



KNOWLEDGE ORGANISERS YEAR 6

AS WRITERS ... We will use the narrative The Rain Pigeon which is based on the Mayan. The sequence of

learning begins with a ball arriving in the classroom with a warning asking children if they dare to play the most dangerous game of all time! Children go on to use the information they have learned to write instructions for pok-a-took, a mischievous game, newspaper reports, conduct debates and write analytical essays. We will then study an abridged version of The Tempest by William Shakespeare. During this sequence of learning, children have the chance to explore the themes, ideas and characters in the play as well as writing opportunities, such as character descriptions and comparisons, scene/setting descriptions and diary entries. They also explore the conventions of writing playscripts, including (characterisation through) dialogue, stage directions and how to convey action, as well as some Shakespearean conventions, such as the unio performatio. The Writing Root culminates in children having the opportunity to write their own 'tempest' story to be read or performed.

AS HISTORIANS...

We will be looking at the big questions

Were the Vikings raiders, traders or something else?

They will investigate chronology and learn about where the Vikings came from. They will understand the terms primary and secondary sources to evaluate the impact of Viking invasion.

AS SCIENTISTS...

Building on previous Living Things units this Year 6 National Curriculum course helps children identify the kingdoms of life and to classify living things within those kingdoms. The children will be introduced to the

Linear system of classification and will be able to develop their practical scientific skills through investigating mould growth on bread and mushroom spore dispersal.

AS COMPUTER SCIENTISTS...

We will study search engines and understand how search engines work and develop search skills to find relevant and accurate information online.

BADGERS

AUTUMN 2 - 2025



IN PHSE...

We will be focussing on Health & Wellbeing while learning about the importance of relaxation and sleep, understanding how to cope with failure, learning how to set goals and how to achieve goals, taking precautions while in the sun, healthy meals and ingredients, learning about different emotions and possible ways of dealing with a difficult situation.

AS MATHEMATICIANS...

We will be using all of our knowledge in mastering activities, both mental and written. We will look at multiplication, division and fractions using different manipulatives and representations to help us. A continuous thread for both year groups will be applying their knowledge, especially times tables, to reasoning problems. We will spend time focussing on being Fluent Mathematicians.

AS LINGUISTS.....

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

AS PEOPLE OF FAITH IN RE..

We will be thinking about the question- Why do Hindus want to be good?

AS ARTISTS...

We will be exploring mark making for showing depth, emotion and movement. They will confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

AS MUSICIANS...

Children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.

AS SPORT STARS ..

The children will be learning about playing in a team by working on skills in football, rugby, badminton and hockey.

English

Play Scripts Knowledge Organiser



Does your play script include...	
a cast list?	
a short description of the setting?	
the speakers names on the left with colons?	
written detailed dialogue without speech marks?	
a structure that uses scenes?	
brackets for stage directions?	
a variety of punctuation used for effect?	
extended stage directions using adverbs, adjectives and prepositional phrases?	

Examples of Extended Stage Directions

(slouches down roughly into his high-backed chair)

(walks cautiously towards the mysterious knocking sound)

(crouches down on the ground, lifts the puppy's ear and whispers softly)

(looks suspiciously into the full-length mirror in front of him)

Prepositional Phrases

...a bright crystal chandelier hung **over the table**...

...she sneaks the book gently **into her coat pocket**...

...the lights **above the stage** dim and flicker...

Word Bank

across	answer	arrive	appear
bewildered	breath	breathe	cheerful
consider	continue	defiant	disappear
down	glamorous	heard	mention
minute	notice	position	promise
question	relieved	spotless	stomp
strange	surprise	tiptoed	through

Expanded Noun Phrases

...those ballet shoes...

...his worn school jumper...

...the tiny, marble statue...

...a loud, booming noise...



Adverbs

accidentally

angrily

anxiously

cautiously

completely

enthusiastically

frantically

gracefully

hungrily

joyously

loudly

madly

merrily

nervously

occasionally

quickly

repeatedly

sadly

shyly

solemnly

Key Features

cast list

short description
of setting

speakers names are on
the left
with colons

detailed dialogue without
speech marks

structured using scenes

brackets for stage
directions

a variety of punctuation
used for effect

extended stage directions
using adverbs, adjectives
and prepositional phrases

Working in Mr Luton's Garden

Cast

Thomas Luton: A grumpy, old man who likes to live alone.

