

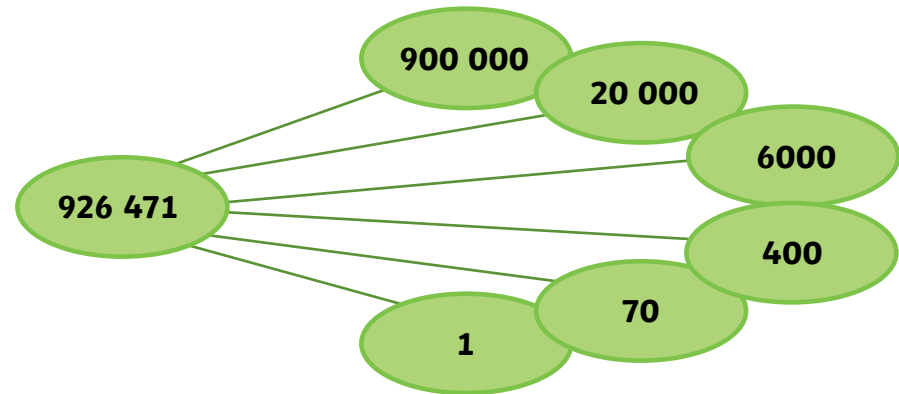
Key Vocabulary	Compare and Order								
millions	equals	greater than	less than						
thousands	$26 + 38 = 8 \times 8$	$23\ 873 > 8256$	$901\ 198 < 1\ 091\ 098$						
hundreds	Both calculations have the value 64.	The number on the left has 2 ten thousands and the number on the right has 0 ten thousands.	The number on the right has 1 million and the number on the left has 0 millions.						
tens									
ones									
zero									
place value	smallest	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">898</div> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">6735</div> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">6835</div> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">7019</div> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">9002</div> <div style="border: 1px solid orange; padding: 5px; background-color: #ffcc80;">11 235</div> </div>	greatest						
greater than	<h2>Negative Numbers</h2>								
less than									
order	<h2>Counting in Powers of 10</h2>								
round	Counting in 10s								
rounded	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ffcc80;">365</td> <td style="background-color: #ffcc80;">375</td> <td style="background-color: #ffcc80;">385</td> <td style="background-color: #ffcc80;">395</td> <td style="background-color: #ffcc80;">405</td> <td style="background-color: #ffcc80;">415</td> </tr> </table>			365	375	385	395	405	415
365	375	385	395	405	415				
negative number	<p>The tens increase until 9 tens becomes one more hundred and 0 tens.</p>								
partition	Counting in 100s								
digit	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ffcc80;">2841</td> <td style="background-color: #ffcc80;">2941</td> <td style="background-color: #ffcc80;">3041</td> <td style="background-color: #ffcc80;">3141</td> <td style="background-color: #ffcc80;">3241</td> <td style="background-color: #ffcc80;">3341</td> </tr> </table>			2841	2941	3041	3141	3241	3341
2841	2941	3041	3141	3241	3341				
interval	<p>The hundreds increase until 9 hundreds becomes one more thousand and 0 hundreds.</p>								
sequence	Counting in 10 000s								
linear sequence	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ffcc80;">276 109</td> <td style="background-color: #ffcc80;">286 109</td> <td style="background-color: #ffcc80;">296 109</td> <td style="background-color: #ffcc80;">306 109</td> </tr> </table>			276 109	286 109	296 109	306 109		
276 109	286 109	296 109	306 109						
	<p>The ten thousands increase until 9 ten thousands become one more hundred thousand and 0 ten thousands.</p>								
	Counting in 100 000s								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ffcc80;">2 972 151</td> <td style="background-color: #ffcc80;">3 072 151</td> <td style="background-color: #ffcc80;">3 172 151</td> <td style="background-color: #ffcc80;">3 272 151</td> </tr> </table>			2 972 151	3 072 151	3 172 151	3 272 151		
2 972 151	3 072 151	3 172 151	3 272 151						
	<p>The hundred thousands increase until 9 hundred thousands becomes one more million and 0 hundred thousands.</p>								
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## Numbers to One Million

# 926 471

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
9	2	6	4	7	1

nine hundred and twenty-six thousand, four hundred and seventy-one



## Roman Numerals

	I = 1	II = 2	III = 3	
IV = 4	V = 5	VI = 6	VII = 7	VIII = 8
IX = 9	X = 10	XI = 11	XX = 20	XXX = 30
XL = 40	L = 50	LX = 60	LXX = 70	LXXX = 80
XC = 90	C = 100	CL = 150	CC = 200	CCC = 300
CD = 400	D = 500	DC = 600	DCC = 700	DCCC = 800
CM = 900	M = 1000	MC = 1100	MD = 1500	MM = 2000

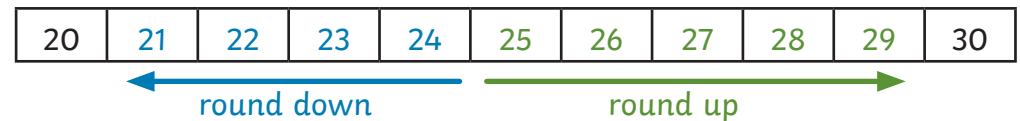


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CCXLVIII = 248    DCCLXXXIV = 784    MMXIX = 2019

## Rounding

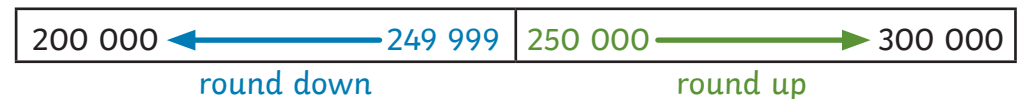
Rounding to the nearest 10



Rounding to the nearest 1000



Rounding to the nearest 100 000



Key Vocabulary	Compare and Order						
ten million	<p><b>equals</b></p> $26 + 38 = 8 \times 8$ <p>Both calculations have the value 64.</p>	<p><b>greater than</b></p> $223\ 873 > 98\ 256$ <p>The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.</p>	<p><b>less than</b></p> $901\ 198 < 1\ 091\ 098$ <p>The number on the right has 1 million and the number on the left has 0 millions.</p>				
millions							
thousands							
hundreds							
tens							
ones							
zero							
place value							
greater than	smallest	81 782	127 352	127 835	137 019	200 002	greatest
less than	<b>Negative Numbers</b>						
order	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #9575cd; color: white;"> <math>3 - 8 = -5</math> </div> <div style="border: 1px solid black; padding: 5px; background-color: #8bc34a; color: white;"> <math>-6 + 11 = 5</math> </div> </div>						
round							
rounded							
negative number							
partition							
digit							
interval							
sequence							
linear sequence							

