



Year Six - Autumn Term History Anglo Saxons and Vikings

Viking	A seafaring Scandinavian warrior who raided and traded across Europe during the Viking Age.
Anglo-Saxons	A group of Germanic tribes who settled in England in the 5th and 6th centuries
Kingdom	A territory or region ruled by a king or queen.
Edward the Confessor	An Anglo-Saxon king of England from 1042 to 1066.
Danelaw	A historical region in England where Danish law and customs were prevalent during the Viking Age.
Raid	A surprise attack or incursion carried out by a military force.
Longship	Scandinavian warship with a long, narrow design and both sails and oars.
Monastery	A building or complex inhabited by a community of monks living under religious vows.
Heathen	A person who does not belong to a widely held religion, especially one that is a minority or non-Christian.
Siege	A military blockade or attack on a fortified place to force its surrender.
Fyrd	The local militia of an Anglo-Saxon shire, in which all freemen had to serve
Normans	The people of Normandy, a region in France, who invaded England in 1066.



793 AD: The Vikings raid the monastery of Lindisfarne, marking the beginning of the Viking Age.

865 AD: Great Heathen Army, led by the Danish Vikings, begins invading England.

878 AD: Anglo-Saxon King Alfred the Great defeats the Vikings and establishes the Danelaw.

910 AD: The Anglo-Saxons reconquer Danelaw, pushing the Vikings back.

1016 AD: Danish King Canute the Great becomes the King of England, uniting the Anglo-Saxon and Viking lands.

1042 AD: Edward the Confessor becomes the King of England.

1051 AD: Edward the Confessor's relationship with the powerful Earl of Wessex, Godwin, deteriorates.

1066 AD: Edward the Confessor dies, leading to a power struggle and the Norman invasion of England.



Contenders for the Throne in 1066

Harald Hardrada	Harold Godwinson	William the Conqueror
Hardrada was a Viking and king of Norway. He was also a distant relative of King Cnut, who had previously been a king of England when the Vikings had invaded. Harald Hardrada had the support of Tostig, who was Harold Godwinson's brother.	Harold Godwinson was from Wessex, in England. A wealthy nobleman, it is claimed that Edward the Confessor named Godwinson as his successor on his deathbed. His sister, Edith, was married to Edward. Wessex was the largest kingdom in England and his claim would have been well supported by a large proportion of the English population.	William was a Duke who controlled Normandy in France. William was a distant relative of Edward the Confessor and claimed Edward had promised him the throne in 1051. William also said that Harold Godwinson had sworn an oath that he would help William take the throne after Edward, in return for helping Godwinson when he had been stranded in Normandy in 1064.



Year Six- Autumn Term History World War Two

Air raid	An attack by enemy planes dropping bombs.
Allies	Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers.
Axis	Germany, Japan, Italy and other countries that fought
Blackout	A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes.
Blitz	A prolonged period of German air raids on Britain. From the German 'blitzkrieg' which means 'lightning war'.
Evacuation	Moving people from dangerous areas to safer places e.g. from big cities to the countryside to avoid bombing.
Holocaust	The mass murder of around six million Jewish people by the Nazis, as well as other persecuted groups.
Invasion	When an army or country uses force to enter and take control of another country or area.
Occupied	Taken over by enemy forces
Nazi	Short for National Socialist Party (in Germany) and the name given to supporters of Hitler.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Rationing	Controlling the supply of food, clothes, petrol and other products to avoid or reduce shortages.



As prime minister (1940–45) during most of World War II, Winston Churchill rallied the British people and led the country from the brink of defeat to victory.

The 'Dig for Victory' campaign was set up during WWII by the British Ministry of Agriculture. Men and women across the country were encouraged to grow their own food in times of harsh rationing.



The Spitfire, also called Supermarine Spitfire, was the most widely produced and strategically important British single-seat fighter of World War II.

1939: Germany invades Poland, triggering the outbreak of World War Two.

1940: The Dunkirk evacuation, where British and Allied forces were rescued from the beaches of Dunkirk, France.

1940: The Battle of Britain takes place, with the Royal Air Force successfully defending against German air attacks.

1940-1941: The Blitz begins, with German bombing raids targeting British cities.

1941: Japan attacks Pearl Harbor, leading to the United States entering the war.

1944: D-Day, the Allied invasion of Normandy, launches the liberation of Western Europe.

1945: Germany surrenders, and the war in Europe ends.

1945: Japan surrenders after the atomic bombings of Hiroshima and Nagasaki, officially ending World War Two.

