KNOWLEDGE ORGANISERS YEAR 6

Badgers – Spring 2 – Curriculum Plan

English
In English, we will be studying the Lizzie and Belle Mysteries where we will be writing a Biography of Ignatius Sancho.

We will also be studying Rumaysa (a fairytale) and will be writing their own prequel.

Maths
In Badgers, we will be focusing on fractions, decimals and percentages. Then moving on to use these in different contexts such as area and perimeter.

We will continue to practice our arithmetic through morning starters.

RE
Our RE Topic is titled "What does it mean to be a Muslim in Britain today?" and we will be diving deeper into the religion thinking about celebrations and places of worship.

Science
We are focusing on Evolution and Inheritance. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin.

History
In History they will be studying about 'What life was like in Tudor England? We will be exploring the Tudor dynasty from the Battle of Bosworth to Elizabeth I.

Computing
We will be focusing on Bletchley Park and the birth of modern computers. They will be designing a computer of the future.

Artists
As artists we will become photographers and develop their photography skills to create different outcomes.

Music
We will be moving on to looking at rhythm and looking for patterns in music. The children will be composers of their own pieces.
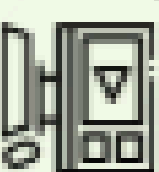
PSHE
With Mrs Ghirardelli, we will learn about citizenship and being responsible citizens by thinking about breaking the law and learning about descrimination.

French
The Badgers will be learning about clothes. They will be using previous learning on colours to develop into simple conversations.
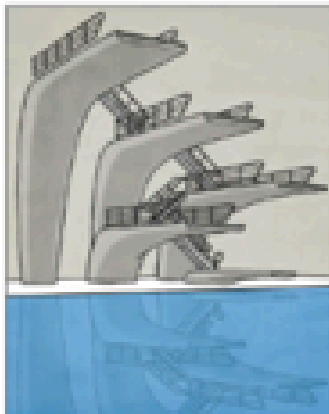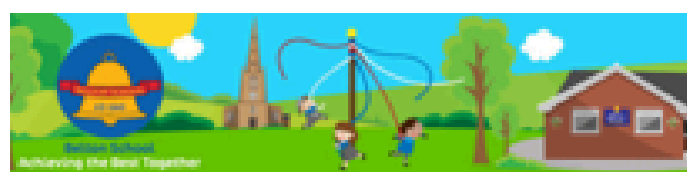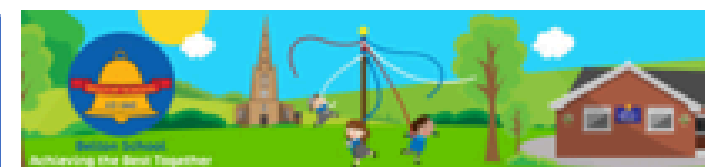
English

Year 6 Biography

What should I already know?	Diagrams/WAGOLL	Vocabulary

What should I already know?

- Use an introduction that summarises the main events of the person's life
- Information about the key events in the person's life in chronological paragraphs
- To include specific facts about achievements, influences etc
- Know that biographies are past tense
- That biographies are written in third person
- A conclusion about how they are/will be remembered

What will I know by the end of the unit?

- An introduction that summaries the main events of the person's life.
- Information about the key events in the person's life in chronological order
- Specific facts about achievements, influences and significant people
- Use past tense
- Use third person
- Include their feelings about different points and events in their life
- Include quotes from the person themselves or other key people in their life
- Include a conclusion about how they are/will be remembered
- Write a range of well-structured biographies
- To be able to include all appropriate requirements from the year 6 banding sheet for writing

Diagrams/WAGOLL

Tom Daley

Wow! Who is that figure twirling through the air high above the swimming pool, and what is he all about? Read on and find out...

Introduction
British diver Tom Daley has represented his country in many competitions worldwide, including three Olympic Games. He specialises in platform dives - both as a solo athlete and in synchronised events.

Family and Early Life
Thomas Robert Daley was born in Plymouth on 21st May 1994. His father, Rob, trained as an electrician while his mother (Debbie) was a housewife. Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him. Tom attended local schools and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.

Sporting Beginnings
Having learned to swim at the age of four, Tom then began diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Banks, who became his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime – including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.

First Signs of a Star
Only one month after his tenth birthday, Tom became the youngest-ever winner of the under-18 platform competition in the National Junior Championships. Unfortunately, despite the fact he had met the tough qualification standard for the 2006 Commonwealth Games, Tom couldn't be selected for the England team at that time since he wasn't old enough. However, later in 2005 at the British Championships, he did become the under-18 champion in 10m platform and 3m springboard.

Family Tragedy
Sadly, Tom's biggest supporter – his father – was diagnosed with a brain tumour when Tom was only 12. He died in 2011. Tom was devastated by the loss and has credited his dad with making him the person he is today.

Poster Boy
In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country. He won a bronze medal in the individual 10m dive (which he dedicated to his late father) but unfortunately finished 4th in the synchronised event.

After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine, a children's helpline run by the NSPCC, and revealed that he had been bullied earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there.

Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was hugely disappointed not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze in the synchronised 10m dive.

Dedicated Sportsman
Even at that point, aged only 22, Tom was already regarded as a 'veteran' athlete, and is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life – otherwise why would you do it?"

Vocabulary

Title	The name of the piece of work.
Heading	Another name for title.
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.
introduction	Gives the reader a small piece of information about the text.
chronological	In time order
achievements	Things that someone has accomplished
biography	Written account of someone's life
summary	A brief statement about the main points
Paragraph	A distinct section of writing, dealing with one theme/subject
facts	True events
Past tense	Happened in the past often verbs end in 'ed'
Third person	He, she, they
Conclusion	The end of a text

Biography writing Skills
- Research/gather facts about the topic
- Write in full sentences
- Improve punctuation
- Produce well written biographies

Year 6 Narrative

What should I already know?	Diagrams/WAGOLL	Vocabulary

What should I already know?

- Include an interesting
- Include a beginning which sets the scene and introduces the characters
- Include a build-up – make tension and suspense
- Include a dilemma
- Include a resolution
- Include an ending
- Introduce speech between characters
- Vary length of sentences for effect
- To be able to include all the appropriate requirements from the year 5 banding sheet for writing

What will I know by the end of the unit?

- To include an interesting title
- To include a beginning which sets the scene and introduces characters
- To include a build up by creating an atmosphere and tension
- To include a dilemma
- To include a resolution
- To include an ending
- Use dialogue to move on the action
- Use a range of clauses
- Be able to adapt your writing to suit the genre of the story e.g. horror, suspense and tension building.
- To include all appropriate requirements from the year 6 banding sheet for writing

Diagrams/WAGOLL

Dominika's Daring Discovery

As she slammed the door deliberately behind her, Dominika stomped along her garden path and gave the front gate an equally hard swing.

"Why can't you stop treating me like a child?" she bellowed in the direction of the house through gritted teeth but out of anyone's earshot. Even though she was 12 years old and almost five years older than her little brother, it was like her parents thought they were both still infants.

Defiantly, she trudged down the road and round the corner towards the old garages while kicking stones as she went and batting away low branches as she neared the gravelled entrance. She hesitated; she knew she shouldn't be there amongst the wooden crates, which had open slats to see right through, she felt she was still easily visible. After waiting a moment until the man turned his back, Dominika climbed inside another hollow crate into a bed of straw and pulled the lid shut over the top of her. Bad move! Another crate was lifted believing the myths and tall tales, and something burned inside her to show that she could prove it.

"Gimme five minutes and meet me where we agreed," came a voice from inside one of the low-roofed, crumbling buildings. Dominika was startled – hardly anyone used these garages anymore – and she darted quickly out of sight, just in time as a shifty-looking man emerged from underneath an open overhead door.

Behind a stack of wooden crates, which had open slats to see right through, she felt she was still easily visible. After waiting a moment until the man turned his back, Dominika climbed inside another hollow crate into a bed of straw and pulled the lid shut over the top of her. Bad move! Another crate was lifted

by the mysterious man onto the top of the one in which she was hiding, then the flat, metal, double-pronged base of a furniture-moving trolley was shunted underneath her crate and she was tilted backwards before being rolled along the bumpy surface.

Feeling that the route was leading downhill, which probably meant into Devil's Woods, she pushed up against the wooden lid but found that it was weighed down with the extra crate above it. She daren't make a noise for fear of being discovered by the stranger who was now wheeling her towards some awful fate. Inside her tiny prison, still leaning backwards at an odd angle, the cramped space was being dimly lit by narrow shafts of light that bounced around as the trolley wheels bumped over rocks and twigs. She wondered whether she would be better to scream or stay silent.

In the corner of the crate, Dominika realised that she was not only the cargo. Next to her shoulder lay two extremely large, dark brown, speckled eggs. She pulled one towards her. It felt warm. Before she could examine it any further in the darkness, the motion of the trolley came to a halt and she was tipped back into an upright position. She heard what she thought was the top crate being lifted off the top of hers and, in desperate fear that she was about to be exposed. Then, an aggressive voice spoke again.

Another man had arrived. Dominika peered cautiously out from under the lid and could see the two men exchanging money, which was followed by raised voices – it became apparent that they were arguing.

"You can't get away with this," came one shout from the new man as he threw his arms in the air. "These things are rare, precious, priceless even!"

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Vocabulary

Title	The name of the piece of work.
Narrative	story
Sub-heading	Smaller titles in the piece of writing which gives the reader information about that piece of text.
Fiction	Not real, imaginary
Atmosphere	Tone or mood
Dilemma	Problem
Resolution	Solving a problem
summary	A brief statement about the main points
Dialogue	Speech suing inverted commas
Clauses	Main clause – makes sense in its own. Subordinate clause – doesn't make sense on its own
Genre	Style or category e.g. Adventure Sci-fi Horror Romance etc.