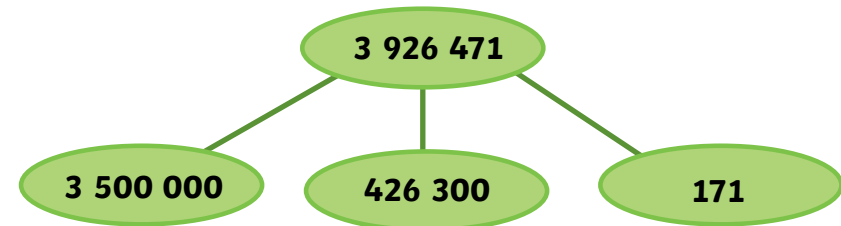
## Numbers to Ten Million

### 3 926 471

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

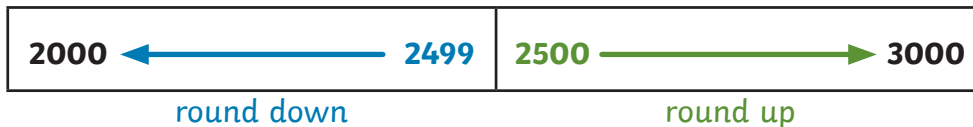
three million, nine hundred and twenty-six thousand, four hundred and seventy-one

3 926 471
3 926 000      471

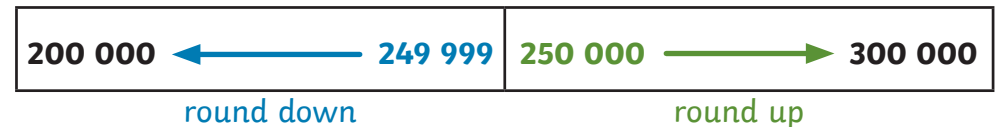


## Round Any Number

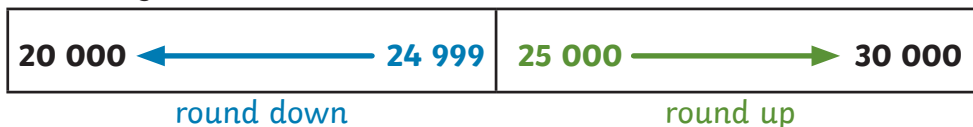
Rounding to the nearest 1000



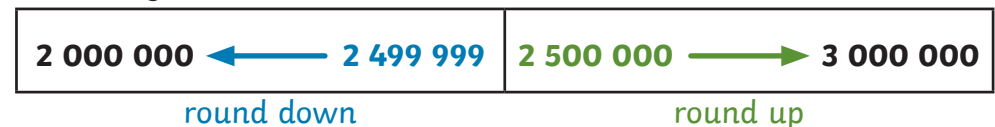
Rounding to the nearest 100 000



Rounding to the nearest 10 000



Rounding to the nearest 1 000 000

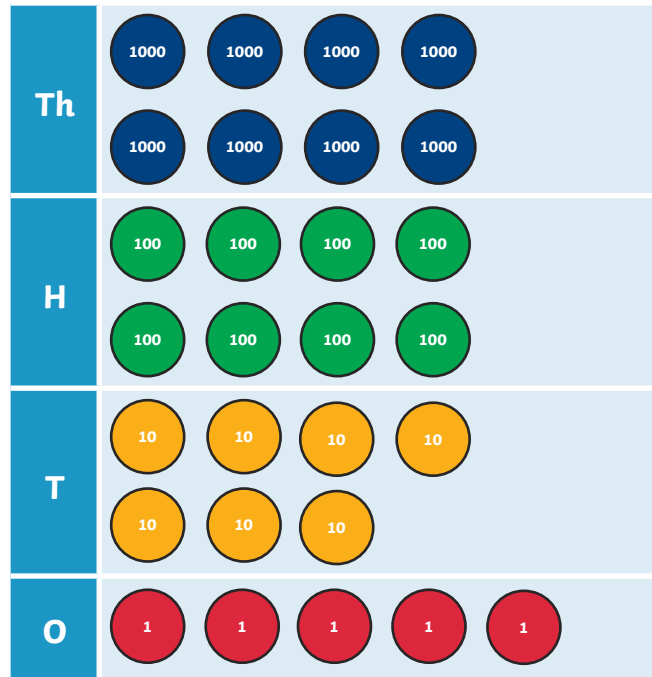


Key Vocabulary

Add
Total
Make
Plus
Sum
More
Altogether
Difference
Subtract
Less
Minus
Take away
Column addition
Column subtraction
Estimate
Inverse operation
Number facts
Place value
Complex

Addition

Place Value Grid:  $3274 + 5601 = 8875$



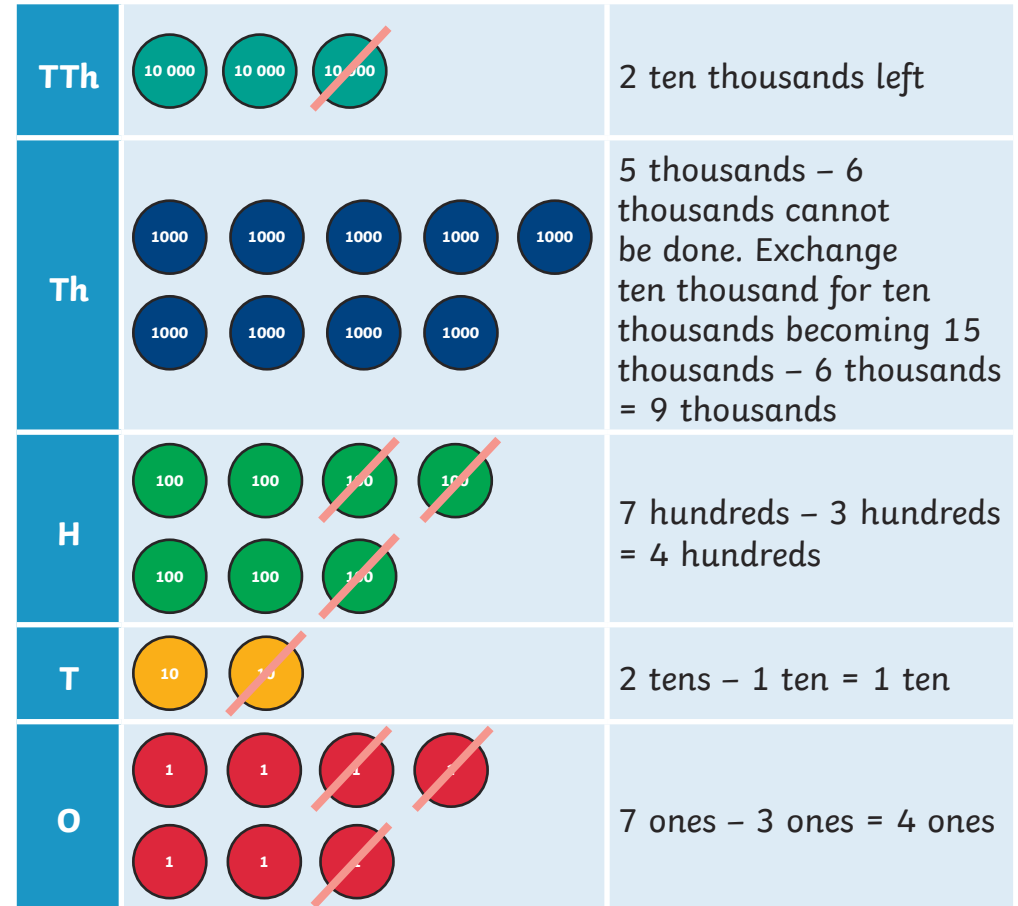
Column Method

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands and/or as required.