Jacob Masters: A nine year old boy who has just moved to a new house.

Act I Scene 4

Thomas's lounge. He is all alone, sitting in a high-backed armchair and facing a marble fireplace. Opposite him is a large, broken window. Suddenly, a soft knocking sound begins offstage - as if someone is knocking on the front door.

Thomas: (slouches down into his chair and grunts angrily) Here he is, the little scamp. (shouts) Come in!

(Slowly, Jacob enters and shuffles reluctantly across the room. He is dressed in denim shorts, worn black trainers and a bright red t-shirt. His hands are in his pockets and his chin is touching his chest.)

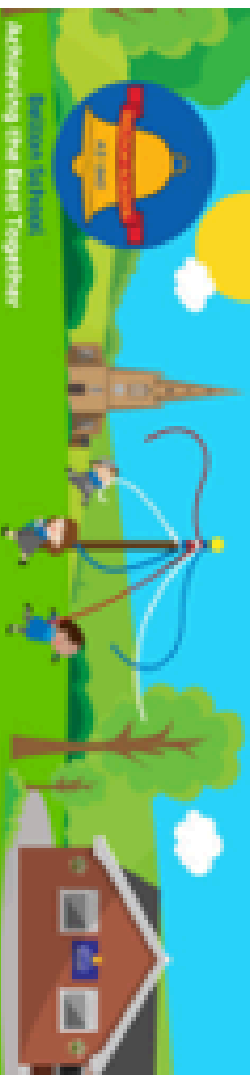
Thomas: (stands and stamps his foot indignantly) What do you want?

Jacob: (raises his head slowly to look up at Thomas) I'm here to work off the cost of your front window, Mr Luton.

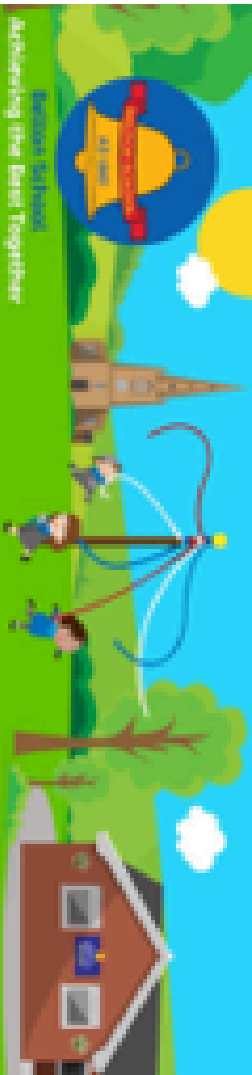
Thomas: (grabs his wooden cane from beside his chair and begins to walk across the stage) Well don't dally about. Let me show you where the garden tools are. I could really use your help to clear out my back garden because my strength isn't what it used to be.

Jacob: (takes his hands out of his pockets and begins to follow Thomas) I promise I won't let you down. I'm really sorry, Mr Luton.

Thomas: (turns around, smiles down at Jacob. He ruffles his hair with his free hand) I know you are boy. It was a great hit with your cricket bat but you've got to learn to aim Jacob.