Evacuation	The Blitz	The Battle of Britain
During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. The British evacuation began on Friday 1 September 1939.	The 'Blitz' – from the German term Blitzkrieg ('lightning war') – was the sustained campaign of aerial bombing attacks on British towns and cities carried out by the Luftwaffe (German Air Force) from September 1940 until May 1941.	The Battle of Britain was a major air campaign fought largely over southern England in the summer and autumn of 1940. After the evacuation of the British Expeditionary Force from Dunkirk and the Fall of France, Germany planned to gain air superiority in preparation for an invasion of Great Britain.



Key Learning

- We use scientific symbols to represent the components (parts) of a circuit.
- The brightness of a bulb or the loudness of a buzzer is affected by the number of cells in a circuit.
- The brightness of a bulb or the loudness of a buzzer is affected by the voltage of cells in a circuit.
- The number of components in a circuit can affect how they function.
- The arrangement of components in a circuit can affect how they function.
- The length of wires in a circuit can affect how the components function.

Common Electrical Hazards:

1. Overloading a plug extension socket.
2. Exposed wires.
3. Damaged wall sockets
4. Wires left along the floor for people to trip on
5. Placing metal into electrical appliances or open sockets
6. Electrical appliances and wires near water.



Vocabulary

Circuit: a closed loop for electricity to travel around

Component: a part used in an electrical circuit

Electricity: a form of energy caused by electrons moving

Cell: (battery) a stored source of electricity

Switch: a switch turns an electrical circuit on or off by completing or breaking the circuit

Conductor: an object that allows electricity to flow through it easily (objects made of metal are good conductors)

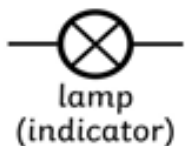
Insulator: an object that does not allow electricity to flow through it easily

Circuit: symbols see diagram

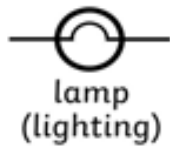
Voltage: a force that makes electricity flow through a wire (it is measured in volts)

• **Motor:** a machine that turns electrical energy into movement

Electrical Circuit Symbols



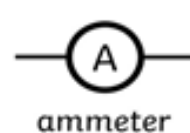
lamp
(indicator)



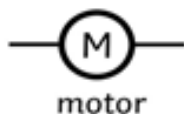
lamp
(lighting)



wire



ammeter



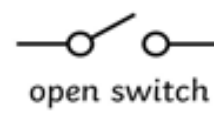
motor



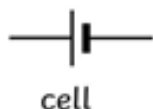
voltmeter



buzzer



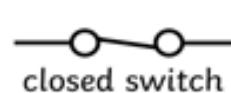
open switch



cell



battery



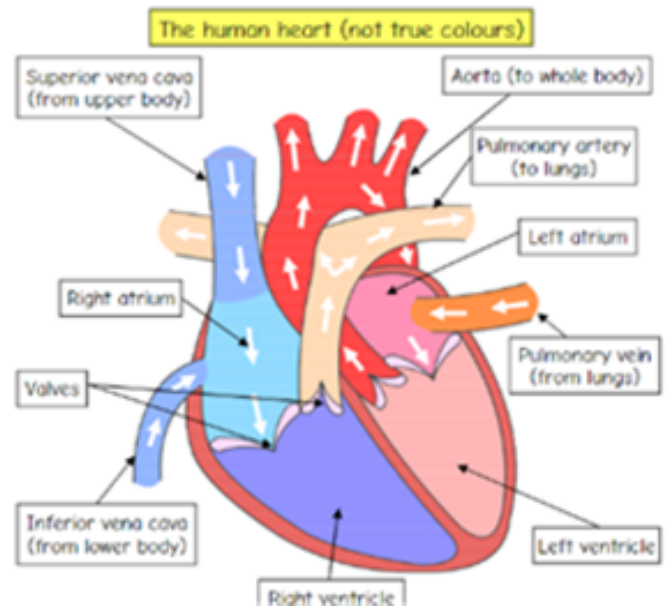
closed switch



The Heart

The heart is a muscle which pumps blood around the body. Blood flows through its four chambers: two atria and two ventricles. Veins carry blood to the heart and arteries carry blood from the heart to the body. Blood flows into the left and right atria from the whole body.

It then passes through door-like valves to get to the ventricles. From here, blood is pushed out of the heart. The heart and lungs work together to deliver oxygen to the body and remove oxygen from the body.



