



Year 5/6 - Summer Term 6 Sticky Knowledge.

At Cirencester Primary School, we want children to remember the most important facts, concepts and skills from each unit of learning, we call this Sticky Knowledge. These key ideas are designed to stay in children's long-term memory and support future learning.

As we start the school year, here is this term's Sticky Knowledge for your child. These short facts are perfect for quick chats, mini-quizzes or simple games at home. Regular revisiting helps children recall key learning, build confidence and make meaningful links between school and the wider world. Just a few minutes talking about these facts can make a big difference to your child's learning.

Class text this term:

Anglo-Saxon Boy by **Tony Bradman**. Set in the turbulent months leading to 1066, fifteen-year-old Magnus, son of Earl Harold Godwinson, is thrust into the centre of a bitter family conflict when he is sent to spy on his treacherous, exiled uncle Tostig. Guided by a seasoned Danish house-carl, Magnus must quickly learn the brutal realities of shield-wall warfare and the harsh cost of political loyalty.



Science



- A **force** is measured in **Newtons**
- Any kind of **force** is either a push or a pull; it can be balanced or unbalanced.
- **Friction** is when two objects rub against each other and one can slow down the other.
- **Gravity** is the pulling **force** acting between Earth and a falling object.
- **Air resistance** is the **frictional force** on an object moving through the air. It can affect how fast or slow an object moves.
- **Water resistance** is the **frictional force** on objects floating on or moving through the water.
- Levers, gears and pulleys are **mechanisms** that allow a smaller force to have a greater effect.

Music



- A ukulele is a **string instrument**.
- **String instruments** make sound from vibrations by plucking, bowing or striking.
- **Notation** is the system of symbols used to write music. It shows us what notes to play, how long to play them.
- Ukuleles have four open strings (G, C, E and A). Learning these help us to play simple **melodies** and **chords**.
- **Time signatures** tell us how many beats are a bar of music. It helps keep time when playing.
- Musical notes have different **durations** (e.g **crotchet**, **quaver**, **minim**, **semiquaver**, **semibreve**, **rest**) which tell us how long each sound should last

Life Skills



- **Healthy friendships and families** should make people feel included, help **develop your identity** and support your **self-esteem**.
- **Positive peer pressure** can encourage you to **believe in yourself**.
- **Negative peer pressure** can make you feel **worried or unsafe**, making you to do something you don't want to.
- People are allowed to say no when they don't want to do something; **be assertive** without being aggressive.
- It is important to **set needs and boundaries** with others.
- Having ups and downs in friendships is normal; conflicts can be resolved with respect. Sometimes new friends are made instead.
- Relationships should be just as respectful when communicating online.
- **Recognise** feeling of being unsafe with another person or group and know who your trusted person is to talk to.

Art



- **Tone** is how light or dark a colour is.
- Artists change **tone** by adding white to make a colour lighter (a *tint*) or black to make it darker (a *shade*).
- Light from a source creates highlights, mid-tones and shadows.
- Observing where light falls helps artists paint objects and people more realistically.
- A **monochromatic** painting uses one colour with different tones.
- A **portrait** can look realistic even when only one colour is used.
- The position of the light source affects where highlights and shadows appear on the face.
- Different **tones** help show the shape of facial features such as the nose, eyes, cheeks and chin.

Computing



- A computer system is **hardware and software** working together.
- Digital systems use **inputs, processes** and **outputs** to handle information.
- Computer systems **connect and share information** with other devices.
- Keep **Personal information** safe by using strong **passwords** and thinking carefully before sharing.
- **Search engines** use **web crawlers** to find websites and organise information.
- Using clear, specific **keywords** helps you find better search results.
- Search engines **rank results** but adverts and other facts can affect the order.
- Always check whether a website is **reliable and trustworthy**.