Year 6 Instructions



What should I already know?		Diagrams/WAGOLL	
- Use time conjunctions to structure writing. - Include a hook in to interest the reader. - Include a resource/what is needed list - Include method or list of steps - Make it clear - Write in chronological order - Understand how to use imperative verbs. - Use technical language - Use a hook out What will I know by the end of the unit? - To use organisational devices to structure writing. - To include an introduction with a question to interest the reader. - Know to include what is needed and a method. - Know that it must be in chronological order - Instructions must be easy to follow - To use imperative verbs - Use accurate descriptions and technical language - Include tips and extra advice for the reader - To include a conclusion directed at the reader - To be able to include all appropriate requirements from the year 6 banding sheet for writing		How to Prepare a Fantastic Five-a-Day Tasting Menu When someone offers you a piece of fruit or a portion of vegetables, what's your automatic response? Do you think, "Mmm, yes please!", or is it more likely to be, "Bleugh - no thanks!", why not get together with some friends to prepare a banquet of amazing, healthy taste experiences? Just follow these simple instructions and you never know, you might discover your new favourite food! You will need: - some sharp knives (make sure there is an adult available to help) - a vegetable peeler 2-3 chopping boards 5 or 6 plates/bowls - a bottle of lemon juice - an adventurous selection of fruits and vegetables (try to choose ones that are edible when raw) such as pears, apricots, bananas, carrots, radishes, beetroot and celery - a few paper towels Method Before you begin, check with everyone taking part whether they have any food allergies to particular fruits or vegetables. Do not use any of these foods. - Firstly, wash your hands thoroughly with soap and hot water. Hygiene is very important. - Next, gather all the ingredients and equipment you require and arrange them neatly on your work surface. - Once you have everything you need, rinse each piece of fruit or vegetable under cold running water, then pat them dry with paper towels. - Then, carefully peel any fruits or vegetables whose skin is inedible, disposing of any waste in the rubbish or compost bin. - When everything is ready, place an individual fruit on the chopping board and hold it gently - but steadily. Remember to keep your fingers safely curled backwards away from where you will be cutting! - Gripping the knife handle firmly, place the blade on the food and slice downwards to the board. - Now that you have at least one flat surface, turn the food over onto that side, where it will stay still more easily. - Slide or chop the fruit/vegetable into bite-size pieces: it's a mistake to choose a large piece, only to find you don't like it and as a consequence it has to be thrown away. Remember - you can always have more if you want! - After that, arrange them attractively on serving plates; why not try to make pictures or patterns with the different colours? - Repeat with each item until you have a delicious display of colourful, mouth-watering, vitamin-packed food all ready to eat. - Finally, rinse any juice from your hands and ensure the sharp knives' blades are placed safely out of reach. Top Tip Some fruits, such as apples and pears, can quickly go brown (a process called oxidation) once they are cut. To prevent this, sprinkle the flesh with a little lemon juice. Now you are ready to try a delicious variety of new foods, make sure you safely enjoy your curiously and taste every one! Compare your responses with your friends - is there a favourite new food amongst you all?	
		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.
		Method	How to do something
		Organisational language	Time conjunctions and other grammar devices which organise the writing to give clear structure
		Instructions	Explains how to make/create/do something
		Diagram	Pictures/drawings with labels and captions
		Paragraph	A distinct section of writing, dealing with one theme/subject
		Technical language	Language specific to something e.g. astronauts would relate to space.
		Tips	Extra information to help the reader
		Conclusion	Final comment
		Imperative verbs	Bossy verbs- tells the reader to do something
		Instruction writing Skills	
		- Research/gather facts about the topic - Write in full sentences - Improve punctuation - Produce well written instructions	

Maths

Multiply up to 4-digit by 2-digit

1	2	2	
	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	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Four Operations

Short Division

Start from the left.

		4	4	0	5
12	5	2	8	6	0

$$5 \div 12 = 0 \text{ r}5$$

$$52 \div 12 = 4 \text{ r}4$$

$$48 \div 12 = 4$$

$$6 \div 12 = 0 \text{ r}6$$

Long Division

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

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

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.

Mental Calculations and Estimation

Order of calculations:

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

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

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

Estimate on a number line



Subdivide line to estimate: 17

Knowledge Organiser

Common Multiples

Multiples of 3

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

Multiples of 7

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

Common multiples: 21, 42...

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

Reason from Known Facts

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

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

$$4352 \div 17 = 256$$

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

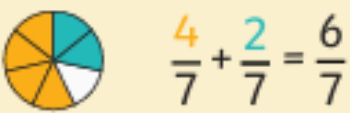
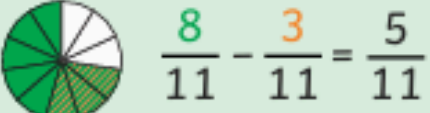
$$3786 + 2850 = 6636$$