Key Vocabulary

aorta the main artery through which blood leaves your heart before it flows through the rest of your body

arteries a tube in your body that carries oxygenated blood from your heart to the rest of your body

atrium one of the chambers in the heart

blood vessels the narrow tubes through which your blood flows. Arteries, veins and capillaries are blood vessels.

capillaries tiny blood vessels in your body

carbon dioxide a gas produced by animals and people breathing out

Deoxygenated blood that does not contain oxygen

heart the organ in your chest that pumps the blood around your body

lungs two organs inside your chest which fill with air when you breathe in. They oxygenate the blood and remove carbon dioxide from it.

nutrients substances that help plants and animals to grow

organ a part of your body that has a particular purpose

oxygen a colourless gas that plants and animals need to survive

oxygenated blood that contains oxygen

pulse the regular beating of blood through your body. How fast or slow your pulse is depends on the activity you are doing.

respiration process of respiring; breathing ; inhaling and exhaling air

veins a tube in your body that carries deoxygenated blood to your heart from the rest of your body

ventricle one of the chambers in the heart

The Circulatory System

The circulatory system is made up of blood vessels that carry blood away from and towards the heart. Arteries carry blood away from the heart and veins carry blood back to the heart. The circulatory system carries oxygen, nutrients, and hormones to cells, and removes waste products, like carbon dioxide.

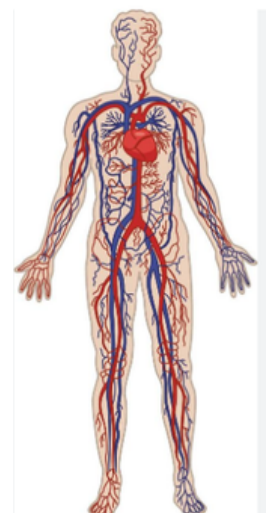
Choices that can harm the circulatory system:

Some choices, such as smoking and drinking alcohol can be harmful to our health.

Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death .

Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death

Why is exercise so important? Exercise can: tone our muscles and reduce fat, increase fitness make you feel physically and mentally healthier, it strengthens the heart and improves lung function.





Core Christian Beliefs

God as Creator: Christians believe that there is one God who created the world and everything in it. This belief motivates many to care for the environment and protect creation.

Jesus as the Son of God: Christians recognise Jesus as the Son of God who was sent to save mankind from death and sin. Jesus Christ taught that he was Son of God. His teachings can be summarised, briefly as the love of God and love of one's neighbour. Jesus said that he had come to fulfil God's law rather than teach it.

Life After Death: Christians believe in a spiritual life after death, with the soul going to be with God. They believe in the resurrection of the body, inspired by Jesus' own resurrection from the dead. This belief is a source of hope and comfort.

The Trinity: The belief that God is one being who exists in three persons: the Father, the Son (Jesus), and the Holy Spirit.

The Bible: The Bible is considered the sacred scripture of Christianity. The Christian faith considers the Bible to be sacred because it contains messages from God.

Resurrection	The belief that a person who has died will be brought back to life. For Christians, this specifically refers to Jesus rising from the dead and the belief that believers will also be raised to life after death.
Eternal Life	A concept in Christianity that the soul lives on forever with God in heaven after physical death.
Commitment	Being dedicated and devoted to a person, cause, or belief. Christians show their commitment to God in many ways.
Sacrament	A special Christian ritual believed to be a sign of God's grace. The most common are baptism and Communion (Eucharist).
Denomination	A different branch or group within the Christian faith (e.g., Catholic, Protestant, Methodist).
Stewardship	The belief that humans have a responsibility to care for God's creation, including the earth and its resources.
Social Justice	The belief that everyone deserves equal rights and opportunities and that Christians should work to help those who are treated unfairly.





Year Six- Autumn Term
French
Au Salon du Thé

French	English
 un croissant	a croissant
 un pain au chocolat	a pain au chocolat
 un sandwich au jambon	a ham sandwich
 un sandwich au fromage	a cheese sandwich
 un croque-monsieur	a ham and cheese toastie
 un café	a coffee
 un café au lait	a coffee with milk
 un thé	a tea
 un jus d'orange	an orange juice
 un coca-cola	a coca-cola
 un chocolat chaud	a hot chocolate
 une part de gâteau au chocolat	a slice of chocolate cake
 une part de quiche	a slice of quiche
 une brioche	a brioche



un croissant



un pain au chocolat



un café



un chocolat chaud

French	English
 une crêpe	a crepe
 une salade	a salad
 une omelette	an omelette
 une tartelette	a small tart
 une limonade	a lemonade
 une grenadine	a grenadine
Bonjour !	Hello!
Au revoir !	Goodbye!
Vous désirez ?	What would you like?
Je voudrais...	I would like...
merci	thank you
s'il vous plaît	please
et	and
l'addition	the bill



