



Topic

Computing - Text Adventures

Theme

Children

Year Group

6

Key Learning

- To find out what a text adventure is.
- To use 2Connect to plan a story adventure.
- To make a story-based adventure using 2Create a Story.
- To introduce an alternative model for a text adventure which has a less sequential narrative.
- To use written plans to code a map-based adventure in 2Code.

Key Resources

**purple
mash**



2Create a Story



2Connect

Key Vocabulary

Text-based Adventure

A computer game that uses text instead of graphics.

Debug\ Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Sprite

A computer graphic which may be programmed to move on-screen.

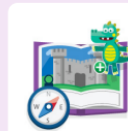
Selection

When selection is used, a program will choose a different outcome depending on a condition.

Function

In this context, a section of code that gets run when it is called from the main code. A function in a program is usually a piece of code that gets run lots of times.

Key Images



Create an adventure story in 2Create a Story



Plan out your story



Add a button to the story



Add a sprite to the story



Add sound to the story



Choose a background



Undo or redo the last action



Play your text based adventure

Key Questions

What is a text based adventure?

A text based adventure is a type of game that uses text rather than graphics to tell the story. The player normally selects the next move from a series of text based options.

Why is it important to plan a text based adventure?

Text based adventures can often be complicated and give the player lots of options about what to do next. Planning the game ensures the player doesn't make a decision that has no outcome.



Year 6 - Painting and mixed media



abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists

David Hockney

Paula Rego

John Singer
Sargent

Fiona Rae

Lubaina Himid



'The Dance', 1988
(acrylic on paper
laid on canvas) by
Paula Rego

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Untitled, 1991 (oil
on canvas) by
Fiona Rae.

© Bridgeman images 2022

Describe

What can you see?

What words would use to describe it?

How would you describe the colours, shapes, and people?

How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?

What things do you recognise?

How is this similar to other art you have seen?

How does it make you feel?

What do you find interesting about it?

Analyse

How did the artist create this?

What questions would you ask the artist?

What do you think is the most important part of it?

What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?

What do you think is happening?

If you could step inside the piece what would you hear, see, smell or feel?

Does it have a message?

What do you think this might be?



Looking at art

Evaluate

What do you think is successful or unsuccessful about it?

What is most memorable about this piece?

What do you think others will think about it?

What might other people say about it?

Respond

What would you write about this art?

What does this piece make you want to say?

What style of art work does this make you want to produce?

What does this inspire you to do?



Year 6: Film music

In this unit we explore the music used in film to accompany the action and create atmosphere.

Examples of scenes and types of music



TENSE music

- Long notes followed by short notes or pauses.
- Melody switching between two notes (think of 'Jaws').
- Useful for making the viewer think something bad is going to happen.



PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat the enemy, etc.



ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



DANGER music

- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

Vocabulary

Chromatics

Notes played from the chromatic scale which can make the music sound 'creepy'.

Composition

A creative work, such as a piece of music.

Evoke

To bring forth emotions.

Graphic score

A way of writing down music on the page without using traditional stave notation, instead using images to represent the music.

Imagery

Visually descriptive music.

Improvise

Making up music as it is played or performed

Major key

A tonality where the music sounds happy or bright.

Minor key

A tonality where the music sounds sad or tense.

Modulates

Changing from one key to another (eg major to minor key).

Notate

To write symbols to represent music.

Pitch

How high or low a note sounds.

Sound effects

Effects made that imitate real sounds.

Soundtrack

The background music, together with the main songs, create the soundtrack to a film.

Tremolo

A trembling effect, achieved by creating a loud and then quiet sound with a single note.

Unison

Playing or singing notes at the same pitch, at the same time.



Mi casa

phonics

ga

sound in:
• garaje



accents

Accents indicate the vowel is stressed. As seen in the word salón.

stress
placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable
Like ga-ra-je.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish words baño and montaña.

vocabulary

The nouns and determiners for 'house' and 'apartment'.



The nouns and determiners for rooms of the house.



Key linguistic structures:

En mi casa
hay...

In my house there is...

En mi casa
no hay...

In my house there is not...

grammar

To fully understand the role of gender in the choice of determiners.

un salón



Singular determiner
'a' for masculine nouns

una cocina



Singular determiner
'a' for feminine nouns

To understand better how to use the negative in Spanish.