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

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

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

Fractions		Knowledge Organiser
Key Vocabulary	Simplify Fractions	Compare and Order Fractions
numerator	9 12 Factors of 9: 1, 3, 9 Factors of 12: 1, 2, 3, 4, 6, 12 9 12 = 3 4 ÷3 ÷3 <td> Use the Common Denominator Multiples of 5: 5, 10, 15 3 5 2 3 × 3 × 3 9 15 < 10 15 Multiples of 3: 3, 6, 9, 12, 15 2 3 10 15 × 5 × 5 10 15 = 10 15 Use the Common Numerator Multiples of 5: 5, 10, 15 5 8 10 13 × 2 × 2 10 16 < 10 13 Multiples of 10: 10, 20 10 13 10 13 × 2 × 2 10 13 = 10 13 twinkl visit twinkl.com </td>	Use the Common Denominator Multiples of 5: 5, 10, 15 3 5 2 3 × 3 × 3 9 15 < 10 15 Multiples of 3: 3, 6, 9, 12, 15 2 3 10 15 × 5 × 5 10 15 = 10 15 Use the Common Numerator Multiples of 5: 5, 10, 15 5 8 10 13 × 2 × 2 10 16 < 10 13 Multiples of 10: 10, 20 10 13 10 13 × 2 × 2 10 13 = 10 13 twinkl visit twinkl.com

Fractions		Knowledge Organiser
Adding and Subtracting Proper Fractions		Adding and Subtracting Mixed Numbers
Same Denominators  		Add or subtract the whole numbers and fractions separately. $2\frac{2}{5} + 1\frac{3}{10}$ $2 + 1 = 3$ $\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$ $3 + \frac{7}{10} = 3\frac{7}{10}$
Different Denominators $\frac{2}{7} + \frac{3}{5}$ Multiples of 7: 7, 14, 21, 28, 35 Multiples of 5: 5, 10, 15, 20, 25, 30, 35 $\frac{2}{7} = \frac{10}{35}, \frac{3}{5} = \frac{21}{35}$ $\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$		$2\frac{1}{2} - 1\frac{1}{4}$ $2 - 1 = 1$ $\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$ $1 + \frac{1}{4} = 1\frac{1}{4}$
Multiplying Proper Fractions Multiplying Fractions by Fractions $\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$		Convert the mixed numbers to improper fractions. $2\frac{2}{5} + 1\frac{3}{10}$ $2\frac{2}{5} = \frac{12}{5}, 1\frac{3}{10} = \frac{13}{10}$ $\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$ $\frac{37}{10} = 3\frac{7}{10}$
Multiplying Fractions by Whole Numbers  $\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$		$2\frac{1}{2} - 1\frac{1}{4}$ $2\frac{1}{2} = \frac{5}{2}, 1\frac{1}{4} = \frac{5}{4}$ $\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$ $\frac{5}{4} = 1\frac{1}{4}$
		Dividing Fractions by Whole Numbers $\frac{2}{5} \div 2 = \frac{1}{5}$ Multiplication and division are the inverse of one another so: $\div 2$ is the same as $\times \frac{1}{2}$ $\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$
		

Science

Knowledge Organiser: Living Things and their Habitats
Year 6

Careers connected to Living Things and their habitats:
Zoologist, Veterinary Surgeon, Biologist

Lesson Sequence

1. Classify living things

2. Understand the Kingdoms of Life

3. Classify living things using the Linnaean system

4. Identify the characteristics of different types of microorganisms

5. Investigate asexual reproduction through spore dispersal

6. Classify and describe a living organism

Fungi

Fungi gain energy from dead matter.

MRS GREN

M Movement
R Respiration
S Sensitivity
G Growth
R Reproduce
E Excretion
N Nutrition

Classification of Animals

Classification

Carl Linnaeus

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

DOMAIN	Eukarya
KINGDOM	Animalia
PHYLUM	Chordata
CLASS	Mammalia
ORDER	Primates
FAMILY	Hominidae
GENUS	Homo
SPECIES	Homo sapiens

Six Kingdoms of Life

Microorganisms

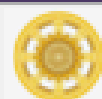
Antibiotics, yoghurt, cheese, wine and yeast are all **helpful bacteria**.

Mould, food poisoning and athletes foot are **harmful bacteria**.

Rocket Words		
	classification	The arrangement of animals and plants in groups according to their observed similarities.
	microorganism	A tiny, microscopic organism such as bacteria, virus or fungus.
	habitat	A place where living organisms live.
	living organism	Something that can move, use energy and reproduce.
	species	The smallest class of organisms.
	microscopic	A microscopic organism, too small to see with the naked eye.
	ecosystem	A group of living organisms that live and interact with each other in a specific environment.
	kingdom	A category grouping together all forms of life, having certain characteristics in common.
	Linnaean System	A diverse kingdom which include mushrooms and brewer's yeasts.
	cell	The smallest structural and functional unit of an organism.