Year Six- Autumn Term
French
Au Salon du Thé

French	English
La Seconde Guerre mondiale	The Second World War
l'Angleterre	England
la France	France
l'Italie	Italy
l'Allemagne	Germany
la Pologne	Poland
la Tchécoslovaquie	Czechoslovakia
les États-Unis	The United States (of America)
En Angleterre on parle...	In England you speak...
En France on parle...	In France you speak...
En Italie on parle...	In Italy you speak...
En Allemagne on parle...	In Germany you speak...
En Pologne on parle...	In Poland you speak...
En Tchécoslovaquie on parlait...	In Czechoslovakia you spoke...
Aux États-Unis on parle...	In the United States (of America) you speak...
l'anglais	English



L'Angleterre



La France



La Pologne



L'Allemagne

French	English
le français	French
l'italien	Italian
l'allemand	German
le polonais	Polish
le tchécoslovaque	Czechoslovakian
Cher papa...	Dear dad...
Chère maman...	Dear mum...
Chers parents...	Dear parents...
Bonjour !	Hello!
Ça va ?	How are you?
Moi, ça va bien.	I am well.
Moi, ça va mal.	I am not great.
Je suis à la campagne.	I am in the countryside.
Je suis en ville.	I am in the city.
À la campagne c'est...	In the countryside it is...
En ville c'est...	In the city it is



Vocabulary

Canon

A piece of music where a melody is played and then imitated (one or more times) after a short delay. For example, when you sing in a 'round'.

Compose

To write or create a work of art, such as a piece of music.

Improvise

To make up music as it is played or performed.

Kodaly Method

The idea of this method is to teach music by listening, singing, moving and dancing before reading and writing. A bit like learning a language.

Melody

Notes of different pitches played in a sequence in order to create a tune.

Music critic

A person who analyses and reviews pieces of music.

Notate

Write symbols to represent music.

Pulse

Pulse is a steady beat - the heartbeat of the music.

Rhythm

The pattern of long and short notes in music.

Unison

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

Kodaly rhythms

These are the rhythm names we use in the Kodaly Method.



TA = Crotchet

This is one beat.
We clap once.



Ti-Ti = Quaver

This is also one beat, which means that a single Ti is half a beat. We clap twice, double the speed of TA.



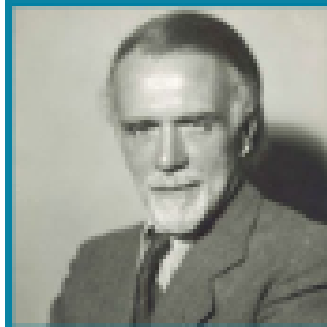
SH = Crotchet rest

This is a rest for one beat. There is no sound. We open our hands to show there is a beat, but no sound.



TWO = Minim

This is two beats. We clap at the beginning of the note, then slide our hands to show there are two beats.



Zoltán Kodály
Born December 16, 1882
Died March 06, 1967
Born in Hungary
Modern Period: 1900 to the Present

Zoltán Kodály was born in Kecskemét, Hungary. Because his father worked with the Hungarian Railway System, the family was transferred a lot. As a result, Zoltán learned about music from all different parts of his country as he moved around. That was the beginning of his lifelong interest in folk music.

Both of Zoltán's parents were amateur musicians, so there was also music in the house. As a boy, Zoltán learned to play the violin, piano, viola, and cello. He performed in his school orchestra and at home with his parents.

As an adult, Kodály continued traveling around Hungary, collecting and studying Hungarian folk music. Much of the music he collected was on early recording devices. He also created a new way to teach music to children. His system became known as the Kodály Concept (or Method), and it's still used today by teachers around the world.

Kodály's most popular work was the suite from his opera Háry János. Háry János was a real man who liked to sit around at the village inn telling tall tales about his defeating Napoleon's army all by himself. The "Viennese Musical Clock" describes the mechanical clock Háry János hears at the imperial palace.



Handwriting must use the correct formation, should be cursive, even, correctly spaced and fluent. Writers can begin to develop their own style.

Writing a Play Script

Key

Character names	Speech
Setting the scene	Character directions within speech
Stage directions	

**NO INVERTED
COMMAS
NEEDED**

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Alice enters the scene, stage left.

