

**LEYS FARM JUNIOR SCHOOL**  
**Year 6 – Summer 2024 Medium Term Plan**  
**Children of the Revolution (Local History Study & Victorian era)**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Trusted/safe adult reminders</li> <li>● Protected characteristics</li> <li>● Class Charter (including 4 school rules/rights)</li> <li>● School Council</li> <li>● Pupil progress meeting</li> <li>● ScholarPack assessment update end of term</li> <li>● Class track assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● April 22<sup>nd</sup>- Earth Day</li> <li>● St George’s Day – 23<sup>rd</sup> April</li> <li>● Children’s Book Week – 2<sup>nd</sup> May</li> <li>● Mental Health Awareness Day - 6<sup>th</sup> May</li> <li>● VE Day – 8<sup>th</sup> May</li> <li>● <b>SATS – 13<sup>th</sup> – 17<sup>th</sup> May</b></li> <li>● Pride Month – 1<sup>st</sup> June to 30<sup>th</sup> June</li> <li>● D-Day – 6<sup>th</sup> June</li> <li>● World Oceans Day – 8<sup>th</sup> June</li> <li>● Healthy Eating Week – 13<sup>th</sup> June to 17<sup>th</sup> June</li> <li>● Father’s Day – 16<sup>th</sup> June</li> <li>● World Refugee Week – 20<sup>th</sup> June</li> <li>● Sports Week England – 20<sup>th</sup> June.</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point – Residential Visit to Cliffe House, Huddersfield</li> <li>● Exit point – Sharing work in assembly, Double Page Spread, Speaking and listening presentation, displaying work</li> <li>● Class Story –</li> <li>● Class Text – The Clockwork Crow</li> <li>● Homework – TT Rockstars, EdShed (Spellings)</li> <li>● PE - Daily Mile, Go Noodle/Cosmic Yoga</li> <li>● Outdoor Learning – tending to class bed and general garden jobs.</li> </ul>
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p><b>Focus:</b> The Clockwork Crow</p> <p>Information texts - Worst Jobs for Kids - Queen Victoria</p>	<p><b>Focus:</b></p> <p><u>Handwriting</u> Focus on areas of weakness in maintaining fully joined legible handwriting. Link to weekly grapheme patterns.</p> <p><u>Writing</u> Based on previous learning: Magazine article Marie Antionette</p>	<p><b>Focus:</b></p> <p><u>Grammar</u> Word Classes Phrases and Clause types (Exciting Sentences link) Use of commas with phrases and clauses. Analysis of Year 6 writing. Use of parenthesis for added meaning.</p>

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<p>Narrative - Street Urchin - Escaping the Workhouse</p> <p>Letter - A School House Letter</p> <p>Information texts - Great Inventions - The Great Exhibition - The Great Stink</p> <p>Biography text - Lady Mary Montagu</p> <p>Narrative - Boy on the Canal</p> <p><b>Whole school picture books projects:</b></p> <p>The Journey</p> <p>Gorilla.</p>	<p>Description using Figurative Language– Storming of the Bastille</p> <p>New Topic-based writing:          Narrative – Chapter 1 – The Clockwork Crow          Poetry – ‘What is Pink?’          Figurative writing – using verbs for personification          Phillip James de Louthier Bourg (1801) picture of industrialisation.          Persuasive – advertising the area.          Cliffe House – diary/ recount – focus on register shifting.</p>	<p><u>Spelling</u></p> <p>Continue to learn strategies and spelling patterns through root words, prefixes, and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.</p>
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**Maths**