RE

Being a Hindu: UKS2 Knowledge Mat (U2.7 Y6)

Subject Specific Vocabulary	
Dharma 	A Hindu's religious and moral duty.
Samsara 	The cycle of birth, death and rebirth that Hindus believe in.
Karma	The cycle of what happens to a person is a result of their own actions.
<u>Punusharthas</u>	Four aims of life that Hindus believe in
<u>Artha</u>	The pursuit of wealth or material advantage; providing for family and society by honest means.
Moksha	The release from the cycle of birth, death and rebirth.
Reincarnation	The rebirth of a soul in another body.

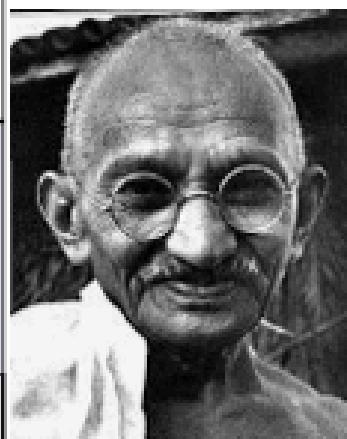


Sticky Knowledge – Why do Hindus want to be good?
(links to L2.7 and L2.8)

- ❑ Hinduism is a diverse religion so it difficult to say that all Hindus believe in... However, the beliefs in d'harma, karm, sansara and moksha are commonly held.
- ❑ The story of Mahabharata (The man in the Well) warns Hindus that they should pay attention to finding the way to escape the cycle of birth, death and rebirth.
- ❑ Hindus have four aims in life: d'harma, artha, karma and moksha. Each one is more important than the previous.
- ❑ Hindus ultimate goal is to be released from samsara (the cycle of birth, death and rebirth).

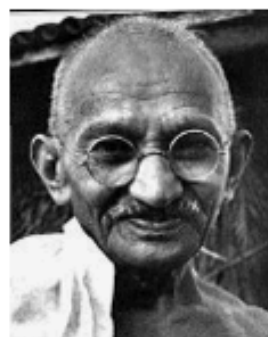


Sachin Tendulkar – international cricketer



Mahatma Gandhi – lawyer and peaceful political activist

Exciting Books


Subject Specific Vocabulary		What do Hindus believe?	Who's this?
Dharma	A Hindu's  ous and moral duty.		
Samsara	The cycle of birth, death and rebirth that Hindus believe 		
Karma	The cycle of what happens to a person is a result of their own actions.		
Punusharthas	Four aims of life that Hindus believe in		
Artha	The pursuit of wealth or material advantage; providing for family and society by honest means.	Sticky Knowledge – Why do Hindus want to be good?	
		☐ Why do Hindus tell the story of Mahabharata.	
Moksha	The release from the cycle of birth, death and rebirth.	What are the 4 aims in life?	
Reincarnation	The rebirth of a soul in another body.	What is their ultimate goal?	

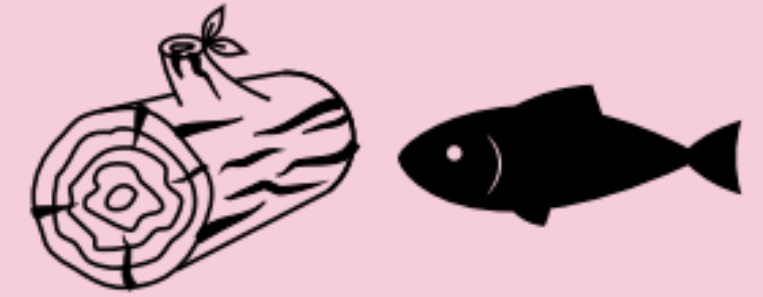
History

Were the Vikings raiders, traders or something else?

achievement	Something good that you achieve.
balanced viewpoint	Considering all views in a fair way.
exchange	Giving something to someone and receiving something in return.
impact	The effect that a person, event, or situation has on someone or something.
impression	An idea, feeling or opinion about something.
Jorvik	The Viking city of York.
oral tradition	The passing of stories and poems by word of mouth from one generation to another.
saga	A long story of heroic achievement found in Norse literature.
stereotype	A fixed idea that people have about what a particular type of person is like.
Vikings	A group of Scandinavian people who lived from the eighth to the eleventh century.

