and cool it down to become a liquid again.

Two or more gases

Cool the mixture until one of the gases condenses to a liquid. Collect the liquid and warm it up to become a gas again.

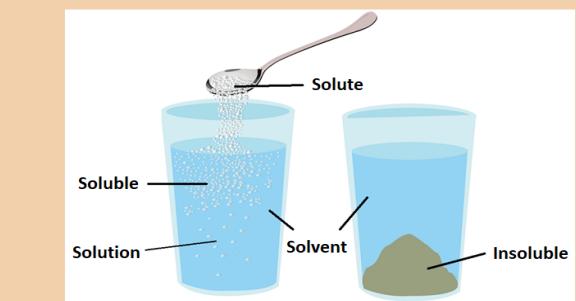
Powdered solid (e.g. sand) with larger chunks of solid

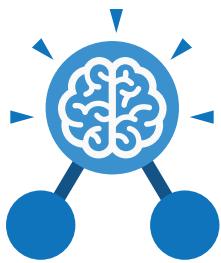
Use a sieve so that the powdered solid passes through but sieve catches the larger chunks

A magnetic solid with a non-magnetic solid

Use a magnet to draw out and collect the magnetic solid from non-magnetic solid

Solute	A solid that has been dissolved in a liquid
Solvent	A liquid in which a solid is dissolved
Solution	A mixture of a solid that is dissolved in a liquid
Soluble	When a solid can dissolve in a liquid
Insoluble	When a solid cannot dissolve in a liquid





Unit: 5.6

3D Modelling

Key Learning

- To be introduced to 2Design and Make and the skills of computer aided design.
- To explore the effect of moving points when designing.
- To design a 3D Model to fit certain criteria.
- To refine and print a model.

Key Resources



2D&M

Key Vocabulary

2D

Something that has only two dimensions; height and width.

3D

Something that has three dimensions; height, width and depth.

3D Printing

The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.

CAD – Computer aided Design

A CAD computer program or app allows you to design a 3D object or environment in 2D and visualise it in 3D on the screen from many angles.

Design Brief

A document for a design project, defining the core details, including the goal and strategy.

Net

What a 3D shape would look like if it was unfolded and opened out flat.

Pattern Fill

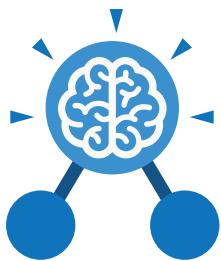
A tool where you can add a customised repeating pattern to the surface of the net.

Points

The points on a 3D net which create the corners of the 3D shape.

Template

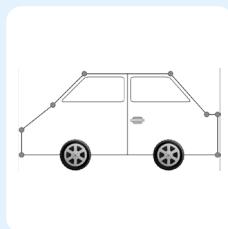
Something that serves as a model for others to copy and edit.



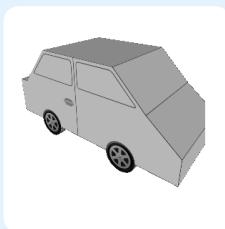
Unit: 5.6

3D Modelling

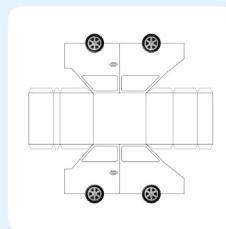
Key Images



2D Image



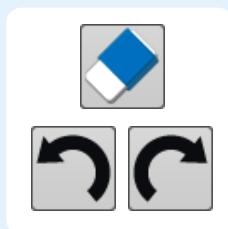
3D Image



Net View



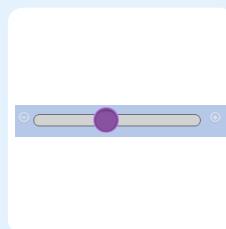
Colour Palette



Clear, Undo and Redo



Fill Options



Magnify

Key Questions

What are the different view of an object available in 2Design and Make?

Net, Points and 3D.

How can the objects designed in 2Design and Make be turned into 3D objects?

You can print the net and then cut and fold this into shape or you can convert the file into a format recognised by 3D printers.

How is CAD software used in industry? Give some examples.

It is used to design 3D objects in a 2D environment.

Some examples are; Architectural plans for buildings; designing layouts for interiors; designing objects such as packaging and designing mechanical components; designing shoes and clothing.

Football Knowledge Organiser - Year 5

Prior Learning: In Year 4, children continued to develop their skills including how to control a ball with different surfaces (inside, outside and sole of the foot). They recapped how to safely tackle and how to strike a ball effectively when shooting. They recapped a variety of turns that could be used when dribbling at an opponent (inside, outside hook and drag back). Children played small-sided games and focused on displaying the correct attitude and fair play.

Physical Me

Kicking **Agility**

Running **Balance**

Speed **Co-ordination**

Strength **Throw (in)**

Reaction

Key Skills

Value Me

- Fairness
- Resilience

Thinking Me

- Select and apply my skills
- Evaluate performance

Social Me

- Helping others
- Accepting and embracing rules



Football Rules:

No of players in a team:

Maximum 7 on pitch at a time

Size of ball:

Size 3 football

Start of Game:

Teams will be told which way they are shooting at start of game

- Start in the centre of the pitch with a kick off

A goal cannot be scored directly from a start or restart of play.

Out of play:

If the ball goes off the pitch (Touchline) it is a throw in.

If the ball goes off at the goal line:

By attacking team - it is a goal kick
By defending team - it is a corner

Tackling:

No slide tackles



Key Vocabulary

Possession

Communicate

Block

Lofted pass

Body Position

Technique

Interceptors

Evaluate

Performance

Key Knowledge

Attacking key point:

1. Spread out when your goalkeeper has the ball
2. When a player in your team has the ball, move into space and be an option for them to pass to
3. Pass to feet when possible – if not, into a space for a teammate
4. Show your dribbling skills when you think it's a good time to dribble

Defending key points

1. Nearest player to the ball go to try and tackle
2. Work as a team to win the ball back
3. Fair tackles only (no sliding tackles)

Lofted Pass- Strike the ball to lift it over a players head. Is used for a longer distance pass.