$$\begin{array}{r} 45864 \\ +23497 \\ \hline 69361 \\ \hline 111 \end{array}$$

Subtraction

Place Value Grid:  $35\,727 - 6313 = 29\,414$



2 ten thousands left

5 thousands – 6 thousands cannot be done. Exchange ten thousand for ten thousands becoming 15 thousands – 6 thousands = 9 thousands

7 hundreds – 3 hundreds = 4 hundreds

2 tens – 1 ten = 1 ten

7 ones – 3 ones = 4 ones

Column Method

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

$$\begin{array}{r} 35727 \\ - 6313 \\ \hline 29414 \end{array}$$

Estimate and Approximate

Rounding to Estimate

$$41\ 635 + 7386 = 49\ 021$$

Round to ten:

$$41\ 630 + 7380 = 49\ 010$$

$$41\ 630 + 7390 = 49\ 020$$

$$41\ 640 + 7390 = 49\ 030$$

Rounding is not as accurate when both numbers are rounded up. A better estimate comes from "rounding" one down and one up.

Estimating on a Number Line



The arrow is about  $\frac{3}{4}$  of the way across the line so it is 40 000.



Inverse Operations

Use the inverse to check:

53 476	To check $53\ 476 - 32\ 732 = 20\ 744$ use $32\ 732 + 20\ 744 = 53\ 476$	
<table border="1"> <tr> <td style="background-color: #fce4d6;">32 732</td> <td style="background-color: #d9ead3;">20 744</td> </tr> </table>		32 732
32 732	20 744	

Start with a number, subtract 409 and double. I end with 6264. To find the starting number use the inverse: halve, then add 409. Half of 6264 = 3132.  $3132 + 409 = 3541$ . The starting number was 3541.

Multistep Problems

Using a Bar Model

The sum of two numbers is 25 567.  
The difference is 1875.



Subtract 1875 from 25 567 = 23 692.  
Halve 23 692 to find smaller number = 11 846.  
Add 1875 to find larger number = 13 721.

£20			£20 is used to buy 2 books costing £3.75 and £8.49.
£3.75	£8.49	?	
£12.24		£7.76	How much change is given?

$$\begin{aligned} \pounds 3.75 + \pounds 8.49 &= \pounds 12.24 \\ \pounds 20.00 - \pounds 12.24 &= \pounds 7.76 \end{aligned}$$

# Multiplication and Division

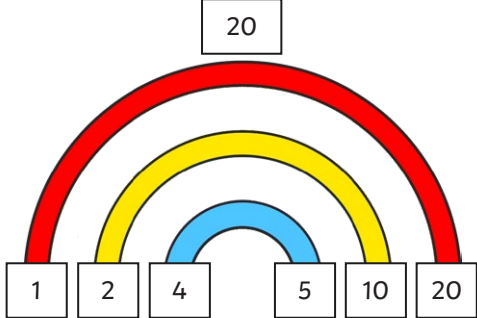
# Knowledge Organiser

## Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

## Factors

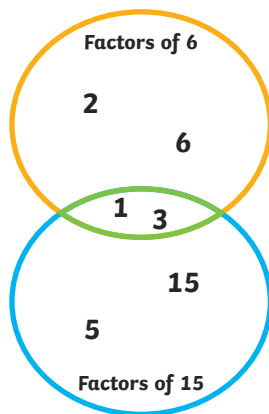
A factor is a number that divides into another number exactly, without leaving a remainder.



The factors of 20 are 1, 2, 4, 5, 10 and 20.

The factor pairs are:  
 1 and 20  
 2 and 10  
 4 and 5


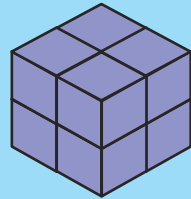
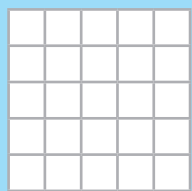
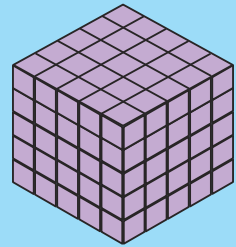
A common factor is a factor of 2 or more numbers.



## Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Squared<sup>2</sup> and Cubed<sup>3</sup> Numbers

 <p><math>2^2 = 4</math> <math>2 \times 2 = 4</math></p>	 <p><math>2^3 = 8</math> <math>2 \times 2 \times 2 = 8</math></p>	 <p><math>5^2 = 25</math> <math>5 \times 5 = 25</math></p>	 <p><math>5^3 = 125</math> <math>5 \times 5 \times 5 = 125</math></p>
---	--	--	--

## Related Calculations

$8 \times 9 = 72$	$9 \times 8 = 72$
$80 \times 9 = 720$	$90 \times 8 = 720$
$72 \div 9 = 8$	$72 \div 8 = 9$
$720 \div 9 = 80$	$720 \div 8 = 90$

Short Multiplication

$$2543 \times 7 = 17801$$

	2	5	4	3
×				7
<b>1</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>1</b>
1	3	3	2	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3
	×			<b>6</b>	7
	1	7	8	0	1
	1	3	3	2	
1	5	2	5	8	<b>0</b>
1	3	2	1		
<b>1</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>1</b>
1	1				

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Division

$$136 \div 4 = 34$$

		<b>3</b>	<b>4</b>
4	1	3	6
-	1	2	0
		1	6
	-	1	6
			0

→  $30 \times 4$

→  $4 \times 4$



Short Division

		<b>3</b>	<b>8</b>
4	1	<sup>1</sup> 5	<sup>3</sup> 2

$15 \div 4 = 3$  remainder 3  
Remember to regroup any remainders and move them into the next column.

		<b>4</b>	<b>5</b>	<b>5</b>	<b>r</b>	<b>3</b>
5	2	2	<sup>2</sup> 7	<sup>2</sup> 8		

$28 \div 5 = 5$  remainder 3  
If your calculation has a remainder, remember to record it in the answer using the letter **r**.