En mi casa hay
un salón.



En mi casa no
hay salón.



1st person conjugation of high frequency verbs.

vivo

I live

What I will learn:

- ☐ Objective 1: I will learn how to say where I live using the 1st person high-frequency verb 'vivo' (I live).
- ☐ Objective 2: I will learn 5 nouns and their determiners for rooms of the house.
- ☐ Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.
- ☐ Objective 4: I will learn how to say I do not have a particular room in the house using the negative structure in Spanish.
- ☐ Objective 5: I will use all my new knowledge in Spanish to describe where I live.



Textiles - Waistcoats

Adapt	To change or alter something to fit a given purpose, or to improve it.
Annotate	To add notes which explain a plan or design.
Detail	The small features of an object.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	A closing and opening detail on clothing such as buttons, zips and press-studs.
Knot	A join made by tying two pieces of string or rope together.
Properties	The way in which we describe materials for their appearance, strengths and weaknesses. (e.g. absorbent, flexible, transparent).
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Seam	A line along the two edges of cloth that are joined or sewn together.
Sew	To join or fasten by stitches with thread and a needle.
Shape	The form of an object.
Target audience	A particular group of people who the product is aimed at.
Target customer	A particular type of person who the product is aimed at.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately. (e.g. biscuit cutter)
Thread	A thin string of cotton, wool or silk used when sewing.
Unique	One of a kind, original.
Waistcoat	A formal vest-type jacket with no arms, usually worn over a shirt and under a jacket. They sometimes have buttons or pocket detailing.
Waterproof	Material that does not allow water pass through it.

Did you know?

The first waistcoat was created in Britain in 1630 by King Charles II.



Be careful when sewing your material together. Watch your fingers and ask an adult if you're unsure.



Key facts

Kapow Primary



Think carefully about your **target audience** or **customer**.

What do they like (colour, texture)?

What material would be best?


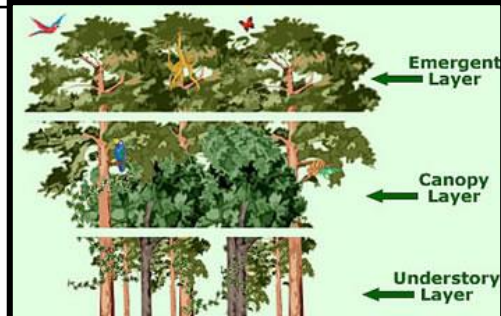
What type of **fastening** will you use?



It is very important that you are **accurate** in your measurements for the waistcoat, otherwise it will not fit the person it is designed for.



Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Geography - Rainforest Adventures!	Theme	Children	Year Group	6
Key Question	How can we sustain our world to make a better future?				
What should I already know?		Vocabulary			
<ul style="list-style-type: none">· The seven continents and five oceans.· The climate of South America and how it differs to the UK.· The climate of places is affected by their location (e.g. the equator, Tropics)· The Tropic of Cancer effectively divides the country into temperate and tropical zones.· The effects of climate change and pollution on the Earth.· Fair trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.		biome	A natural area of the living world which has its own climate, vegetation and animals.		
		climate	The general weather conditions that are typical of a place.		
		climate zone	Sections of the Earth that are divided according to the climate. There are three main climate zones: polar, temperate and tropical.		
		deforestation	The action of clearing a wide area of trees.		
		equator	An imaginary line around the middle of the Earth at an equal distance from the North and South Pole.		
		export	Selling products or raw materials to another country.		
		import	To import products or raw materials means to buy them from another country for use in your own country.		
		global	Something that happens in all parts of the world or affects all parts of the world.		
		natural resources	The land, forests, energy sources and minerals existing naturally in a place that can be used by people.		
		Palm oil	A yellow oil which comes from the fruit of certain palm trees and is used in lots of products that we buy and use today.		
Key Knowledge		pollution	Pollution happens when the environment is contaminated, or dirtied, by waste, chemicals, and other harmful substances.		
<ul style="list-style-type: none">- Tropical rainforests are very hot, humid and wet. They get around 2500 mm of rain a year. The average temperature is 28°C. There are no seasons in tropical rainforests; the weather is consistent all year round.- Rainforests are typically made up of 4 different layers: emergent, canopy, understory and forest floor. Depending on the layer of the rainforest, different vegetation and animal life can be found.- Rainforests are of great importance because the vegetation takes in carbon dioxide and gives out breathable oxygen.- It is estimated an area of rainforest about the size of a football pitch is destroyed each second.- Trees take in carbon dioxide and reduce the effects of global warming.- Palm oil is made from the fruits of trees called African oil palms. It is a type of vegetable oil, like sunflower or rapeseed oil.- Palm oil production is said to have been responsible for about 8% of the world's deforestation between 1990 and 2008. This is because forests are burned to clear areas where people can grow oil palms - even if it's illegal.		sustainability	The idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations		
		trade route	A route, often covering long distances, that is used by traders (people who buy, sell or exchange goods).		
		vegetation belt	When many areas near each other have similar vegetation (plants, flowers and trees).		
		<div><div><h3>Where can rainforests be located?</h3></div><div></div></div>			



Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Science - Living Things and Their Habitats	Theme	Children	Year Group	6
Prior Knowledge			Knowledge - Grouping Living Things		
<ul style="list-style-type: none">- To know the differences between things that are living, dead and things that have never been alive.- Most living things live in habitats to which they are suited and these habitats provide for the basic needs of different kinds of animals and plants.- Living things can be grouped in a variety of ways.- Classification keys are used to help group, identify and name a variety of living things.			Invertebrates		
			Invertebrates	Animals with no backbone. They can be grouped in 3 ways: insects (3 body section/6 legs), arachnids (2 body sections/8 legs) and molluscs (slimy foot/often has a shell).	
			Plants		
			Flowering plant	A plant that can produce flowers and fruit.	
Key Knowledge - Grouping Living Things			Non-flowering plant	A plant that does not produce flowers or fruit.	
Organism	A living thing such as a plant, animal, bacteria or fungi.		Deciduous trees	Trees that lose their leaves during winter.	
Animals can be put into one of two groups.	Vertebrates or invertebrates		Evergreen trees	Trees that do not lose their leaves during winter.	
Vertebrates			Coniferous trees	Trees that produce cones instead of flowers.	
Vertebrates	Animals with a backbone.		Microorganisms		
There are 5 ways vertebrates can be grouped.	Fish, amphibians, reptiles, birds, mammals		Microorganisms	Tiny organisms such as bacteria, viruses and fungi.	
Fish	Breathes with gills; lays eggs in water; has fins and scales; cold blooded		Bacteria	Can be helpful and harmful for humans. Simple, tiny, invisible (to the eye) microorganisms.	
Amphibians	Born with gills then develops lungs; lays eggs in water; damp skin; cold blooded		Viruses	Tiny microorganisms that need a host.	
Reptile	Breathes with lungs; lays eggs on land; dry, scaly skin; cold blooded		Fungi	- A group of organisms including mushrooms, mould and yeast.	
Bird			Key Vocabulary		
Mammal			classification	Method of arranging organisms into groups	
			living	An organism that moves, reproduces, grows and excretes (removal of waste products).	



Topic	RE	Theme	Children	Year Group	6
Key Question	What do Christians believe Jesus did to 'save' people?				

Prior Knowledge

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.

Vocabulary

Messiah	Meaning the 'anointed one' or 'chosen one'.
Prophecy	A prediction of what will happen in the future.
Sacrifice	An act of giving up something valued for the sake of something else regarded as more important or worthy:
Salvation	Being saved from sin

Key Knowledge

- At the time of writing Isaiah's text, the 'suffering servant' referred to the people of Israel themselves. They were going to suffer on behalf of other nations. (Many Jewish people still read it like this today.) Some also saw it as pointing toward a rescuer or messiah who would come at some point in the future to save Israel.
- For Christians, the New Testament shows that the words apply to Jesus, and most Christians now read Isaiah 53 with Jesus in mind – it gives a picture of what Jesus was like, and how he became a sacrifice for all.
- Christian and Jewish readings of the Hebrew Bible – the Christian Old Testament – agree that they predict the coming of a messiah, a rescuer, who will save the people of God, and bring peace to the world.
- One way of seeing Jesus' death is to argue that he willingly gave up his own life in order to take on himself the punishment for all sin, for all people. Because of sin, people need to be saved, and Jesus brings salvation.