Mad Hatter: *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice. It's you.*

Dormouse: *(exasperated) No it's not! Hare brought us the wrong Alice!*

Hare: *(gasps and throws his hands against his head) It's the wrong Alice!*

Mad Hatter: *You're absolutely Alice, I'd know you anywhere!
(to the rest of the characters at the table)
I'd know her anywhere!*

Dormouse and Hare laugh maniacally.

*Well, as you can see we're still having tea.
You're terribly late you know... naughty.*

Alice: *I'm incredibly intrigued.*

Mad Hatter: *Yes yes of course, but now we must get onto the Frabjous Day!*

**Dormouse &
Hare together:** **FRABJOUS DAY!!**

Mad Hatter: *We're investigating things that begin with the letter M.
(whispers) Have you any idea why a raven is like a writing desk?*



Writing a Persuasive Text

- Titles implies a viewpoint
- Reasons need to support viewpoint
- Facts and evidence need to support reasons
- Connectives are needed to link ideas (however, furthermore, in addition, therefore)
- Persuasive devices are used (obviously, without doubt, it is clear, undoubtedly, there is no reason, there can be no question)
- Powerful adjectives used for impact -Rhetorical questions used to make the reader think
- Conclusion summarises the case and states a clear opinion
- Some persuasive texts such as adverts frequently use:
Word repetition - Word alliteration - Emotional language
- Strong argument - Bold, colourful, capitalised font

Narrative Writing

Your story should be written using the following techniques:

- Paragraphs: Vary connectives within paragraphs to build cohesion ; use change of place, time and action to link ideas across paragraphs.
- Use of time slips– both forward and backward
- Vocabulary and dialogue used to move the story on
- Managed shifts in formality
- Varied story openings: flash backs; dialogue between characters; straight into action; a question to the reader; description of character or setting
- Build-up –development of suspense techniques
- Problem / Dilemma –may be more than one problem to be resolved
- Resolution –clear links with dilemma
- Ending –character could reflect on events,; morals or lessons; cliff hanger; look to the future; ask a question; relate back to start

Writing a Journalistic Report

- Use the past tense
- The report is usually in the near past (yesterday or last week)
- Use the third person
- Do not include your own opinions
- Include quotations from experts or people involved
- Use reported speech as well as direct speech
- Begin with a snappy eye catching headline
- The first paragraph is called the lead paragraph and is an overview of the whole article (who, what, when, why where and how)
- Final paragraph: summarises the story; looks to the future; asks a question
- Can include a photograph with a caption

Features of a Biography

Purpose:

To give an account of someone's life



Structure:

- Opening statement introduces the subject, and explains why he/she is known
- Significant events are ordered chronologically
- Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion

Language Features:

- Refers to named individuals
- Contains dates linked to specific events
- Written in the past tense
- Can include direct and indirect speech and quotes from other sources
- Written in 3rd person
- Includes time connectives to link ideas
- Events are anecdotal in style (rather than lists of facts), and engage the reader



A SENTENCE must make sense. Re-organising sentences using clauses can create interest and effect

Rhetorical Questions

Have you ever thought about using a rhetorical questions? Did you know that they can hook the reader in? Were you aware of the fact that rhetorical questions don't actually need an answer?

Do you think that...?
Don't you think that...?
Isn't it time to...?
Have you ever thought about...?
Why not...?
Need a...?
Need to...?
Fancy...?
Fed up with...?
Bored by...?
Haven't you always longed for a...?
Thought about...?
Worried about...?

To add interest to your writing you can use:
Personification
Alliteration
Onomatopoeia
Metaphors
Similes

GRAMMAR TO USE AND LEARN

Direct Speech: "Time for bed," said Mum.

Reported Speech: Mum said that it was time for bed.



Accurate, basic PUNCTUATION is vital

Higher level punctuation should be used whenever you can:

- Colons- at the start of a list and to separate two independent clauses
- Semi-colons- to separate phrases in a list and two independent clauses
- Bullet points- at the start of each item in a list
- Dashes- same as a colon but less formal
- Hyphens- to avoid ambiguity between two words
- Brackets- to add information
- Parenthesis- brackets, commas and dashes

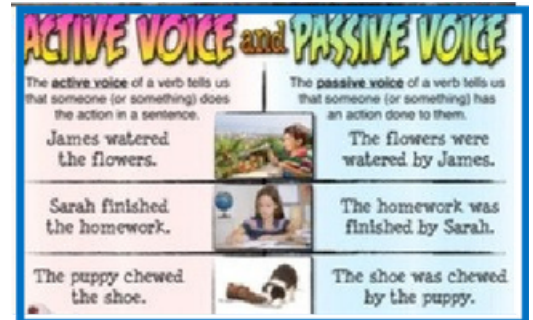
Non-Standard English: They ain't got nothing.
Standard English: They haven't got anything.