## Key Vocabulary

Add  
Total  
Make  
Plus  
Sum  
More  
Altogether  
Difference  
Leave  
Subtract  
Difference between  
Less  
Minus  
Take away  
Mentally, Orally  
Column Addition  
Column Subtraction  
Estimate  
Inverse operation  
Solve problems  
Number facts  
Place Value  
Complex

## Add and Subtract Whole Numbers

### Column Method

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

	3	5	<del>6</del>	<del>13</del>	<del>1</del>
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

## Multiply up to 4-digit by 2-digit

1	<del>3</del>	<del>2</del>	
	1	5	4
×		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

Start with the ones.  
 $154 \times 6 = 924$   
 $154 \times 20 = 3080$   
 $3080 + 924 = 4004$

## Order of Operations

<b>B</b>	<b>Brackets</b>	$10 \times (4 + 2) = 10 \times 6 = 60$
<b>O</b>	<b>Order</b>	$5 + 2^2 = 5 + 4 = 9$
<b>D</b>	<b>Division</b>	$10 + 6 \div 2 = 10 + 3 = 13$
<b>M</b>	<b>Multiplication</b>	$10 - 4 \times 2 = 10 - 8 = 2$
<b>A</b>	<b>Addition</b>	$10 \times 4 + 7 = 40 + 7 = 47$
<b>S</b>	<b>Subtraction</b>	$10 \div 2 - 3 = 5 - 3 = 2$

# Four Operations

# Knowledge Organiser

## Short Division

Start from the left.

		4	4	0	·	5	
12	5	<sup>5</sup> 2	<sup>4</sup> 8	6	<sup>6</sup> 0		

$5 \div 12 = 0 \text{ r}5$   
 $52 \div 12 = 4 \text{ r}4$   
 $48 \div 12 = 4$   
 $6 \div 12 = 0 \text{ r}6$

## Common Factors

Factors of 48

1	2	3	4	6	8	12	16	24	48
---	---	---	---	---	---	----	----	----	----

Factors of 30

1	2	3	5	6	10	15	30
---	---	---	---	---	----	----	----

Common factors: 1, 2, 3, 6

## Common Multiples

Multiples of 3

3	...	18	21	24	...	39	42
---	-----	----	----	----	-----	----	----

Multiples of 7

7	14	21	28	35	42
---	----	----	----	----	----

Common multiples: 21, 42...

## Long Division

		1	2	0	r	3
14	1	6	8	3		
	1	4	0	0		
		2	8	3		
		2	8	0		
				3		

## Primes

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43

A composite number has factors other than 1 and itself.

## Squares and Cubes

Square numbers result from a number being multiplied by itself (e.g.  $5 \times 5 = 25$ ):  
1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice ( $2 \times 2 \times 2 = 8$ ):  
1, 8, 27, 64, 125

## Mental Calculations and Estimation

Order of calculations:

$$50 \times 34 \times 2 = 50 \times 2 \times 34 = 100 \times 34 = 3400$$

Money:  $\text{£}8.99 + \text{£}3.49 = \text{£}12.48$

Use  $\text{£}9 + \text{£}3.50 = \text{£}12.50$  and subtract 2p

Estimate on a number line



Subdivide line to estimate: **17**

## Reason from Known Facts

$$90 \div 10 = 9 \quad \text{so } 90 \div 20 = 4.5 \text{ and } 90 \div 5 = 18$$

$$16 \times 9 = 144 \quad \text{so } 1.6 \times 9 = 14.4$$

$$4352 \div 17 = 256$$

$$\text{so } 256 \times 18 = 4352 + 256 = 4608$$

$$3786 + 2850 = 6636$$

$$\text{so } 4786 + 2850 = 7636$$

$$\text{and } 2786 + 3850 = 6636$$

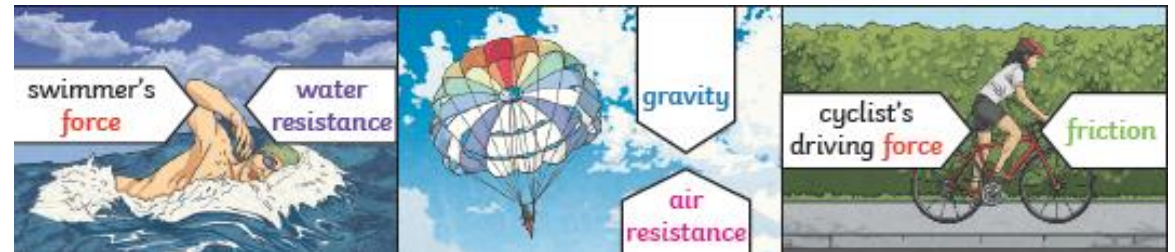
$$\text{and } 8636 - 3786 = 4850$$

Key Vocabulary

<b>forces</b>	Pushes or pulls.
<b>gravity</b>	A pulling <b>force</b> exerted by the Earth (or anything else which has <b>mass</b> ).
<b>Earth's gravitational pull</b>	The pull that Earth exerts on an object, pulling it towards Earth's centre. It is the Earth's <b>gravitational pull</b> which keeps us on the ground.
<b>weight</b>	The measure of the <b>force of gravity</b> on an object.
<b>mass</b>	A measure of how much matter (or 'stuff') is inside an object.
<b>friction</b>	A <b>force</b> that acts between two surfaces or objects that are moving, or trying to move, across each other.
<b>air resistance</b>	A type of <b>friction</b> caused by air pushing against any moving object.
<b>water resistance</b>	A type of <b>friction</b> caused by water pushing against any moving object.
<b>buoyancy</b>	An object is buoyant if it floats. This is because the weight of the object is equal to the <b>upthrust</b> .
<b>streamlined</b>	When an object is shaped to minimise the effects of <b>air</b> or <b>water resistance</b> .
<b>mechanism</b>	Parts which work together in a machine. Examples of <b>mechanisms</b> are pulleys, gears and levers.
<b>upthrust</b>	A <b>force</b> that pushes objects up, usually in water.

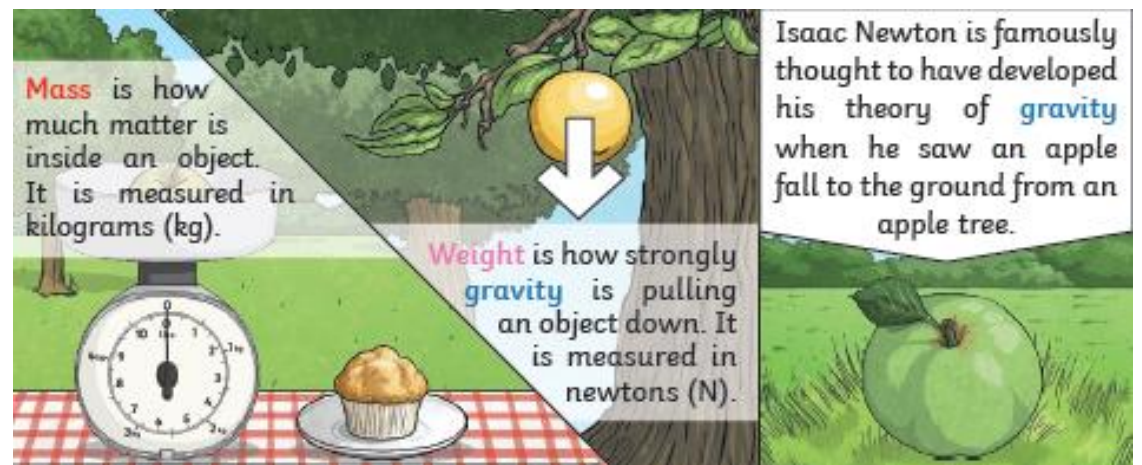
Key Information I will learn...