Traders

Using longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish; and exchanged them for silver, spices, wine, jewellery, silk and glass.



Raiders

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. In general, the Vikings raided in the summer when it was easier to cross the sea. They stole valuable items from monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.

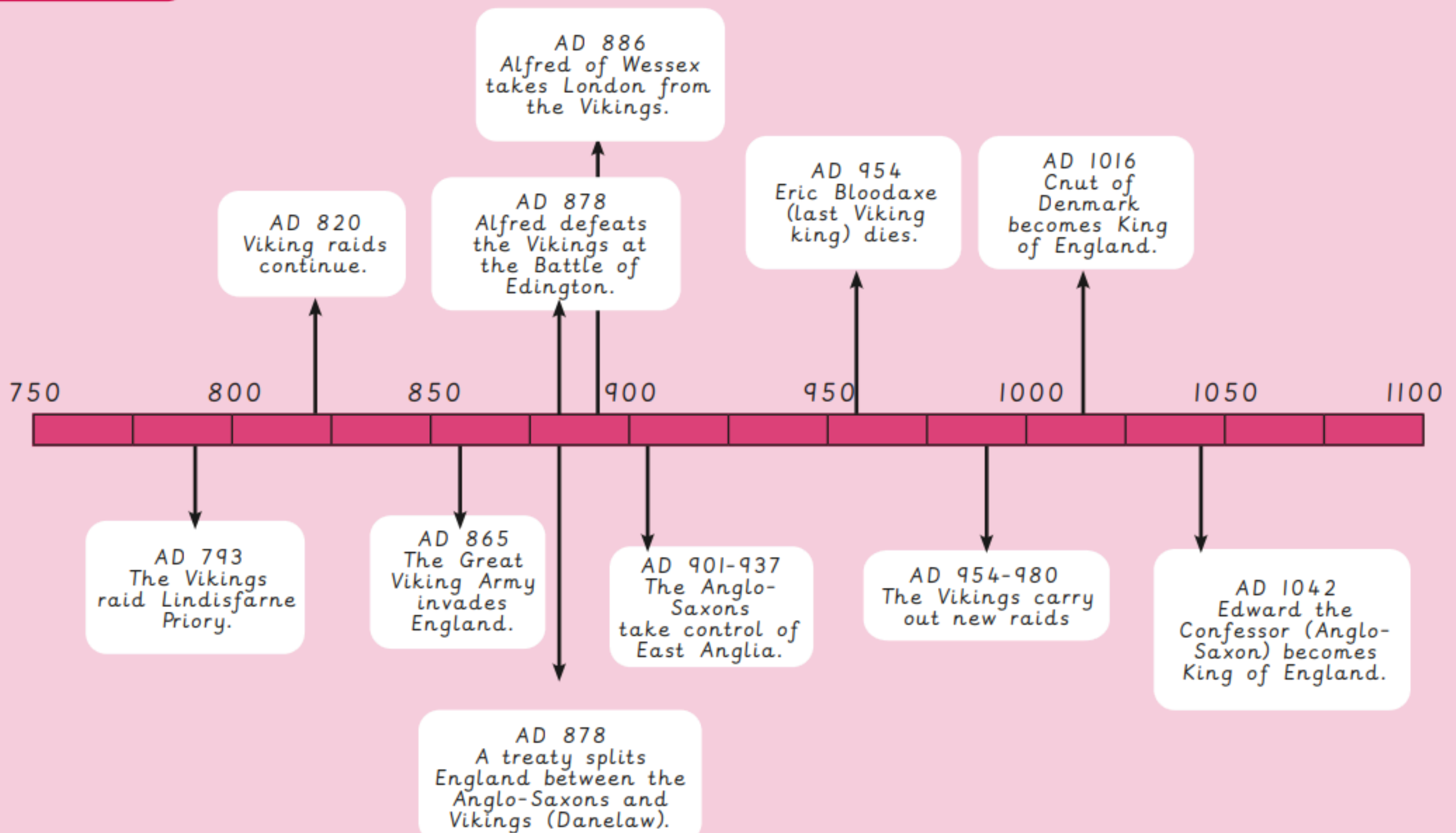


Settlers

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Viking area, known as Danelaw, was settled and peaceful.



