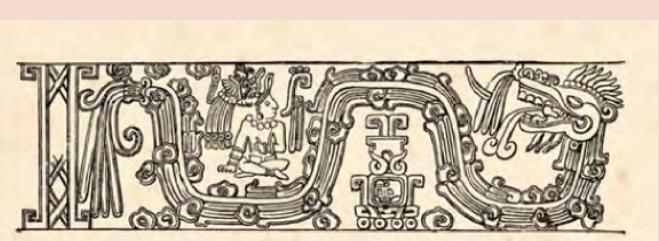


Mayan art



Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



Artists

Dan Fenelon

Leonardo da Vinci

Banksy

Diego Rivera

Caravaggio

Pablo Picasso

aesthetic	As an adjective, it describes something that is pleasing to look at.
commissioned	When someone is asked to create a piece of art.
interpretation	How the meaning of an image is understood.
mural	A painting made directly on a wall or other permanent structure.
symbolic	Conveying a message using symbols.
tone	How light or dark something is.

Graffiti



Graffiti is used to describe spray painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

Guerrilla art

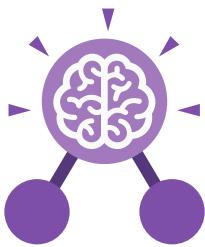


Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.

Mural



A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.



Unit: 6.9

Spreadsheets with Microsoft Excel

Key Learning

- To know what a spreadsheet looks like.
- To navigate and enter data into cells.
- To introduce some basic data formulae in Excel for percentages, averages and max and min numbers.
- To demonstrate how the use of Excel can save time and effort when performing calculations.
- To use a spreadsheet to model a real-life situation.
- To demonstrate how Excel can make complex data clear by manipulating the way it is presented.
- To create a variety of graphs in Excel.
- To apply spreadsheet skills to solving problems.

Key Questions

What is a spreadsheet used for?

Spreadsheets are used to display, organise and interpret information. They are easy to manipulate and carry out useful calculations quickly.

How do you carry out a multiplication calculation?

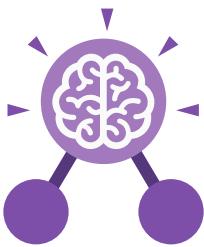
Within the formula bar for the cell, you will need to write = then the cells you want to multiply using the operator *. For example, =A1*B1 will show the answer of A1 multiplied by B1. You can change the contents of A1 or B1 and this will change your answer.

Key Resources



How does using the SUM function save time?

Using the SUM function allows you to add together the total of many cells without having to write them all out. For example, it is easier to write =SUM(A1:A6) rather than = A1+ A2+ A3+ A4+ A5+ A6.



Unit: 6.9

Spreadsheets with Microsoft Excel

Key Vocabulary

Auto fit

A function of a spreadsheet that alters column widths to fit data.

Chart

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

Conditional formatting

When a cell or cells are formatted in a specific way depending upon the values in the cell or cells.

Formula(e)

A group of letters, numbers, or other symbols which represent a mathematical rule. It allows a spreadsheet to carry out calculations.

Horizontal axis

The x-axis of a graph is called the horizontal axis.

Spreadsheet

A software tool used for organising information and performing calculations on the data. A spreadsheet workbook file is organised into sheets.

Cell

An individual section of a spreadsheet grid. It contains data or calculations.

Column

Vertical, lettered reference points for the cells in a spreadsheet.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Formula Bar

An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.

Range

A collection of selected cells: all the numbers you want to appear in a calculation. For example, A1:A12 includes all the cells from A1 to A12.

Vertical axis

The y-axis of a graph is called the vertical axis.

Cell Reference

Each cell has a cell reference that shows its position. The cell reference is displayed in the box on the top left (not on tablet version).

Computational Model

Creating or using a simulation (a model) of a real-life situation, on a computer.

Delimiter

A character that separates each piece of data.

Graph

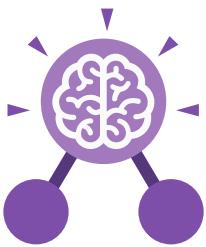
A diagram that represents data there are specific layouts for graphs including bar graphs and line graphs.

Row

Horizontal, numbered reference points for the cells in a spreadsheet.

Text Wrapping

This displays the cells contents on multiple lines rather than one long line, allowing all the contents to be shown.