Types of forces



- **Water resistance** and **air resistance** are forms of **friction**.
- **Friction** can be both helpful and unhelpful.
- **Air resistance** is helpful as it stops the skydiver hitting the ground at high speed.
- **Friction** on a bike chain can make the bike harder to pedal so it is unhelpful

Mass, weight and gravity



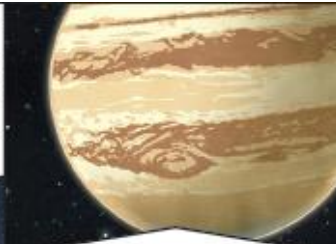
## Forces

Forces can make an object

- Start to move
- Stop moving
- Move faster
- Move more slowly
- Change it's shape
- Change direction

## Gravitational forces

The Moon has a smaller **mass** than Earth so the **gravitational pull** on the Moon is smaller than it is on Earth.



Jupiter has a greater **mass** than Earth so the **gravitational pull** on Jupiter is stronger than on Earth.

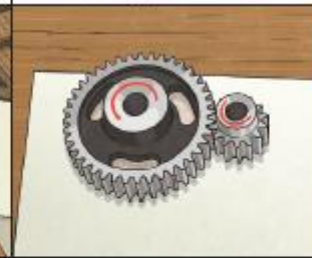
## Pulleys, gears and cogs

### Pulleys



Pulleys can be used to make a small **force** lift a heavier load. The more wheels in a pulley, the **less force** is needed to lift a **weight**.

### Gears/Cogs



Gears or cogs can be used to change the speed, **force** or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.

### Levers



Levers can be used to make a small **force** lift a heavier load. A lever always rests on a pivot.

## Key Questions

Why do objects fall towards the centre of the earth?

What is friction?

What is air resistance?

How does water resistance affect an object moving through water?

What is a conclusion?

What do your results tell/show you?

What are levers and pulleys?

What are gears?

How do levers, pulleys and gears affect forces?

## End Goals

Children will

- Know that the Earth's gravitational force causes objects to have weight, and that gravity pulls objects towards the centre of the Earth.
- Know that friction is the force that acts as resistance between two objects when moving over one another.
- Explain examples of friction using photographs.
- Know that air resistance is the force that occurs when air pushes against a moving object, making it slow down.
- Explain examples of how air resistance is used.
- Know that water resistance is the force that pushes against objects as they pass through the water.
- Know that the shape of an object dictates how much water resistance it will meet as it moves through the water.
- Know that pulleys and levers make heavy objects easier to lift and can explain why.
- Know that gears allow a smaller force to have a greater effect.
- Know that two or more gears working together are called transmission.
- Explain which direction a follower gear will turn based on the movement of the driver gear when two or more gears are used in a transmission.
- Know that the force transmitted by gears in a transmission is called torque.
- Give some examples of how gears and transmissions are used in everyday life.
- Recognise some different types of gears, such as worm gears, rack gears and bevel gears.

## Working Scientifically

Children will

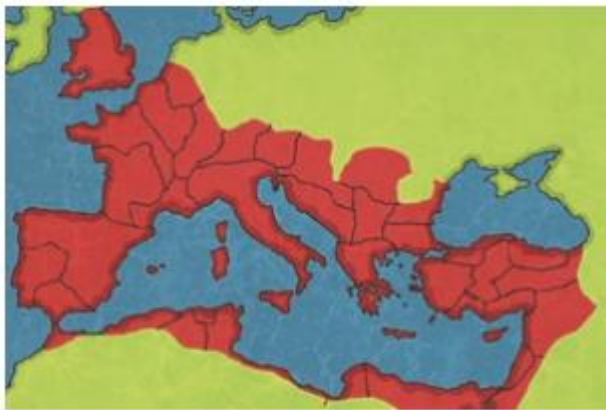
- Carry out an investigation to explore the effect of gravity on falling objects, taking careful measurements and observations to draw conclusions.
- Carry out independent research to find out about the roles Newton and Galileo played in helping our understanding of gravity, presenting my findings appropriately.
- Suggest ways to plan an experiment to find out which surface has the most friction when an object is moved across it.
- Carry out a fair test to explore the friction of different surfaces, recording my results accurately and using them to draw conclusions.
- Analyse a variety of statements, explaining which I agree with and why.
- Plan, set up and carry out an investigation to explore how the size of a parachute affects the speed at which it falls to the ground, recording my results appropriately and using them to draw conclusions.
- Make predictions about which shape of plasticine would fall quickest in a pot of water, giving scientific explanations for my choices.
- Carry out an experiment to test my predictions, recording my results using a stopwatch and using evidence to draw conclusions.
- Create some simple pulleys, exploring the different forces needed to pull the same object and drawing conclusions from my findings.
- Use card or construction toys to create different transmissions, exploring the movement and torque of the driver and follower gears.



## Key Vocabulary

<b>Invaders</b>	People who use force to enter a place and take over usually with an army
<b>Settlers</b>	People who go to live in a place with the aim of staying there permanently
<b>Empire</b>	A group of countries controlled by one ruler ( <b>emperor</b> or <b>empress</b> ) or government.
<b>Emperor</b>	The ruler of an empire
<b>Legionaries</b>	Soldiers who were Roman citizens over the age of 17
<b>Auxiliaries</b>	Soldiers who were non-Roman citizens and came from countries conquered by the Romans
<b>Celts</b>	People living in Britain in tribes, including the Iceni, Brigantes and Catuvellauni.
<b>Boudicca</b>	Queen of the Iceni tribe
<b>Revolt</b>	When a person or group refuse to accept the rules and power of another person or group

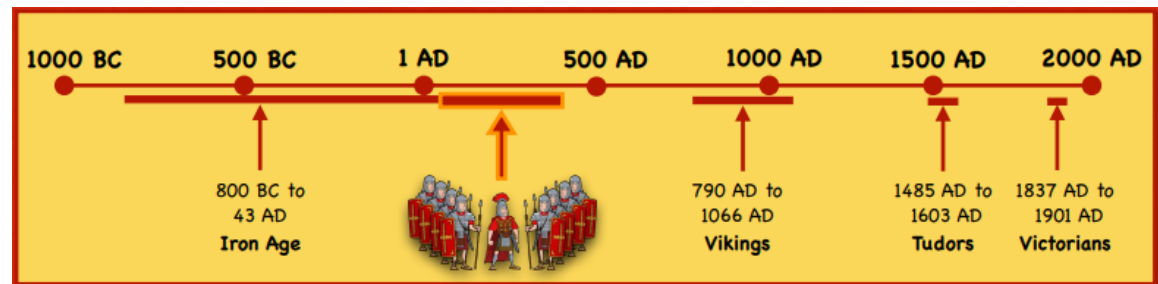
## The Roman empire



## Key Information I will learn...

### Who were the Romans

- The Romans were a group of people who belonged to the Roman empire.
- The city of Rome, in Italy, was the centre of this empire.
- The Roman empire was very powerful with a huge army.
- The Romans invaded Britain in 43 AD
- They ruled Britain for almost 400 years until 410 AD



### Julius Caesar invades in 55 BC & 54 BC

- The Roman General Julius Caesar made two attempts to **conquer** Britain.
- He wanted to add the rich land to the **Roman Empire** and punish the **Celts** for helping his enemies. His **legions** weren't able to overcome the **Celts** in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the **Celts** could continue to live as they were.