<p><b><u>Focus:</u></b>          Beginning of the term we will be focusing on SATs revision through repetition, revision sessions, tailored intervention groups and revisiting previous SAT exam papers. After SATs have been completed, we will recap and cover areas of the National Curriculum that need revisiting.</p> <p><b><u>SATs Revision –</u></b></p>	<p><b>Reasoning Paper skills -</b>          Can I use appropriate methods to identify the meaning of the question?          Can I recognise and use appropriate methods for the four operations?          Can I use measuring equipment correctly and accurately? E.g., a ruler and protractor.          Can I ensure that I have shown mathematical graffiti to gain extra marks where necessary?</p> <p><b>Shapes -</b></p>	<p>Can I collect my own data and accurately create a pie chart?          Can I draw conclusions from my pie chart?</p> <p><b><u>Vocabulary</u></b>          y-axis, x-axis, tables, interpret, accuracy, percentage, conclusion, mode, mean, median, range, intervals, scales, graph</p> <p><b>Projects -</b></p>
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<p><b>Arithmetic Skills –</b>          Can I confidently and accurately solve the four operations using the correct method?          Can I convert percentages, decimals, and fractions?          Can I use place value to multiply and divide by 10, 100 and 1,000?          Can I find fractions of amounts?          Can I multiply and divide fractions by whole numbers?          Can I find equivalent fractions, decimals, and percentages?</p>	<p>Can I identify what vertices, edges and faces are?          Can I identify what 3D shape a net makes?          Can I make my own net for a 3D shape?          Can I accurately draw a range of 3D shapes?          Can I measure the perimeter, area, and volume of the flower beds in the garden? (Governor visit)</p> <p><b><u>Vocabulary</u></b>  <i>Vertices, edges, faces, nets, 3D shape names – cubes, cuboids, prisms etc.</i></p> <p><b>Ratio -</b>          Can I use correct ratio language?          Can I link my fraction knowledge to ratios?          Can I solve ratios of amounts?          Can I use ratio to scale factors?          Can I solve scale factors?          Can I use ration to solve PS&amp;R questions?</p> <p><b><u>Vocabulary</u></b>  <i>Ratio, proportion, scale, enlargement, double, similar, larger, smaller, whole, parts</i></p> <p><b>Statistics -</b>          Can I interpret data and accurately create a line graph?          Can I collect my own data and accurately create a line graph?          Can I draw conclusions from my line graph?          Can I interpret data and accurately create a pie chart?</p>	<p>Growing and selling produce from the gardens – budgets, profits, growth.          STEM (Science Technology, Engineering and Maths) – Creating a Ferris Wheel</p> <p><b><u>Additional Maths Teaching</u></b>          Daily:</p> <ul style="list-style-type: none"> <li>● Timetables – TT Rockstars</li> <li>● LbQ</li> <li>● Assessment for Learning</li> <li>● Problem-Solving and Reasoning</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>● Arithmetic test</li> <li>● Written questions test</li> </ul>
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<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p>Prior Learning/Knowledge            Primary colours            How to mix secondary colours            How to mix tertiary colours            Knowledge of what a collage is</p> <p>Focus:            William Morris – Textiles            Lowry – 3D</p> <p>Vocabulary:            Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture.</p> <p>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet, Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag. Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, scaled down, Special effects, three-dimensional, Art medium, Performance art, Stencil,</p>	<p><b><u>Prior Learning/Knowledge:</u></b>            Measuring ingredients            Chopping skills</p> <p><b><u>Focus:</u></b>            French Food (Year 5 baguettes, Year 6 French Onion soup, Meringues, Macarons)            Cushion Cover – William Morris style design            Design, make, evaluate            Moving toys (cams, levers)            Generate a design from research, develop a specification, model, and create final product.            Link to early fairground rides using electrical systems.</p> <p><b><u>Vocabulary:</u></b>  <i>Patisserie</i>  <i>Yeast</i>  <i>Gluten</i>  <i>Shaping</i>  <i>Proving</i>  <i>Assemble</i>  <i>Pattern</i>  <i>Weave</i>  <i>Running Stitch</i>  <i>Blanket Stitch</i>  <i>Cam</i></p>	<p><b><u>Prior Learning/Knowledge:</u></b>            Year 5 – Knowledge based curriculum covering electricity.            Carrying on spring term topic of light.</p> <p><b><u>Vocabulary:</u></b>  <i>Light, plus straight lines, light rays, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</i></p> <p><b><u>Physics – Electricity:</u></b></p> <p>Can I use symbols when drawing a simple circuit diagram?            Can I associate the brightness of a lamp with the number and voltage of cells used in the circuit?            Can I investigate variations in how components function?            Can I name renewable and non-renewable sources of energy?</p> <p><b><u>Vocabulary:</u></b></p>