Narrative writing Skills
- Plan well structured stories
- Write in full sentences
- Improve punctuation
- Produce well written stories

Maths

Decimals — Knowledge Organiser

Key Vocabulary

- decimal place
- decimal fraction
- recurring decimal
- equivalent fraction
- tenth
- sharing
- partitioning
- exchanging
- rounding to 3d.p.
- hundredth
- thousandth
- equal to
- remainder
- grouping

Place Value

Tens	Ones	.	tenths	hundredths	thousandths
	1 1 1		0.1 0.1 0.1 0.1	0.01 0.01	0.001 0.001 0.001 0.001 / 0.001 0.001

$$3 + \frac{4}{10} + \frac{2}{100} + \frac{6}{1000} \quad \longleftrightarrow \quad 3.426 \quad \longleftrightarrow \quad 3 + 0.4 + 0.02 + 0.006$$

1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Fractions to Decimals

$$\frac{7}{20} \overset{\times 5}{=} \frac{35}{100} \text{ or } 0.35$$

$$\frac{7}{25} \overset{\times 4}{=} \frac{28}{100} \text{ or } 0.28$$

$$\frac{7}{50} \overset{\times 2}{=} \frac{14}{100} \text{ or } 0.14$$

$$\frac{8}{200} \overset{\div 2}{=} \frac{4}{100} \text{ or } 0.04$$

When the denominator is not a factor or multiple of 100

$$\frac{7}{8} = 7 \div 8$$

	0	.	8	7	5
8	7	.	7 0	6 0	4 0

Dividing Decimals by Integers

8.12 ÷ 4

	2	.	0	3
4	8	.	⁰1̸	¹2

6.93 ÷ 3 = 2.31

Ones	tenths	hundredths
(1 1)	(0.1 0.1 0.1)	(0.01)
(1 1)	(0.1 0.1 0.1)	(0.01)
(1 1)	(0.1 0.1 0.1)	(0.01)

Decimals — Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Thousands	Hundreds	Tens	Ones	.	tenths	hundredths	thousandths
			2	.	0	8	
		2	0	.	8		
			2	.	0	8	

× 10 / ÷ 10

Thousands	Hundreds	Tens	Ones	.	tenths	hundredths	thousandths
		4	3	.	5		
4	3	5	0	.			
		4	3	.	5		

× 100 / ÷ 100

Thousands	Hundreds	Tens	Ones	.	tenths	hundredths	thousandths
			1	.	3	5	1
1	3	5	1	.			
			1	.	3	5	1

× 1000 / ÷ 1000

Multiplying Decimals by Integers

3.21 × 3 = 9.63

	3	.	4	5
×				3
1	0	.	3	5
	₁		₁	

Ones	.	tenths	hundredths
1 1 1	.	0.1 0.1	0.01
1 1 1	.	0.1 0.1	0.01
1 1 1	.	0.1 0.1	0.01

Decimal Numbers as Fractions

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	1
$\frac{1}{5}$		$\frac{2}{5}$	$\frac{1}{2}$	$\frac{3}{5}$			$\frac{4}{5}$		

$$\frac{1}{100} = 0.01 \qquad \frac{50}{100} = \frac{1}{2} = 0.5 \qquad \frac{25}{100} = \frac{1}{4} = 0.25$$