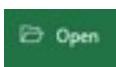
Unit: 6.9

Spreadsheets with Microsoft Excel

Key Images



Open a new document



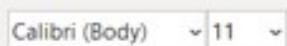
Open an existing document



Save your work



Home tab where many editing tools are found



Font Category



Formula Bar



Undo key



Insert tab where you can add in tables, illustrations and links



Insert cells



Text Wrapping



Sheets tab

Unit Objective:

To discuss what subjects you like and do not like at school and give a reason why in French

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

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'aller' (to go) in full.

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

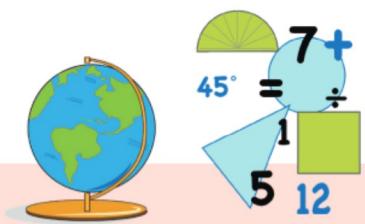
Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb aller.

Revision of definite article **le**, **la**, **l'** and **les**. Full verb conjugation of the verb **ALLER**, high frequency irregular verb. Learning how to also use opinions and justifications.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).



Phonics & pronunciation we will see:

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

- **QU** sound in **informatique** & **musique**
- **Ç** sound in **français**
- **AN** sound in **anglais**, **français**, **amusant** & **intéressant**
- **EN** sound in **sciences**
- **Silent letters.** The children will hear and see that the final 's' is not pronounced in **aimes** and **bains** the 't' is not pronounced in **sport** or the 'x' in **ennuyeux**. These letters are often silent at the end of words in French.
- **Elision. J'étudie.** Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.



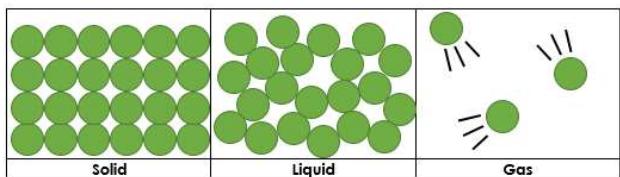
Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question 'Est-ce que tu aimes...?' and a variety of justifications to expand the opinion given in reply. This is all listed on the Vocabulary Sheet.

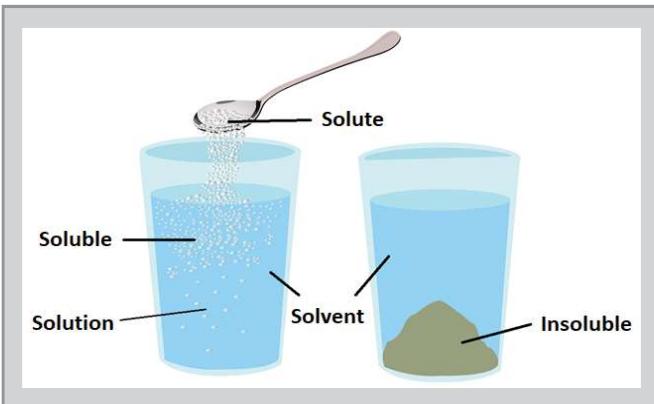
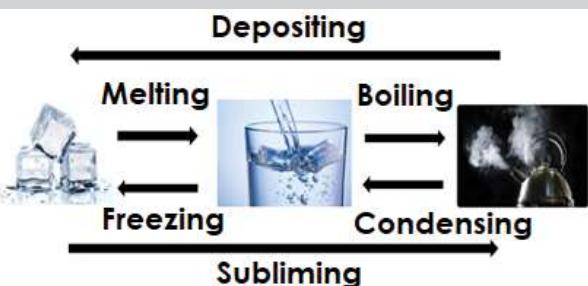
Knowledge organiser