World Views

- Christians are **monotheists**. Most Christians believe in **one God**, the **creator**.
- God is also referred to as **The Trinity**; Father, Son and Holy Spirit.
- Evidence for the Trinity is found in the **New Testament**; the gospel of Matthew describes **Jesus' baptism** with the Father, Son and Holy Spirit all in presence at the event.
- Some Christian groups focus on exploring the Trinity more than others.
- Pentecostal Christians focus on the holy spirit and its gifts; emphasising the baptism of Jesus' followers in the Holy Spirit during **Pentecost** (a festival 50 days after Easter commemorating the descent of the Holy Spirit on Jesus' disciples).

PE

OAA

- Orienteering, An exciting outdoor adventure sport that involves navigating between points
- Compass, A tool to find direction
- Grid lines, a series of horizontal and vertical intersecting lines that divide a map into squares, labelled with numbers, to describe a location with a co-ordinate
- 4-figure grid reference, a co-ordinate made of numbers labelling grid lines to describe locations on a map

Dodgeball

Year 5

- Attacking, attacking in dodgeball is when you or your team has possession of the balls and is throwing at the opposition
- Defending, defending is when the opposing team are in possession of the balls and throwing towards you, you can defend by blocking, protecting others on your team from getting hit
- Precision, is how consistent results are e.g. throwing at a target and hitting it each time

Year 6

- Possession, is physical control of the ball by one team, which typically gives that team the opportunity to score
- Evaluate, if you want to do better and improve, you should assess your performance
- Tactics, actions and strategies planned to achieve an end goal – in sport the goal is to win!

French

- The correct nouns and articles/determiners for 'the' in French are:
le - to use before masculine nouns.
la - to use before feminine nouns.
l' - to use before masculine and feminine nouns that start with a vowel or h muet.
les - the definite article to use before plural nouns.
- The correct possessive adjectives for 'my' in French are:
mon – used with masculine singular nouns
ma – used with feminine singular nouns
mes – used with plural nouns

History

Part One

- **Romans** had **invaded Britain** and **fought Celts** over land; public buildings, villas, towns, roads and forts (including Hadrian's wall) were built.
- **Around 400CE**, people lived very different lives depending on their wealth and status; **strong Roman influence for the richer, more Celtic traditions for the poorer.**
- **By 410 CE**, **Romans** leaders **had left Britain.**
- In the mid-fifth century, **the Angles, Saxons and Jutes migrated to Britain.**
- **Anglo-Saxon villages** were usually made up of wooden houses surrounded by farmland; some were skilled workers like blacksmiths or weavers.
- Society became organised into a **hierarchy.**
- **By 750 CE**, England was **divided into kingdoms** including Wessex, Mercia, Northumbria and East Anglia, with their own king, laws and army.

Part Two

- **Vikings travelled** from Scandinavia **in longships**; they travelled and settled across Europe - **invading, raiding and trading** to meet their needs.
- Vikings believed in many **Gods** and the existence of **Valhalla.**
- **Vikings first arrived in Britain in 787AD**, attacking **Lindisfarne** monastery in Northumbria.
- **Alfred the Great** (Anglo-Saxon King of Wessex) initiated **Danelaw in 878CE** to end Viking attacks- splitting England between Anglo-Saxon and Vikings.
- **Ethelred**, the first King of England, **defeated the final Viking Settlement of Jorvik (York) in 927CE**, reuniting the country.
- The **Norman Conquest at the Battle of Hastings in 1066**, marked the end of the Anglo-Saxon and Viking Age in Britain.

Design Technology

- Viking and Anglo-Saxon diets were based on the foods that were available locally and seasonally.
- The proportions of food eaten in the past were different from the modern Eatwell Guide because of lifestyle, food availability and farming methods.
- Vikings and Anglo-Saxons prepared food using simple tools and open fires.
- Common cooking methods included baking, boiling, roasting and grinding grain into flour.
- Stews are made by combining ingredients and cooking them slowly with liquid.
- Heat changes food by making it softer, safer to eat and developing flavour.