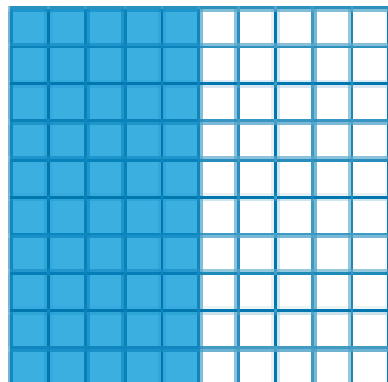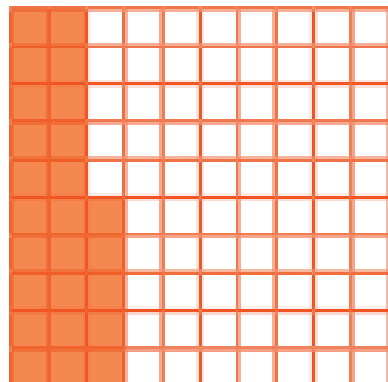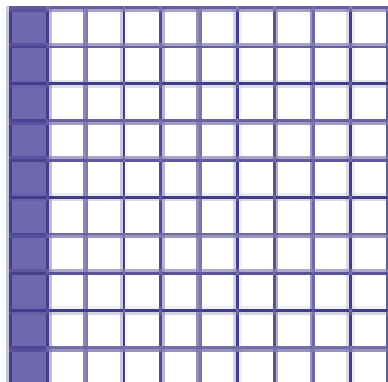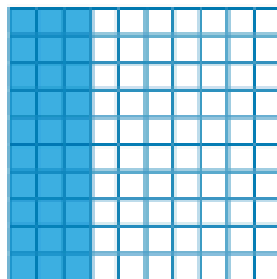$$\frac{75}{100} = \frac{3}{4} = 0.75 \qquad \frac{20}{100} = \frac{1}{5} = 0.2$$
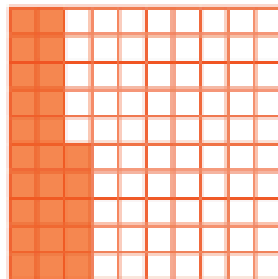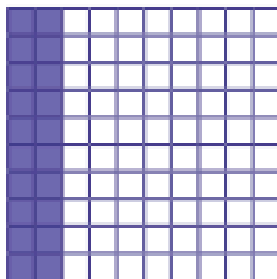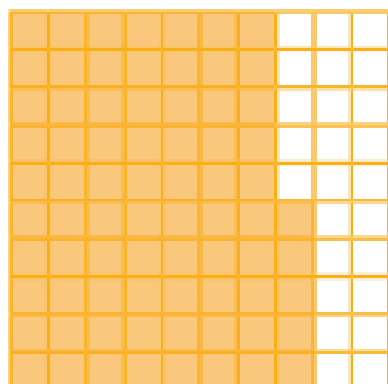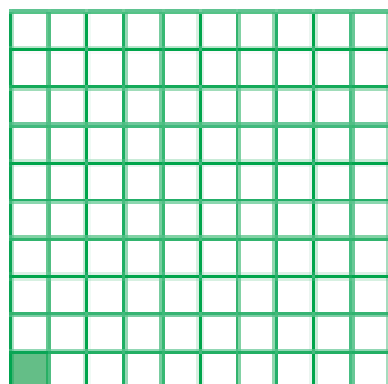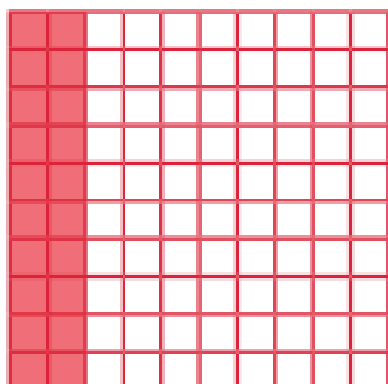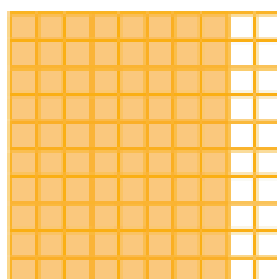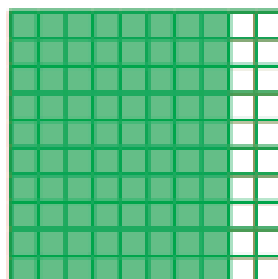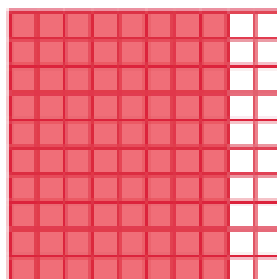
$$\frac{1}{3} = 0.33 \qquad \frac{1}{8} = 0.125 \qquad \frac{1}{1000} = 0.001$$

Key Vocabulary

per cent (%) = 'out of 100'

percentage

discount

equivalent fraction

equivalent decimal

convert

compare

order

the whole

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Equivalent Fractions, Decimals and Percentages

$\frac{50}{100} = \frac{1}{2} = 0.5 = 50\%$

$\frac{25}{100} = \frac{1}{4} = 0.25 = 25\%$

$\frac{10}{100} = \frac{1}{10} = 0.1 = 10\%$

$\frac{75}{100} = \frac{3}{4} = 0.75 = 75\%$

$\frac{1}{100} = 0.01 = 1\%$

$\frac{20}{100} = \frac{2}{10} = 0.2 = 20\%$

Fractions to Percentages

×2

$\frac{15}{50} = \frac{30}{100} = 0.3 = 30\%$

×2

÷2

$\frac{60}{200} = \frac{30}{100} = 0.3 = 30\%$

÷2

Order Fractions, Decimals and Percentages

$\frac{3}{10}$ > 25% > 0.2

$\frac{30}{100} = 30\%$

$\frac{25}{100} = 25\%$

$\frac{20}{100} = 20\%$

80% = 0.8 = $\frac{4}{5}$

$\frac{80}{100} = 80\%$

$\frac{80}{100} = 80\%$

$\frac{80}{100} = 80\%$

Finding a Percentage of an Amount

| 50% = $\frac{1}{2}$ so we can divide by 2 | 10% = $\frac{1}{10}$ so we can divide by 10 | 25% = $\frac{1}{4}$ so we can divide by 4 | 1% = $\frac{1}{100}$ so we can divide by 100 |

200

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

10% = 20

200

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

20% = 40

10% of 200
200 ÷ 10 = 20

×3

×2

20 × 3 = 60
30% = 60

35% of 200 = ?

20 ÷ 2 =10
5% = 10

35% = 30% + 5%
60 + 10 = 70
so 35% of 200 = **70**

50% = 100

÷2

25% = 50

100% = 200

÷2

÷4

÷100

1% = 2

÷10

10% = 20

÷10

5% = 10

÷2

Percentages – Missing Values

Whole value (100%) of bar model = ?

