

Year 5

2023-24

Knowledge Organisers

Autumn 1

## Year 5 - Families and relationships

Attributes	Qualities or characteristics that make up someone's personality.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Cyberbullying	Bullying that occurs through the internet.
Marriage	The legal commitment of two people to each other which is intended to be lifelong.
Secret	Something which is not meant to be known or seen by anyone.
Wedding	The ceremony which celebrates the marriage of two people.

## Key facts

There are many qualities which make a good friend.



Problems in friendships can be overcome and sometimes the friendship can be stronger afterwards.



People can decide if they want to get married or not.



Everyone is different and it is important to recognise our positive attributes.



Some people bully others because they have their own problems and they need help and support to overcome their problems.

If we are aware of bullying, it is important to try and help and not be a bystander.

## Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

**Contact:** Childline

[www.childline.org](http://www.childline.org) | 0800 1111

Calls DO NOT show on the phone bill



Sometimes families experience problems and there are people who can help.



If we are worried about something which is happening to us or a friend, we should talk to an adult we trust.

Year 5: Blues



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale, and it includes a lot of improvisation.

Instruments



**Flat** ♭ - Is a note that is played 'flat' rather than at a natural pitch.

**Sharp** ♯ - Is a note that is played 'sharp' rather than at a natural pitch

Vocabulary

**12-bar blues** A series of chords played in a specific order.

C C C C	C C C C	C C C C	C C C C
F F F F	F F F F	C C C C	C C C C
G G G G	F F F F	C C C C	C C C C

**Chord** Two or more notes that are played at the same time and work in harmony.

**Scale** Any set of musical notes which are in order of their pitch.

**Ascending scale** A scale in which the pitch of the notes goes up.

**Descending scale** A scale in which the pitch of the notes goes down.

**Blues scale** A set of notes used to play a melody over a 12-bar blues.

**Improvisation** Making up music as it is played or performed.

**Bent notes** A musical note that varies in pitch usually going up slightly at the end.

**Bar** A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).

**Quaver** A note which last for half a beat.

**Disciplines:** Typography, Drawing, Collage, Sketchbooks

**I Can...**

- I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.
- I have seen how other artists work with typography and have been able to share my thoughts on their work.
- I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
- I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
- I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.
- I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.
- I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.
- I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.
- I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

### Vocabulary:

Typography, Lettering, Graphics, Design,  
 Communicate, Emotions, Purpose, Intention,  
 Playful, Exploratory,  
 Visual Impact

Pictorial Maps, Identity, Symbols,  
 Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

**Louise Fili**





# LIVING THINGS and their habitats KNOWLEDGE ORGANISER



## What you should already know...



- There are seven common features of living things – Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion & Nutrition.
- Animals can be grouped into vertebrates (have backbone) and invertebrates (have no backbone). They can be grouped into further categories, e.g. mammals, reptiles, birds, etc.
- Plants can also be categorised in many different ways, e.g. flowering and non-flowering plants.
- Animals are often adapted to the habitats they live in. Both natural and man-made events can change habitats over time, placing animals in danger.

## Naturalists and Animal Behaviourists

### Naturalists

A natural scientist, or naturalist, studies animals and plants by observation, rather than by experimenting.

One example of a naturalist is Sir David Attenborough, who is known for presenting information and findings about animals through innovative and engaging television programmes.

- Other naturalists include:
- Charles Darwin
  - Alfred Russel Wallace
  - Steve Irwin



### Animal Behaviourists

Animal behaviourists make scientific studies of everything that animals do, from observations to experimentation.



One example of an animal behaviourist is Dr Jane Goodall, who is best known for her 55-year study of the behaviour of chimpanzees. She is the founder of a conservation institute.



- Others include:
- Karl von Frisch
  - Konrad Lorenz
  - Nikolaas Tinbergen.

## Animal Life Cycles

A life cycle is the series of changes that an animal goes through in its life, including reproduction.