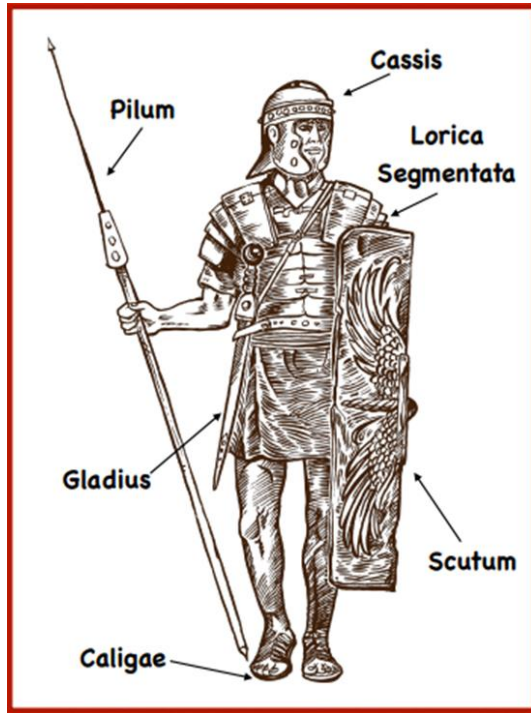


### Emperor Claudius conquers Britain in 43 AD

- In AD 43, **Emperor Claudius** launched a third attack on Britain.
- He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to **conquer** the **Celtic tribes**.
- This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.



## Roman legion



## Boudicca

- Boudicca was the wife of Prasutagus, who was the king of the Iceni tribe.
- When her husband died she became queen of the Iceni.
- Between 10 – 61 AD she led a revolt against the Romans.



## Roman life

- Romans built Britain's first towns
- Roman roads were as straight as possible.
- They built aqueducts that transported water around towns and cities.
- They were the first to create central heating and indoor plumbing.
- The romans built public baths.
- The Romans enjoyed being entertained and going to the theatre.
- They would watch fights between gladiators and wild animals.
- They lived in small wooden houses with thatched roofs.



## Key Questions

What does invade and settle mean?

Why do people invade?

Why did the Romans invade Britain?

What was the Roman army like?

When did the Celts live in Britain?

Who was Boudicca and what did she do?

What is a revolt?

Can you describe what Roman life was like?

Can you name some things that the Romans introduced to Britain?

What would life have been like if the Romans had never arrived in Britain?

## End Goals

Children will

- Consider different points of view about a historical events.
- Study different accounts of a historical figure and suggest why they are different.
- Gather information from books, texts and pictures to find out about aspects of life in Roman Britain.
- Explain why and how the Romans invaded Britain.
- Know that Celts were living in Britain at the time of the Roman invasion.
- Describe what life was like in Celtic Britain.
- Describe the events surrounding Boudicca's revolt.
- Describe some of the technological advances that the Romans brought to Britain.
- Suggest how Britain might be different today if the Romans had never invaded.
- Suggest where the Romans would be on a timeline, drawing on my knowledge of the past.
- Place the Romans on a timeline.
- Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD



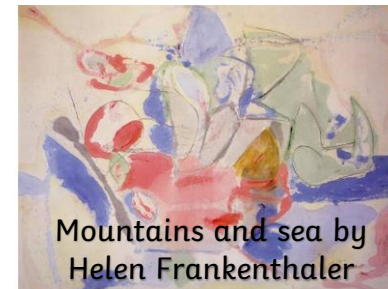
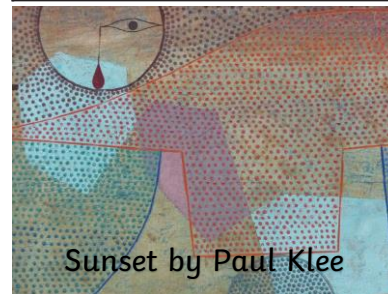
## Key Vocabulary

<b>Perspective</b>	The art representing a 3D objects on a 2D surface.
<b>Horizon line</b>	The line where the sky meets the land
<b>Vanishing point</b>	The point in space which supposed to appear furthest from the viewer.
<b>Landscape</b>	The depiction of natural scenery such as mountains, valleys, trees, rivers etc
<b>Water colour</b>	An art medium (paint) applied with a brush
<b>Tints</b>	Pure colours with white added to them.
<b>Shade</b>	Pure colours with only black is added.
<b>Medium</b>	The material used to make the artwork e.g. paint, pastel, clay, charcoal
<b>Abstract</b>	Doesn't represent an accurate depiction but instead uses shapes, colour and form
<b>Collage</b>	The technique and finished artwork that uses pieces of paper and fabric stuck down.

## Key Information I will learn...

### Landscapes

- Landscape painting, also known as landscape art, is the depiction of natural scenery.
- Landscape paintings may capture mountains, valleys, bodies of water, fields, forests, and coasts and may or may not include man-made structures as well as people.
- Landscape painting does not need to replicate a specific place.



## Perspective

- Perspective drawing brings two dimensional drawings and paintings to life.
- Perspective drawings make 2D objects appear three dimensional.
- This makes the picture more realistic as it appears to get further away.

## Key Questions

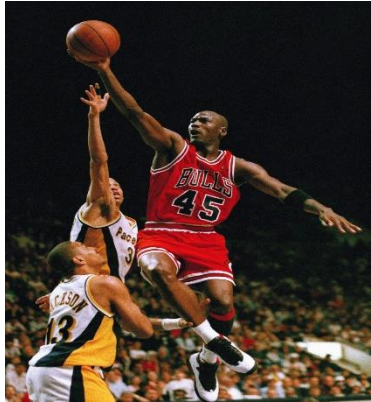
- What is landscape art?
- What is a horizon line and a vanishing point?
- What is perspective?
- What are water colours?
- What are tints and shades?
- What mediums do we use in art?
- What is abstract art?
- How can we create abstract patterns?
- What is collage?

## End Goals

### Children will;

- Use vanishing points, horizon lines and construction lines to create perspective in a piece of artwork
- Sketch a landscape using linear perspective.
- Use lines and patterns to create abstract artwork
- Paint a landscape using watercolours
- Create tints and shades using a variety of different mediums
- Explain what collage is
- Create a torn paper collage of a landscape scene
- Discuss landscape artwork by famous artists, saying what they think and feel about them

Basketball is a fast-paced team sport played on a rectangular court. Two teams of 5 players use their hands to dribble (bouncing the ball while moving) and pass the ball to each other with the aim of shooting the ball through their opponent's hoop to score.