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<p>Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p> <p>Can I create a double page spread focusing on vocabulary and the biography of our artist of focus?</p> <p>Can I practice the skills of textiles/3D?</p> <p>Can I sketch and colour a miniature version of an artwork from our artist focus?</p> <p>Can I create a replica piece of artwork from our artist focus?</p> <p>Can I design and create a piece of art in the style of our artist focus?</p>	<p><i>lever</i></p> <p><b><u>STEM</u></b></p> <p>Can I design, make, and evaluate a cushion cover?</p> <p>Can I list the processes involved in creating a cushion cover?</p> <p>Can I understand the processes involved in breadmaking?</p> <p>Can I design, make, and evaluate my own baguette?</p> <p>Can I explain what French patisserie is?</p> <p>Can I design, make, and evaluate meringues and macarons?</p> <p>Can I plan, design, make and evaluate a model of an early fairground ride?</p>	<p><i>Voltage, electrical current, circuit, simple circuit, working circuit, switch, buzzer, light bulb, motor, symbols, battery, cells, wires</i></p>
<p><b><u>French (Modern Foreign Languages)</u></b></p>	<p><b><u>Geography</u></b></p>	<p><b><u>History</u></b></p>
<p><b><u>Prior Learning/Knowledge:</u></b>          Clothes          Pets          The Weather          Family and presenting selves</p> <p><b><u>Focus:</u></b>          My Home - Chez Moi          Regular Verbs</p> <p>Can I say and write whether I live in a house or an apartment with high accuracy?</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b>          Local Study</p> <p><b><u>Vocabulary:</u></b>  <i>Zone of influence</i>  <i>Demographic</i>  <i>8 Compass points</i>  <i>hamlet, village, town, city</i>  <i>parish and county</i></p>	<p><b><u>Prior Learning/Knowledge:</u></b>          KS1: Autumn Cycle 1: Queen Victoria, Mary Seacole.          Spring Cycle 1: History of Farming in Lincolnshire.          Spring Cycle 2: Marie Curie.          Summer Cycle 1: Grace Darling.</p> <p><b><u>KS2:</u></b>          Types of revolution (Vive La France and The New World).</p>

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Can I say and write where my house or apartment is after I have heard the options available to me?

Can I repeat and recognise most of the ten rooms of the house with their correct gender in French?

Can I spell over half of these words unaided from memory with good accuracy?

Can I ask somebody what rooms they have or do not have in their home and answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me?

**Regular Verbs**

Can I explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they.?

Can I conjugate most of a regular -ER verb in full when I am given the infinitive version?

Can I conjugate most of a regular -IR verb in full when I am given the infinitive version?

Can I conjugate most of a regular -RE verb in full when I am given the infinitive version?

**Vocabulary –**

Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans

*region*

**Children of the Revolution – Local Rivers**

**Our Enquiry Questions:**

1. How are rivers formed?
2. What can I learn about rivers by studying the River Trent?
3. How can I collect data from a local river?
4. How can I analyse and present my fieldwork?

**Key Knowledge:**

- How rivers are formed and the stages of a river from source to mouth.
- The link between rivers and settlements in the area - linking to industrialisation throughout the topic.

Ensure an understanding of Georgian and Edwardian period for chronological understanding.

**Focus:**

Local History – The industrialisation of Scunthorpe during the Victorian Period.

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and chez moi il y a ... and chez moi il n'y a pas de.  
Vocabulary sheet for further details.

Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs. All listed on the Vocabulary Sheet.

Disciplinary Knowledge:

- How to use fieldwork to observe, measure, record and present physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies, **designing own methods when appropriate.**
- How to interpret findings and present these simply using diagrams and using graphs.

Disciplinary Knowledge:

- How old maps can create patterns for us to interpret.
- The geography of areas is largely responsible for their settlement history.
- Changes over time often happen slowly, but sometimes revolutions can speed up the rate of change.
- How to use census records to interpret life for different groups.
- That roles in society are constantly changing.

Our Enquiry Questions:

1. Why was the steelworks built in Scunthorpe?
2. What was life like before the steelworks?
3. How did the town develop?
4. Was life the same for everyone?
5. Why was Scunthorpe industrialised later than other places in the UK?