Mammals	Amphibians	Insects	Birds
<p>-Mammals have a 3-stage life cycle.</p> <p>-Stage 1: The gestation period – the embryo grows inside the mother &amp; is dependent on her.</p> <p>-Stage 2: The young mammal grows and develops independence.</p> <p>-Stage 3: Adult mates in order to reproduce.</p> 	<p>-Many amphibians have a 5-stage life cycle.</p> <p>-Stage 1: Female lays eggs, fertilized by the male.</p> <p>-Stage 2: Tadpole breathes in water through gills.</p> <p>-Stage 3: Grows fins and develops lungs.</p> <p>-Stage 4: Tadpole grows front legs. Jumps from water onto land.</p> <p>-Stage 5: Starts to eat insects/plants. Takes 2-4 years to become adult.</p>	<p>-Most insects undergo metamorphosis and have a life cycle of 4 stages.</p> <p>-Stage 1: Eggs laid by female insect.</p> <p>-Stage 2: Eggs hatch into larva, e.g. caterpillar, maggots, grubs.</p> <p>-Stage 4: The pupa (hard coating) is formed. Inside this, the larva transforms.</p> <p>-Stage 5: The adult breaks out of the pupa and matures.</p>	<p>-Birds have a 3-stage life cycle.</p> <p>-Stage 1: Eggs laid by the mother. Parents care for the egg until hatching.</p> <p>-Stage 2: Mother and father feed the bird until it is independent.</p> <p>-Stage 3: Adult mates in order to reproduce.</p> 

## Plant Life Cycles

Plants are able to reproduce in two ways – sexual reproduction and asexual reproduction.

Sexual reproduction in plants is cyclical, following this process:

1. Germination – The plant begins to grow from a seed. Roots form under the soil and a stem, leaves and flower shoots above the surface.
2. Pollination – Pollen produced by the flower is carried by insects or blown by the wind to another flower.
3. Fertilisation – The pollen reaches another flower and makes its way to the ovary, where it is fertilised.
4. Dispersal – The seeds are scattered by animals or the wind.


Asexual reproduction involves plants producing an identical copy of themselves.

This can happen in a number of different ways. Some plants are able to produce bulbs (e.g. daffodils and snowdrops). Others, like potatoes produce tubers. Tubers lie below the soil, and grow into plants the next year.




## Human Life Cycle






# COMPUTING SYSTEMS AND NETWORKS

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## KNOWLEDGE ORGANISER

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### Overview




#### Systems

- You should also know that Information technology (I.T.) includes computers and things that work with computers.
- You should also know that computers have Input, Process and Output (IPO) components.
- Computer systems are built using a number of parts.
- Computer systems can communicate with other devices.
- There are many, many different kinds of computer systems all around the world, ranging from small-scale to large scale.

### Transferring Information

#### Protocols and Packets

- Protocols are an agreed way of doing something. When we communicate, we use an agreed set of protocols (greeting, speaking, listening, etc.).
- In computing, agreed protocols are the way that computers communicate with one another.
- The digital information they send is called a 'packet.'




#### IP Addresses

- Computers and their users are not always in the same place as one another.
- With billions of computers around the world, computers need to send the information to the correct place.
- To do this, computers use special addresses called IP addresses. They may look like this:

From: 216. 58. 1. 214

To: 216. 64. 1. 20

My IP Address  
63.255.173.183






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### Systems


-Systems are a set of things working together as parts of a whole.

-Computer systems are made up of inputs (something that sends a message to the device), processes (the way the device acts on the message) and outputs (something that is sent out by the device). Below are some examples.

<p><b>Washing Machine:</b></p> <p>Input: Dials and buttons.</p> <p>Process: The computer inside follows a program.</p> <p>Output: The clothes are washed and the display shows the remaining time.</p> 	<p><b>DVD Player:</b></p> <p>Input: The disc is inserted and play is pressed on the remote.</p> <p>Process: The system reads the information on the disc</p> <p>Output: The screen displays the movie/ show.</p> 	<p><b>Smart Locker:</b></p> <p>Input: The customer scans in a barcode.</p> <p>Process: The code is recognised by the system.</p> <p>Output: The correct locker is opened.</p> 
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### Working Together

- Collaborating is another word for working together on something, to reach a shared goal.
- The internet can be used to help people collaborate online, even when they are a long distance apart!
- 'Chat' functions can be used keep each other updated with new information.
- Shared 'cloud' spaces and online drives can allow one or more person to have access to/ edit documents.
- When building upon someone else's work, you need to be aware of copyright and intellectual property rules.



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Important Vocabulary

System
Input
Process
Output
Protocol
IP Address
Packet
Reuse
Explore
Collaboration

There will be no History focus for Year 5 this half-term



## Year 5 Knowledge Organiser – AUTUMN TERM 1 niveau rouge

treize	13	quand	when
quatorze	14	une seconde	a second
quinze	15	une minute	a minute
seize	16	une heure	an hour
dix-sept	17	une journée / un jour	a day
dix-huit	18	une semaine	a week
dix-neuf	19	un mois	a month
vingt	20	une année / un an	a year
vingt et un	21		

Quelle heure est-il ? Il est

### Dictionary Skills

Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.