**Michael Jordan**

**Club:** Chicago Bulls

**National Team:** USA

**Position:** Shooting guard

**Fact:** Jordan won 6 NBA championships in 15 seasons.



Chest pass    Possession  
Passing    Dribbling    Shoot  
Score    Space

**STEPS TO SUCCESS**

**These are the skills I need to achieve success in UKS2 Basketball:**

To pass the ball in different ways with confidence and control.

To keep possession of the ball when faced with opponents.

To move with the ball at speed.

To work together as a team, showing good awareness of others.

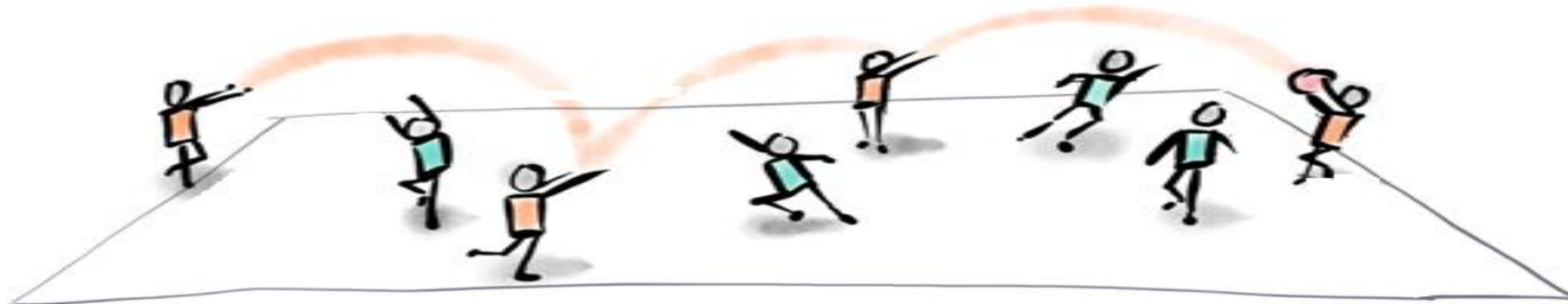
To mark, track and cover when defending.

Apply basic principles for attacking and defending in game situations.





Netball is fast-paced and requires fitness, speed and accuracy. Most junior games have 5 players per team, but senior teams have 7 players. Points are scored by shooting the ball into the opposite team's net. Players must not travel with the ball and must stay in particular areas of the court, therefore teamwork is important.



- Aim
- Technique
- Shoot
- Control
- Teamwork
- Speed
- Chest Pass
- Bounce Pass

**STEPS TO SUCCESS**

**These are the skills I need to achieve success in UKS2 Netball:**

To pass the ball in a variety of ways with confidence and control.

To move with the ball at speed.

To mark, track and cover when defending.

To keep possession of the ball when faced with opponents.

To work together as a team, showing good awareness of others.

To apply attacking and defending skills in game situations.

# RE Unit 6.1 How do Sikhs show commitment? Oak Class – Heptonstall School



## Key Vocabulary

<b>Baptism</b>	A religious ceremony of purification, generally using water
<b>Amrit</b>	Sweetened water used by Sikhs as a sacred drink and as baptismal water
<b>Sewa</b>	Means selfless service
<b>Langar</b>	The community kitchen in a Gurdwara where a free meal is served to all the visitors, regardless of religion and status
<b>Gurdwara</b>	Sikh holy/special building/temple

## Key Information I will learn...

### Guru Gobind Singh (1666 – 1708)

- The tenth and last of the Sikh preachers to live. He appointed Guru Granth Sahib as his living successor.
- Gobind Rai was nine years of when he became Guru, succeeding his father, Guru Tegh Bahadur.
- His teachings were different from the previous Gurus; he believed that no power could take advantage of the Sikhs.
- In 1699 he created the Khalsa, a community of faithful Sikhs, who wore visible symbols of their faith (The Five Ks) and trained as warriors and introduced many of the customs that Sikhs practise today.

### Guru Granth Sahib rituals

- Sikhs remove shoes, cover their head and bow in front of Guru Granth Sahib to show respect. The holy text is on a raised platform, which is protected by a canopy. It is fanned when opened, as a sign of respect.
- Each day, the Guru Granth Sahib is respectfully uncovered at dawn by a baptised Sikh. Those present recite the ardas prayer. It is then opened randomly and the top left passage is read aloud to those present to contemplate.
- At the end of the day the closing ritual sukhasan is performed, which includes ardas and evening prayers before the book is closed, wrapped in the rumalas and put away. Before saying prayers, Sikhs quietly recite the Mul Mantar to concentrate their minds.

## Previous vocabulary reminder

- Guru** – a Sikh spiritual teacher
- Guru Granth Sahib** – the Sikh holy book
- Kahla** – a Sikh who has been baptized
- Khanda** – the symbol of Sikhism
- Mul Mantar** – a prayer summarizing the teachings of Sikhism



## The 5 Ks

- Kesh** – Sikhs leave hair uncut to show God obedience
- Kangha** – a wooden comb that helps Sikhs to keep their hair in place
- Kara** – a steel bangle that reminds Sikhs to behave well
- Kachera** – shorts worn as underwear
- Kirpan** – a tiny sword worn by Sikhs

## Key questions









- How do Sikhs show commitment to their faith through religious practice?
- What symbols are important to Sikhs?
- How do Sikhs show commitment to their faith through rites of passage?
- How do Sikhs show commitment by putting faith into action?
- What can we learn from Sikh beliefs and ways of life?

## End Goals

- Children will
- Discuss and compare a range of important values
  - Summarise and give reasons for Sikh daily practice
  - Reflect on personal values and make links with Sikh beliefs
  - Identify and explain Sikh symbols, including the 5Ks
  - Summarise and explain how Sikh teachings and stories influence Sikh practice.
  - Weigh up different points of view about the Kirpan
  - Identify and explain the main features of the Amrit ceremony
  - Compare and contrast Sikh practices with other forms of commitment
  - Identify and explain Sewa and make connections with other forms of service.
  - Suggest reasons why the langar is an important part of the Gurdwara.
  - Identify and explain key features of Sikh practice.
  - Consider and discuss the impact of being a Sikh on daily life.
  - Make links and applications to their own experiences and ideas

Who Lives Where?		
Où habites-tu ? Where do you live? J'habite à... I live in...		
j'habite I live	tu habites you live (informal, singular)	il/elle habite he/she/it lives
nous habitons we live	vous habitez you live (plural/ singular formal)	ils/elles habitent they live (m/f)

Where is...?			
			