Timeline



French

Ma famille

phonics

sound in: **i** • *petite* 

sound in: **in** • *cinq* 5
• *cinquante* 50

sound in: **ille** • *famille* 

Sound in: **ique** • *unique*

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

vocabulary

The nouns & articles/determiners for family members.



The words for the possessive adjective 'my' in French:

mon **ma** **mes**

Larger numbers in French (1-70) and the multiples of ten up to 100:

10 20 30 40 50 60 70 80 90 100

High frequency verbs:

il/elle s'appelle **il/elle a**

he/she is called *he/she has*

grammar

To fully understand the role of gender and plurality in the choice of possessive adjectives.

mon frère  **ma sœur** 

Singular possessive adjective 'my' for masculine nouns *Singular possessive adjective 'my' for feminine nouns*

mes grands-parents 

Possessive adjective 'my' for plural nouns

To move from the 1st person conjugation of high frequency verbs to 3rd person singular.

j'ai **il/elle a**

I have *he/she has*

What I will learn:

- ☐ Objective 1: I will learn the nouns and articles/determiners for several family members in French.
- ☐ Objective 2: I will learn how to move from using the article/determiner 'the' with a family member noun to using the possessive adjective 'my' in French.
- ☐ Objective 3: I will learn to answer the question '*As-tu des frères et sœurs ?*' (Do you have any brothers or sisters?)
- ☐ Objective 4: I will learn how to introduce family members, learning to use '*il/elle s'appelle*' (he/she is called).
- ☐ Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members in French.

Ma famille



la mère



le père



Frank



le frère



la grande sœur



la petite sœur



la grand-mère



le grand-père



la tante



l'oncle

Art

Art and design - Drawing



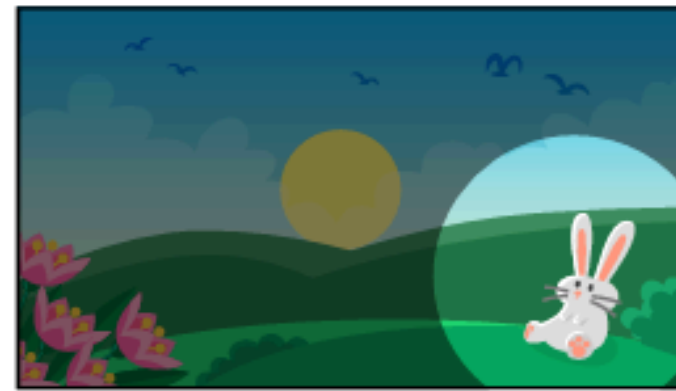
Main subject*

The central theme or object of an artwork.