?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

0   15   30   45   60   75   90   105   120   135   150

10% = 15

We know 10% = 15   10% × 10 = 100% (the whole)   so 15 × 10 = 150

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Science

Knowledge Organiser
Year 6 – Evolution & Inheritance

Careers connected to Evolution and Inheritance: geneticist DNA analyst, biological Researcher, conservationist

Lesson Sequence
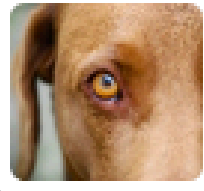
1. Understand how offspring vary and are not identical to their parents

2. Learn about animal adaptations

3. Learn about plant adaptations

4. Explore what we can learn from fossils
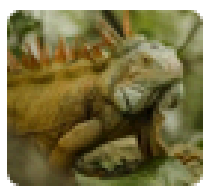
5. Explore the theory of evolution by natural selection

6. Explore human evolution

Characteristics and variation

A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited. They can include hair colour, eye colour and height. Environmental factors can also affect a person's characteristics
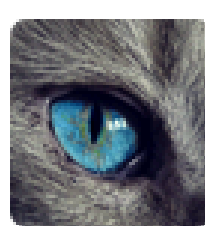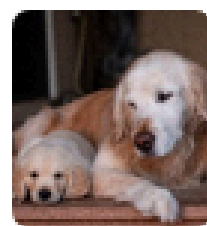
Adaptations

Plants and animals have numerous adaptations which help them to survive in their habitats.
- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants

Charles Darwin, the Galapagos Islands and human evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.

Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.

Rocket Words

variation	the differences in characteristics or traits between living things of the same species
inherited	when characteristics or traits are passed on from parents to offspring
adaptation	changes or special features of a living thing to help it live in a habitat
ancestor	someone or something a living thing is related to from a long time ago
natural selection	survival and reproduction of the fittest
evolved	how living things gradually changed over time
extinct	a species that is no longer living, having completely vanished from the Earth
Homo sapiens	the scientific name for the human species

RE

Being a Muslim: UKS2 Knowledge Mat (U2.8 Y5)

Subject Specific Vocabulary		Sticky Knowledge – What does it mean to be a Muslim in Britain today? (Links to 1.6 and L2.9)
Five Pillars	The five basic ritual or devotional duties of Sunni Muslims, namely: shahada, a declaration of faith in God; salat, five daily prayers; sawm, fasting; zakat, almsgiving; and hajj, pilgrimage to Mecca.	❑ The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. Shahadah (belief in **ONE** God and his Prophet); salat (daily prayer); sawm (fasting); zakat (almsgiving); and hajj (pilgrimage).
Hajj	A Muslim pilgrimage to Mecca, which takes place in the last month of the year and which all Muslims are expected to make at least once during their lifetime if they can afford to do so. It is one of the Five Pillars of Islam.	❑ Eid-ul-Fitr - It is celebrated on the 1st day of the month of Shawwal. On this day, Muslims are encouraged to dress in their best clothes and attend a special Eid prayer at their mosque. Before the prayer begins, Muslims make an alms payment (the Zakat al Fitr) in the form of food or its cash equivalent. This food and/or money is then distributed to the poor. After the special religious service, the focus turns to gift-giving. Children are given many gifts. Women get gifts from their loved ones.
Hadith	A statement, action or approval attributed to the Prophet of Islam, Muhammad (PBUH).	❑ There are different Muslim groups – Sunni, Shi'a and Sufi. The Sunni and Shi'a agree on the main principals of Islam but differ with other aspects such as historical experiences. Sufi Muslims are emphatic that Islamic knowledge should be learned from teachers and not exclusively from books.
Eid-ul-Fitr	Is also known as the "Festival of Breaking the Fast", is a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan.	❑ In the Qur'an there are many powerful stories such as the Prophet's Night Journey (Surah 17). Some stories in the Qur'an seem to be shared with other religions such as Christian and Jewish people. We find the story of God telling Abraham to sacrifice his son in both the Qur'an and the Bible.
Tawhid	Arabic for "declaring one god". Muslims believe that there is only one God.	❑ There are over 1,500 mosques in the UK. A typical mosque also includes a minaret, a dome and a place to wash before prayers. Each feature has its own significance.
Qur'an (Koran)	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel in 610. It was written down in Arabic.	❑ Architecture is one of the greatest Islamic art forms. Mosques are highly decorated and colour is a key feature. This level of decoration is reserved for the inside only.

History

bias*	A preference for one thing, idea, or person over another in a way that is unfair or inaccurate.
democracy*	A system in which the government is elected by citizens.
heir*	A person who is due to inherit something after someone dies.
merchant*	A person who buys items to sell them and make money.
parliament*	An assembly of people who make laws and check the work of the government.
perspective*	How someone sees things based on what they know and how they feel.
propaganda*	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
state*	A country or its government.
tyrant*	Someone who uses their power over others cruelly and harshly.

*key word

Henry VIII

Henry VIII was the king of England from 1509 to 1547. He married six times to get a male heir. He used portraits of himself to portray himself as a powerful king.

Hans Holbein the Younger

A German painter and printmaker who lived at Henry VIII's court for periods of time. His portraits are some of the most famous of Henry VIII.