la banque (f)	la mairie (f)	la patinoire (f)	l'office du tourisme (m)
		 <p>Où est la banque ? Where is the bank?</p> <p>La banque est en face de la mairie. The bank is opposite the town hall.</p>	
le restaurant (m)	la boucherie (f)		
	à côté de next to		
la bibliothèque (f)	en face de opposite		

I Go to School to Learn			
Je vais à... I go to...			
			
l'école (f)	la gare (f)	l'église (f)	le cinéma (m)
			
la piscine (f)	le parc (m)	la mosquée (f)	la librairie (f)
pour... to/for...			
apprendre to learn	acheter un livre to buy a book	prier to pray	nager to swim
regarder un film to watch a film		prendre le train to catch the train	faire une promenade to go for a walk

Key Knowledge and Grammar		
Remember that <b>à</b> and <b>de</b> both change depending on the noun that follows:		
masculine ( <b>le</b> )	<b>au</b>	<b>du</b>
feminine ( <b>la</b> )	<b>à la</b>	<b>de la</b>
in front of a vowel ( <b>l'</b> )	<b>à l'</b>	<b>de l'</b>

Je vais au cinéma pour regarder un film.  
I go to the cinema to watch a film.



# Let's Visit a French Town

## Ordinal Numbers

premier (m)/ première (f) first	deuxième second	troisième third	quatrième fourth
cinquième fifth	sixième sixth	septième seventh	dernier (m)/ dernière (f) last















## Key Knowledge and Grammar


- Ordinal numbers indicate the order in a list or collection, e.g. first, second, third.
- Only **premier/première** and **dernier/dernière** have a masculine and feminine form. For all other ordinal numbers, you usually add the ending **ième** to the number.
- Numbers ending in **f** also change their spelling to **v**, e.g. **neuf** (nine), **neuvième** (ninth).
- If the number ends in **e**, e.g. **douze** (twelve), remove the **e** before adding **ième**, e.g. **douzième** (twelfth).

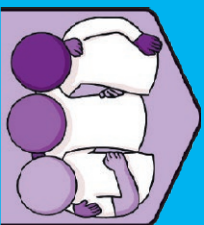
## Quantities

plus grand(e) que bigger than	plus petit(e) que/moins grand(e) que smaller than	de plus que more than	de moins que less than
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## Welcome to My Home!

			
une maison (f)		un appartement (m)	
			
l'entrée (f)	le salon (m)	l'escalier (m)	le garage (m)
			
le sous-sol (m)	le bureau (m)	la salle à manger (f)	la cuisine (f)
			
la salle de bain (f)	le grenier (m)	le jardin (m)	la chambre (f)
l'armoire (f) wardrobe	le tapis (m) rug	la télévision (f) television	le canapé (m) sofa
le fauteuil (m) armchair	le four (m) oven	la table (f) table	la chaise (f) chair

 <p>Cent est vingt <b>de plus</b> <b>que</b> quatre-vingts. 100 is 20 <b>more than</b> 80.</p>	 <p>Cinquante est dix <b>de</b> <b>moins que</b> soixante. 50 is 10 <b>less than</b> 60.</p>
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## Key Knowledge

### Attributes of a Good Team

People work in teams in many different situations. This may be at work, when playing sports or in a class. Within a team there are lots of different people. We may be from different backgrounds, have different skills or make different choices. These differences are part of what makes a team good because we can each bring different strengths to the task. While differences within a team make it strong, there are certain **attributes** all teams need to be **successful**. These include good **communication**, strong determination, focus, being adaptable and working hard.



### Sharing Our Opinions Respectfully

Our uniqueness and individuality are part of what makes the world an exciting place. Because of the differences between us, we may have different opinions from people around us. It is important to be able to share our views and express ourselves **respectfully**, even if we disagree with what is being said. We can do this by showing active listening so it is clear we have heard and understood the other person's opinion. We can clearly express our ideas too, using kind words and a calm voice.. This way our opinions are clear but we are not expressing ourselves in a way that is **hurtful** to the feelings of others.

## Key Vocabulary

- attribute:** A quality or a feature of something.
- successful:** When something is achieved or it is working well.
- collaborate:** To work with others effectively.
- contribute:** To provide something or help out to achieve a goal
- respectful:** Treating someone in a way that shows they are important and valued.
- hurtful:** A way of behaving that causes upset.
- communication:** Ways of sharing our views with others including talking and writing messages.
- compromise:** Finding a way of working together where two or more people adapt their behaviour, actions or choices.
- sensitive:** Appreciating the feelings of others.
- harassment:** Unwanted behaviour directed at someone that is upsetting or **hurtful**.
- teasing:** When one person pokes fun at another.
- trolling:** Posting unkind or upsetting information about or to someone.
- excluding:** Deliberately leaving someone out.
- bullying:** Behaviour intended to hurt or upset someone. There are many different types of **bullying**.

## Working as a Team

**Compromise** and **collaboration** are two examples of teamwork skills. We may need to **compromise** if our teammates disagree on the way something should be done. If we **compromise**, we need to listen to each other, understand the different opinions within the team, share our views and find a decision that works. It is likely that the decision that is taken requires each member of the team to make small changes to what they want. When we **collaborate** with others, we will think about what strengths other team members have, listen to each other, share tasks and responsibilities and review what we have done.



## Shared Responsibilities

By contributing to shared responsibilities, team members will help their teams to function **successfully**. Shared responsibilities include trying our best, looking after our resources and our environment, listening to and respecting each other, being polite and helpful and caring for our teammates.

## Showing We Care

We can show we care for others in our team in lots of different ways. We can listen, show interest in things they care about, include them, respect them and the space they need, enjoy different activities together, value and talk with them about their feelings and tell them we care for them. By doing this, we are able to be **sensitive** to the feelings of others. It is also important to care for ourselves. This way, we will have the energy and self-confidence to **contribute** to our team. Ways we can care for our bodies include keeping ourselves clean, exercising, eating a balance of different foods and getting enough sleep and water. It is also important to care for our mind by talking about our feelings, exercising, doing activities we enjoy, relaxing and spending time in nature.

## Unkind Behaviour

As part of a team, it can help to be able to recognise unkind behaviour. This way, we can help if we see or experience this. Unkind behaviour includes **harassment**, **teasing**, **trolling**, **excluding** others or **bullying**. These behaviours can affect others in many different ways, so it is important we do what we can to show it is not acceptable. If we experience this or notice it happening to anyone else, we can show kindness to others, include them in our conversations and games and understand that no one is more important than anyone else. If we are worried, it is important to speak to a trusted adult.

## Key Learning Point:

**Helpful Team Behaviours:** A **successful** team provides care and compassion for others, building a support network. This can support the wellbeing of ourselves and the people around us. These helpful behaviours include:

- Showing each other care and respect to develop strong relationships;
- Showing kindness to each other to help others feel secure and cared for;
- Respecting and valuing our differences and the contributions we each make;
- Listening to each other to understand more.



To look at all the planning resources linked to the **UKS2 TEAM** unit, [click here](#)