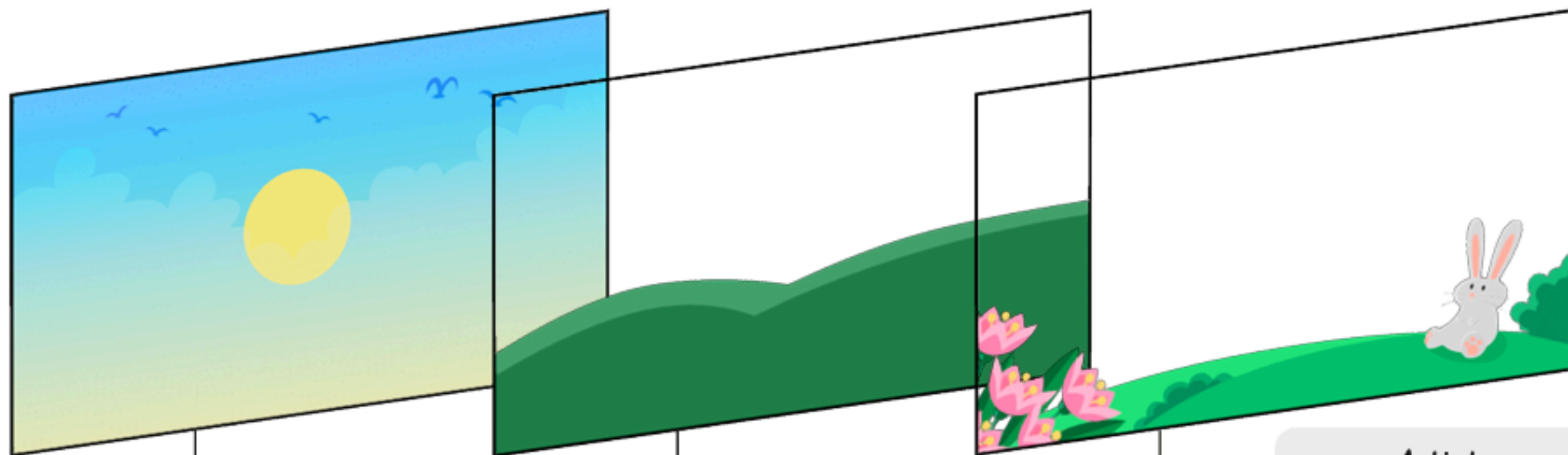


Focal point*

Part of a composition that catches the eye first.



Depth:* The feeling in a picture that some things are closer and others are farther away.



Background*

The area of a picture that looks farthest away, often behind the main subject.

Middle ground*

Part of an artwork positioned between the foreground and background.

Foreground*

The part of a picture that looks closest to the viewer, usually where the main subject is.

Artists

- Jean-Michel.
- Charlie Mackesy.
- Elizabeth Catlett.
- John Muafangejo.

1

*key vocabulary

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Art and design - Drawing



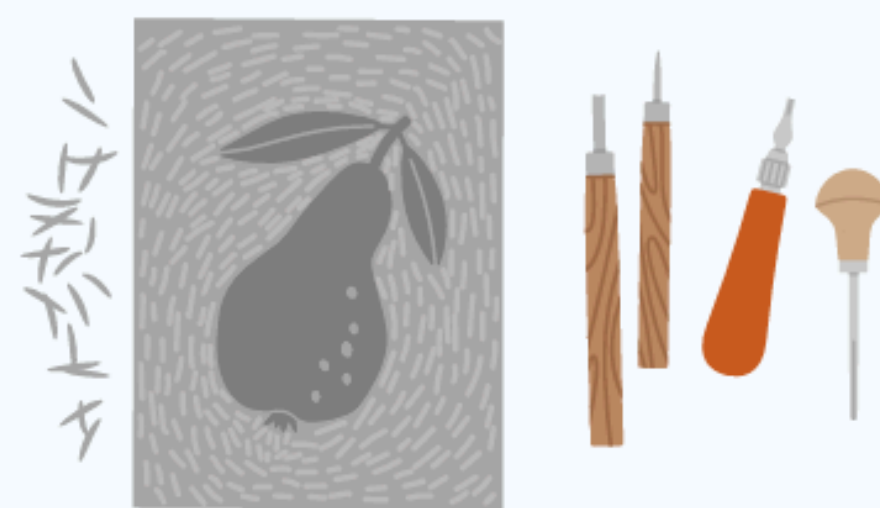
Lino printing

1



Draw a simple design and transfer the design onto the lino with tracing paper or pencil.

2



Use lino cutters to carve away at the parts to stay white.

3



Roll the ink out evenly using a brayer and apply it to the lino block.

4



Press a paper onto the lino and rub the back evenly, then carefully peel off the paper and let the print dry completely.

2

Computing

Computing - Search engines

copyright	The law which states that anything created belongs to the person who created it.
fake news	False and inaccurate information that is shared in a convincing way, usually on social media and in websites.
inaccurate	When information is false and untrue.
index	A database where a computer saves key information about websites to make future searches faster.
keywords (internet)	A set of words used to define and produce an accurate search engine result.
search engine	A website that helps people find information on the world wide web.
TASK	Title, Author, Summary, Kids.
web crawler	A program that searches the world wide web using keywords in a systematic way to find the most relevant results for the user.
website	A collection of web pages and content that belong to a single domain, accessible through an internet browser.
www	Stands for world wide web and is found at the beginning of website addresses.