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	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p><b>Channel</b> The river bed where the water flows.</p> <p><b>Delta</b> A wetland area from a river emptying into a larger body of water.</p> <p><b>Erosion</b> Moving water or wind causing pieces of the Earth's surface to wear away and move.</p> <p><b>Estuary</b> Where the river meets the sea.</p> <p><b>Foodplain</b> Flat area surrounding a river.</p> <p><b>Meander</b> Natural bend in the river.</p> <p><b>Oxbow lake</b> Section of a meander that becomes separate.</p> <p><b>Source</b> Where the river starts usually by springs.</p> <p><b>Tributaries</b> Small streams that join a river.</p> <p><b>River courses</b> Split into upper, middle and lower. Stages of the river.</p> <p><b>Valley</b> Between mountains or hills where a river flows or once flowed.</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p><b>Industrial</b> Having lots of industry - manufacturing of goods.</p> <p><b>Town</b> A built-up area, larger than a village but smaller than a city.</p> <p><b>Wolds</b> Low hills and steep valleys. The Lincolnshire Wolds are just south of Scunthorpe.</p> <p><b>Iron Ore</b> Iron in its non-extracted form - still surrounded by rock.</p> <p><b>Iron</b> An elemental metal. Wrought iron is known for being very flexible.</p> <p><b>Steel</b> Iron mixed with carbon which gives it strong, often inflexible properties.</p> <p><b>Smelting</b> The extraction of metal from its ore.</p> <p><b>Census</b> A record every ten years which historians can use to learn about a place's people.</p> <p><b>Revolution</b> A time of fast and huge change.</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p><u>Charanga Focus:</u> <i>Music and Me</i></p>	<p><u>Prior Learning/Knowledge</u></p> <p><u>Athletics</u></p>	<p>Using JIGSAW Scheme of Work</p> <p><u>Prior Learning/Knowledge:</u> Recap of Relationships and Changing Me</p>