Non-Standard English: I love the player what scored
Standard English: I love the player who scored.

Non-Standard English: We was there yesterday.
Standard English: We were there yesterday.

Non-Standard English: Pass me them books!
Standard English: Pass me those books!

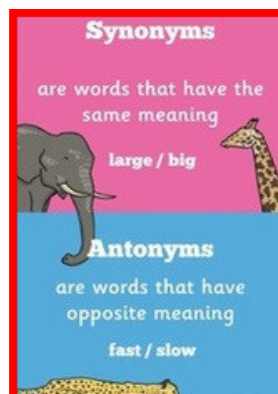
Non-Standard English: I played good.
Standard English: I played well.



Modal verbs

Modal verbs change the meaning of other verbs. They can express:

OBLIGATION	CERTAINTY	ABILITY
should must ought	will would might may shall	can could



prefix	examples
ad-	adapt, admit, advance
de-	deceive, deform, describe
im-/in-	impose, increase, inform
per-	perform, persuade, perceive
re-	recall, receive, reproduce

SPELLINGS TO LEARN

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

2D shapes

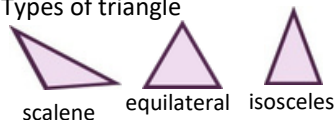
Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides

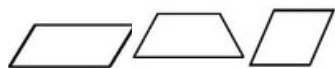
regular = all sides/angles the same

irregular = sides/angles not same

Types of triangle



Types of quadrilateral



parallelogram trapezium rhombus

AREA

is the amount of space inside a 2D shape

usually measured in cm^2 or m^2 .

Area of a triangle = $(\text{base} \times \text{height}) \div 2$

Area of a

parallelogram = $\text{base} \times \text{height}$

(Height = perpendicular height)

Measurement conversions

Month	Days	1 centimetre	10mm
January	31	1 metre	100cm
February	28 (29 in leap year)	1 kilometre	1,000 m
March	31		
April	30	1mile	1.6 km
May	31	1 kilometre	0.625 ($5/8$) mile
June	30		
July	31	1kilogram	1,000 grams
August	31		
September	30	1litre	1,000 millilitres
October	31		
November	30		
December	31		

1 year = 365 days ($\approx$ 52 weeks)

Leap year = 366 days

Short multiplication

342 $\times$ 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \end{array}$$

Answer: 2394

Long multiplication

24 $\times$ 16 becomes

$$\begin{array}{r} 24 \\ \times 16 \\ \hline 144 \\ 240 \\ \hline 384 \end{array}$$

Answer: 384

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are.

Shape vocabulary

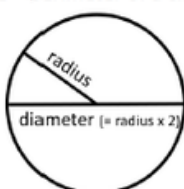
perimeter = measure around the edge (circumference = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



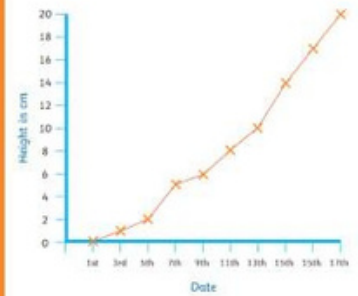


Place Value

M	HTh	TTh	T	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	0	0	0	0	5	4	0	0	0
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Line Graph

A line graph uses points connected by lines to show how something changes in value.



Pie Chart

A pie chart is a circular chart divided into sections. Each sector shows the relative size of each value.



3D shapes



square-based pyramid



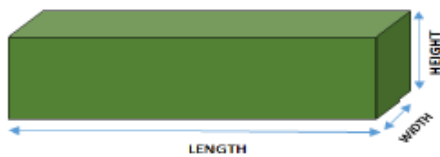
triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length x width x height

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Long division

$432 \div 15$ becomes

$$\begin{array}{r}
 28 \text{ r } 12 \\
 15 \overline{) 432} \\
 \underline{30} \\
 132 \\
 \underline{120} \\
 12
 \end{array}$$

Answer: 28 remainder 12

Short division

$98 \div 7$ becomes

$$\begin{array}{r}
 14 \\
 7 \overline{) 98} \\
 \underline{7} \\
 28 \\
 \underline{28} \\
 0
 \end{array}$$

Answer: 14