Anne Boleyn

The second wife of Henry VIII and the mother of Elizabeth I. She was strongly Protestant and tried to influence Henry VIII to change his religious views.

Elizabeth I

The daughter of Henry VIII and Anne Boleyn who was queen of England from 1558 to 1603. She used portraits, royal progresses and coins as propaganda to show her power and authority as queen.

The Tudor family tree
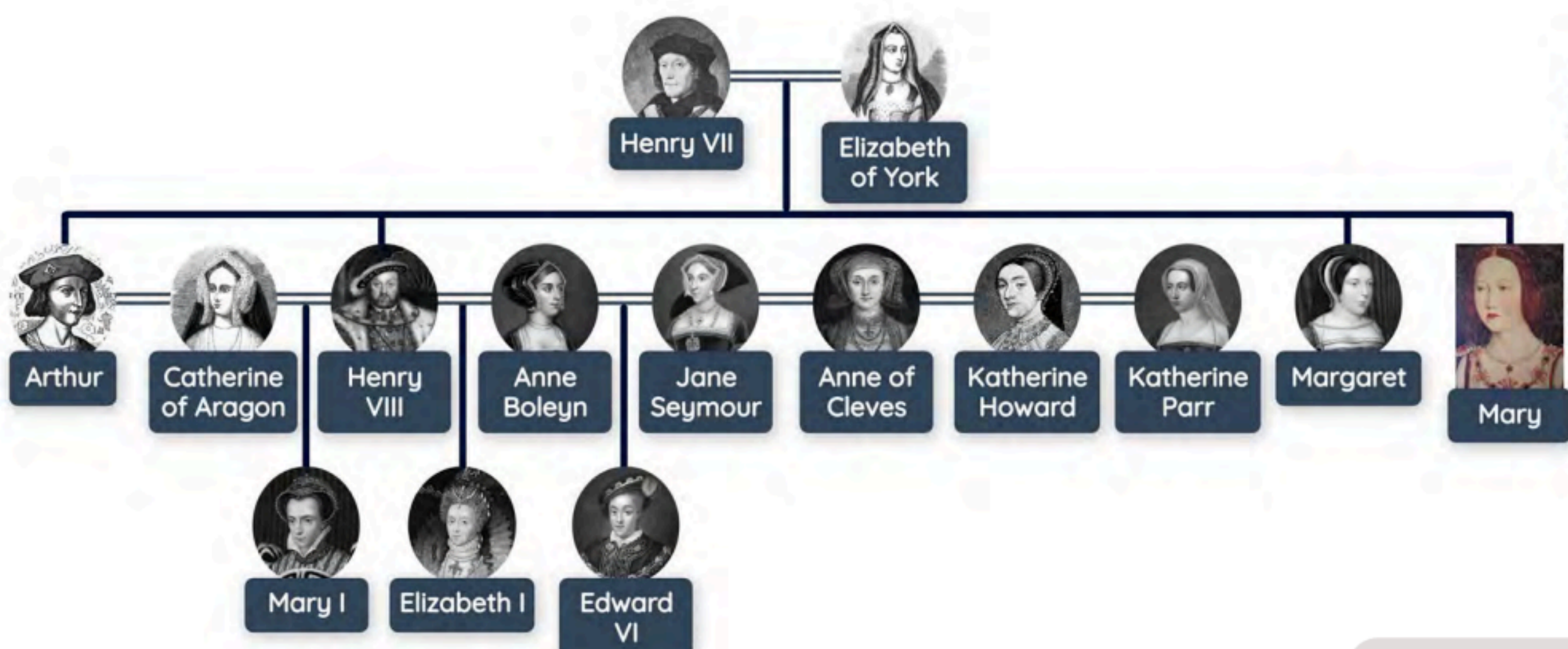
Credit: The History Collection / Alamy Stock Photo

Henry VII — Elizabeth of York

Arthur — Catherine of Aragon — Henry VIII — Anne Boleyn — Jane Seymour — Anne of Cleves — Katherine Howard — Katherine Parr — Margaret — Mary

Mary I — Elizabeth I — Edward VI

Key
= married
– offspring

French

Les vêtements

é sound in:
• écharpe

e sound in:
• chemise

eau sound in:
• manteau

&

silent letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'.

15 items of clothing & their indefinite articles/determiners.

To understand better the role of gender in the choice of articles/determiners.

un — Singular determiner 'a/an' for masculine nouns

une — Singular determiner 'a/an' for feminine nouns

des — Plural determiner 'some' for masculine and feminine nouns

Une jupe verte.

Spelling of the colour (adjective) changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

Je porte — *I wear*

What I will learn:

☐ Objective 1: I will learn to recognise and recall 10 nouns for items of clothing in French with their articles/determiners.

☐ Objective 2: I will learn to recognise and recall 5 more nouns for items of clothing in French with their articles/determiners.

☐ Objective 3: I will learn to describe what I am wearing in French using 10 different colours and the verb 'je porte…' *(I wear)* with the conjunction 'et' *(and).*

☐ Objective 4: I will understand more about the changes involved in adjectival agreement in French when describing items of clothing by colour.