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<p><u>Reflect, Rewind and Re-play</u></p> <p><u>Recorder Course</u></p> <p><i>Texture, Tempo, Dynamics, Pedal Note, Crescendo</i>  <i>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</i></p> <p>Can I reflect on women’s contribution to music?          Can I research a known female singer/composer?          Can I research an unknown female singer/composer?          Can I analyse lyrics of relevant songs?          Can I compose a song/rap about myself?</p> <p><b>Composer of the Month</b>          Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.          Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ’s and composes. She is British of Iranian descent.          Eska Mtungwazi - Heroes &amp; Villains and Shades of Blue. Eska is a London-born UK (United Kingdom) singer-songwriter and multi-instrumentalist.          Afrodeutsche - And! and The Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</p>	<p>Can I develop my own and others sprinting technique?          Can I identify a suitable pace for the event?          Can I develop power, control, and technique for the triple jump?          Can I develop power, control and technique when throwing for distance?          Can I develop throwing with force and accuracy for longer distances?          Can I work collaboratively in a team to develop the officiating skills of measuring, timing, and recording?</p> <p><b>Vocabulary:</b></p> <p>Pace, sprint, jump for distance, push throw, fling throw, negotiating, collaborating, respect, empathy, perseverance, determination, observing and providing feedback, comprehension.</p> <p><b>Tennis</b></p> <p>Can I develop placement of the ball using a forehand?          Can I develop placement of the ball using a backhand groundstroke?          Can I develop the volley and understand when to use it?          Can I employ tactics when playing with a partner?          Can I develop accuracy and consistency using the underarm serve?          Can I apply rules, skills, and principles to play against an opponent?</p>	<p><b><u>Focus: Developing Goals – transition (recap and through MyHappyMind)</u></b></p> <p><b><u>Healthy Me</u></b></p> <p>Can I take responsibility for my own health and well-being?          Can I explain the effect of drugs and alcohol on the body?          Can I explain how people might be exploited to break the law?          Can I explain why people may join gangs and the risks posed?          Can I recognise stress and triggers and identify coping strategies?</p> <p><b><u>Vocabulary:</u></b></p> <p><i>Prefrontal cortex, amygdala, hippocampus, fight, or freeze</i></p> <p><b><u>Relate:</u></b></p> <p>Can I identify why friendships are important and what a good one looks like?          Can I recognise what matters to us in a friendship?          Can I understand what we can do to establish a positive friendship?          Can I reflect on friendships that I have now?          Can I identify what I will look out for in a friendship in my transition to secondary school?          Can I explain what is the same and what is different at secondary school?</p>
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<p>Analysis of songs from leading singer/songwriters.</p>	<p><b>Vocabulary:</b></p> <p>Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying, support and encourage others, co-operation, collaboration, respect, honesty, perseverance, comprehension, observe and provide feedback, select, and apply, use tactics, reflection, identifying areas of strength and areas for development.</p> <p><b><u>Rounders</u></b></p> <p>Can I develop throwing and catching under pressure and apply these to a striking and fielding game?          Can I develop bowling under pressure whilst abiding by the rules of the game?          Can I strike a bowled ball with increasing consistency?          Can I develop fielding techniques and select the appropriate action for the situation?          Can I understand and apply tactics in a game?          Can I apply skills and knowledge to compete in a tournament?</p> <p><b>Vocabulary:</b></p> <p>Throw, catch, bowl, bat, field, communication, collaboration, respect, co-operation, honesty, self-regulation, sportsmanship, select and apply skills, reflection, assess, tactics.</p>	<p>Can I explain the positives of moving to secondary school?          Can I explain ways to be successful at secondary school?</p>
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	<p><b><u>OAA</u></b></p> <p>Objectives will be achieved during residential visit activities which include:</p> <p>Raft Building          Canoeing          Rock Climbing          Orienteering          Team Building.</p>	
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Rites of passage in other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p> <p><b><u>Focus: Hinduism, Islam Life Journey</u></b></p> <p><b><u>Vocabulary:</u></b>  <b>Hinduism:</b>          Samskaras (rites of passage that mark the move from one phase of life to the next):          Birth (Nama Karana and Jata karma – naming ceremony and welcome ceremony)          Initiation (upanayana – sacred thread ceremony)          Marriage (vivaha)</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          English linked blogs</p> <p><b><u>Purple Mash Focus:</u></b>          Unit 6.7 Quizzing          Unit 6.8 Binary          Internet Safety (School wide)</p> <p><b><u>Vocabulary:</u></b></p> <p><b>Unit 6.7 Quizzing:</b></p> <p>Can I create a picture-based quiz for young children?          Can I learn how to use the question types within 2Quiz?</p>	<p><b>WINK</b> - What I Now Know about The Industrial Revolution and Scunthorpe.</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p><b>Process</b>-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p><b>Use knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Build a model</li> <li>• Create artwork</li> <li>• Collage</li> <li>• Draft a poem</li> </ul>

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<p>Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma, and karma</p> <p><b>Islam</b>          Adhan [call to prayer]          Aiqah ceremony          zakat [charitable giving]          mahr [a financial gift given to the bride],          the nikah [marriage ceremony]</p> <p><b>Lincolnshire Syllabus</b>          Can I explain my understanding of God?          Can I explain some core Hindu and Islamic beliefs? Can I compare them to Christianity?          Can I explain how Hindus and Muslims show they belong?          Can I express the value religion brings for religious people?          Can I relate to ideas about community, identity and belonging?          Can I explain Hindu and Islamic rites of passage?</p>	<p>Can I explore the grammar quizzes?          Can I make a quiz that requires the player to search a database?          Can I make a quiz to test your teachers or parents?</p> <p><b>Vocabulary:</b>  <i>Audience, audio, case-sensitive, clone, cloze, preview, quiz.</i></p> <p><b>Unit 6.8 – Binary</b>  <i>Can I examine how whole numbers are used as the basis for representing all types of data in digital systems?</i>  <i>Can I recognise that digital systems represent all types of data using number codes that are patterns of 1s and 0s (called binary digits, which is why they are called digital systems)?</i>  <i>Can I understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics?</i></p> <p><b>Vocabulary:</b>  <i>Base 2, Base 10, bit, digit, integer, transistor, switch, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, machine code, variable.</i></p>	<ul style="list-style-type: none"> <li>• Create a map</li> <li>• Write a song</li> <li>• Design a poster</li> <li>• PowerPoint presentation</li> </ul> <p><b>A Double Page Spread (A3) is to also be completed.</b></p>
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