Vocabulary		Parliamentary laws	
Agricultural	Related to farming: growing crops or raising animals	1833: Factory Act (applied to big textile factories)	Banned children under 9 from working; ensured two hours of education a day for children under 11; reduced working hours
British Empire	Group of countries that was taken over and ruled by Britain	1842: Mines Act	Banned boys under 10, all women and all girls from working in mines
Colonies	Countries or areas that are ruled and occupied by another country	1844: Factory Act	Ensured three hours of education a day for children under 13; reduced working hours
Era	Period of time in history	1850: Ten Hour Act	Set maximum working hours for all to ten hours per day
Industrial Revolution	Time of great change in Britain between 1760 and 1900, during which mass production began	1867: Factory Act	Applied previous rules to all workshops with over 50 workers
Industry	Process of making products in factories using machines		
Mass production	Process of making multiple products of the same standard		
Poverty	State of being poor; often involves a lack of basics such as clean water, food or healthcare		
Sanitation	Supply of clean water and removal of waste		
Important people		Inventions	
Robert Peel	Created the Metropolitan Police Force in London in 1829, to try to reduce crime	1712: Steam engine	A machine that replaced water and horse power in transport and industry
Dr John Snow	Proved in 1854 that cholera spreads through contaminated water	1764: Spinning jenny	A machine that span many cotton threads at a time, allowed workers to make cloth more quickly and cheaply, and led to an increase in the number of cotton mills
Queen Victoria	Queen of the United Kingdom of Great Britain and Ireland 1837–1901	1767: Water frame	A water-powered machine that span cotton into thread more quickly and easily, could be used by unskilled workers, and allowed more mills to be built
		1775: Spinning mule	A spinning machine that combined elements of the spinning jenny and the water frame for spinning
1829: Metropolitan Police Act	Created the Metropolitan Police (the first police force) with headquarters in Scotland Yard, London	1780s: Carding machine	A machine that untangled and brushed wool to prepare it for spinning into thread
1832: Great Reform Act	Removed rotten boroughs; allowed new cities such as Birmingham to elect MPs; allowed men to vote if they owned land or paid a minimum of £10 a year in rent	1825: Locomotive	A high-pressure steam engine for moving goods and passengers on railway tracks
		1830: Self-acting spinning mule	An automated version of the spinning mule

Particle arrangement in solids, liquids and gases



	Pure substances	Impure substances
Definition	Contain only one type of particle	Contain two or more types of particles
Examples	Pure water 24 carat gold	Tap water Rose gold White gold
Particle diagram		

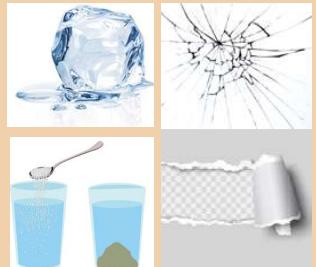


Physical Changes

Physical changes take place when particles change arrangement

Examples:

1. Changing state
2. When two substances are mixed
3. When a substance or material is broken apart.



Chemical Change

Chemical change is when the particles that you begin with (reactants) turned into new particles (products)

Examples:

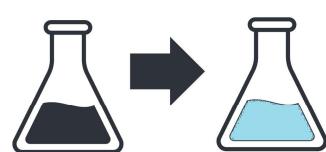
1. When something is burned
2. When food is cooked
3. When metal rusts



reactants → products

5 signs of a chemical reaction

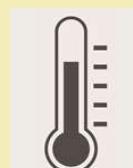
1. Colour change



2. Smell



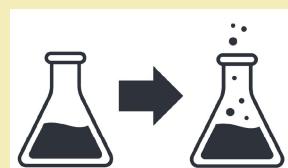
3. Change in Temp.



4. Precipitate formed



5. Bubbles produced



Leadership Knowledge Organiser - KS2

Prior Learning & this unit: Throughout all lessons children have been encouraged to be a mini coach- this is to help support their classmates in various activities across the PE curriculum. This unit will develop the children leadership skills through a variety of games and activities.

Key Skills

Physical Me

Throw **Agility**

Catch **Balance**

Dodge **Co-ordination**

Run **Jump**

Value Me

- Teamwork
- Leadership
- Kindness
- Responsibility
- Self Belief
- Fair play
- Sportsmanship

Social Me

- Co-operation
- Organisation
- Good listener
- Caring for others
- Encouraging others
- Supporting other
- Collaborate
- Communicate

Thinking Me

- How can I organise activities?
- Problem solving
- How can I adapt an activity?

Key Vocabulary

Communication

Leader

STEP

Confidence

Safety

Task

Organise

Create

Collaborate

Key Knowledge

STEP Principle

S= Space What space you have? Can you make it bigger or smaller? Is it safe?

T= Task What task are you doing? How long will it be? can you make the task easier or harder? Can change the rules? Is it safe

E= Equipment What equipment you will need? Can you modify the equipment by changing the amount you use? Can you change type of equipment and how you organise it? Is it safe?

P= People How many people to you need in your game? How can you organise people into a group? Are they safe?



Play Leader

Play Leaders are a group caring children who have been trained to organise activities for other children on the playground.

They encourage children to join in games and to extend their friendships.

It is important for Play Leaders to know the STEP principle to help when organising activities and to most of all have FUN while being a Leader!