☐ Objective 5: I will use all my new knowledge to describe what I wear at school, at home, in summer and in winter in French.

Les vêtements

un T-shirt   un pull   un manteau   un pantalon   un short

une chemise   une robe   une jupe   une casquette   une écharpe

des gants   des chaussettes   des chaussures   des baskets   des lunettes de soleil

bleu   noir   vert   gris   violet   blanc   rouge   jaune   orange   marron

Art

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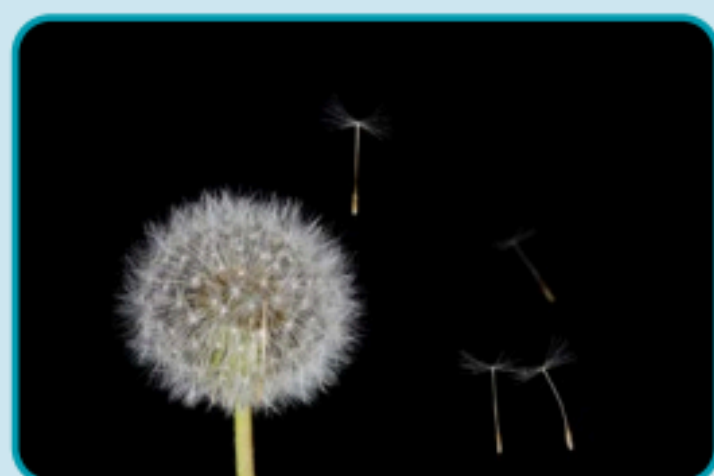
Arrangement	The composition of visual elements
Digital	Art made using electronic devices and computers
Layout	The arrangement of different elements within a given space
Macro	Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool
Monochrome	The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

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

Normal lens

Macro lens 🌷

Artists

Hannah Hoch

Edward Weston

Derrick O Boateng

Chuck Close

Features of a camera

Flash

Shutter button

Mode switch

Main control dial

Lens

Editing

Colour saturation

Colour replacement

Special effects

Tops tips to take a great photo!

Hold the camera or device steady

Check your subject is in focus

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

Try taking your picture from a different angle

Check your background!

Don't always have your subject directly in the middle play with composition
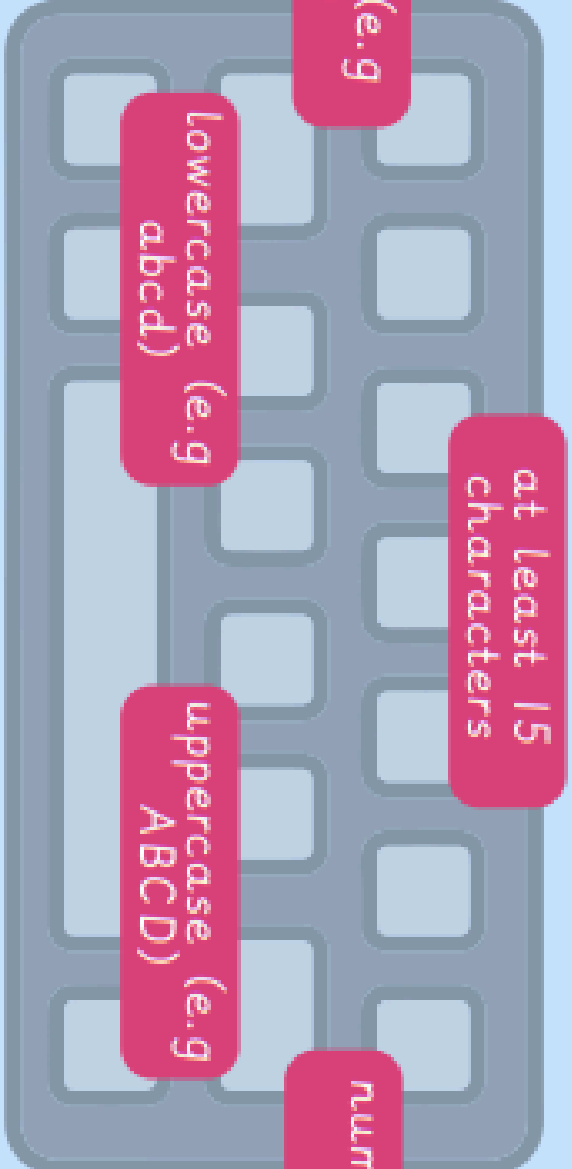
Make sure your subject is in frame

Computing

| Term	Definition
app	The shortened word for application is a type of computer program typically found on smart phones and tablets.
bullying	The deliberate act of harming, intimidating or threatening someone else to cause them physcial or emotional distress.
health	The mental and physical condition of a person or living thing.
judgement	To come to a sensible conclusion about a matter or a person.
memes	An image or video visual with some usually humerous writing added to it.
online communication	The way people communicate (share and recieve information) with each other over a computer networks, such as the internet .
permission	The action of allowing something to happen.
well-being	The state of mind, health and happiness.

A strong password contains the following:

- symbols (e.g &.£.%)
- lowercase (e.g abcd)
- at least 15 characters
- uppercase (e.g ABCD)
- numbers (e.g 123)

Apps require our permission for things such as accessing location or photo library.
It is important to know where these settings are.

Any form of online communication can be misinterpreted. Text may be misread and emojis or memes could be misunderstood .
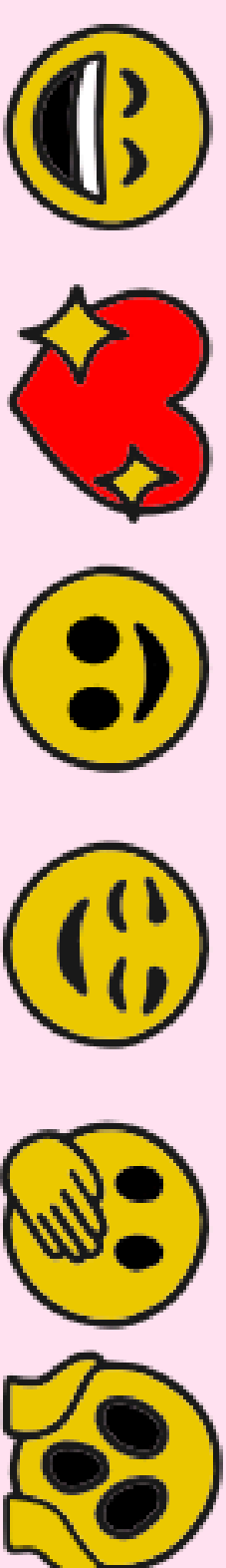
Technology can have both positive and negative effects on our health and wellbeing.

You can also get help from these places:

Tell a trusted adult if you are getting bullied online.

Childline
https://www.childline.org.uk/

NSPCC
https://www.nspcc.org.uk/

concern	Something that makes you feel worried or anxious.
discrimination	Treating someone differently because of certain factors.
environment	The local surroundings or place a person lives or works in.
government	The elected party who govern and make decisions for the country.
human rights	Specific rights that belong to every person.
Ministers	The Prime Minister chooses MPs to be Ministers, who are responsible for specific areas of government policy.
prejudice	Making assumptions about someone based on certain information.
Prime Minister	Leads the government.
protected characteristics	Specific groups identified in the Equality Act, who are protected from discrimination by the law.
UN/United Nations	An international organisation founded in 1945 after World War 2, which aims to maintain international peace and security, human rights and better standards of living.

Prejudice and discrimination can happen for a number of reasons, such as age, sex, race or religion.

We can challenge prejudice and discrimination, but we must not put ourselves in danger to do so.

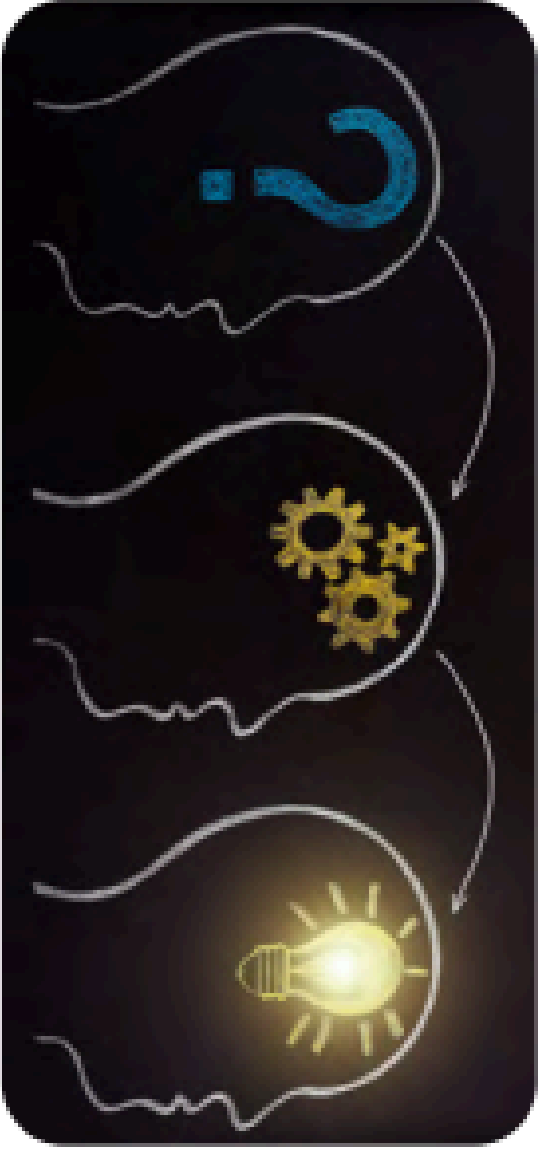The Equality Act is the law which helps to stop discrimination.

Human rights are for everyone and they affect our everyday lives.

The right to an education is a human right. In some countries this right is not available for everyone and people are trying to change this.

The food we choose to eat has an impact on the environment.

Individuals and governments can make changes around food to help the environment.

The government has Ministers who are responsible for different things, such as health and education.

We can sometimes feel concerned about certain people or issues and we can take action to help.