Grammar questions using inversion	Grammar clause	Grammar sentence	Grammar cognate and false friend	Pronunciation the grapheme qu
<p>Questions can be formed by inverting the verb and pronoun. In writing, a hyphen is put in between the verb and pronoun, e.g. <i>Il est quelle heure ?</i> becomes <i>Quelle heure est-il ?</i></p>	<p>A <b>clause</b> is a group of words that can form a sentence, or part of a sentence. It always contains a verb. A <b>main clause</b> can stand alone and makes sense on its own. A <b>subordinate clause</b> cannot stand alone and is incomplete by itself.</p>	<p>A <b>simple sentence</b> is made up of one clause. A <b>complex sentence</b> is made up of at least two clauses: main and subordinate.</p>	<p>A <b>cognate</b> is a word in two languages that looks or sounds similar, and has the same meaning. A <b>false friend</b> is a word in two languages that looks or sounds similar, but does not have the same meaning.</p>	<p>The letters <b>qu</b> in English represent two phonemes: [k] and [w]. In French these letters form a grapheme that represents a single phoneme: [k]. The same phoneme can be represented by the letter <b>q</b> without the <b>u</b> if it comes at the end of a word.</p>

<p>un parc</p> <p>parc</p> <p>a park</p>	<p>un cinéma</p> <p>cinéma</p> <p>a cinema</p>	<p>un supermarché</p> <p>Supermarché</p> <p>a supermarket</p>	<p>un magasin</p> <p>magasin</p> <p>a shop</p>	<p>un restaurant</p> <p>restaurant</p> <p>a restaurant</p>
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# Geography- Year 5- Autumn Mountains



Mt Everest- summit 8848m high.

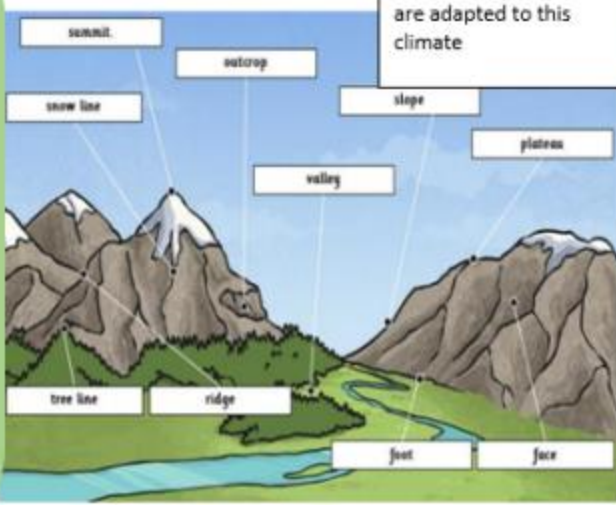


**The Himalayas**

- The Sherpa are a group of people living in the most mountainous areas of the Himalayas.
- lower slopes are used for grazing animals such as yaks
- The dense woodland is used for timber.
- Tourism is important for the economy
- Plants and animals vary due to the altitude and are adapted to this climate

**How are mountains formed?**

- Fold Mountains:** formed when two tectonic plates collide headon. Example: The Himalayas in Asia.
- Fault-block Mountains:** formed when cracks in the Earth's surface force some materials upwards.
- Dome Mountains:** formed when magma (melted rock) pushes its way up under the Earth's crust.
- Volcanic Mountains:** formed when magma deep within the Earth erupts and piles up on the surface.
- Plateau Mountains:** areas of high, flat land over 600 metres above sea level.



Vocabulary	Definition
Mountain	A tall land form, often found as part of a group, called a mountain range, usually higher than 600m.
Elevation	
Hill	A rounded elevation of land lower than a mountain.
Mountain range	A group of mountains that form a chain or cluster
Summit	The highest point on a mountain
Slope	the slanted side of a mountain
Plateau	an area of flat, high ground
Base	The bottom of the mountain
Ridge	The long narrow top of a mountain
Topography	The arrangement of the natural and artificial physical features of an area.
Contour Lines	A contour line shows where slopes, hills and mountains are. The closer the lines are together the steeper the slope. The number of lines tell you how far above sea level the land is.
Altitude	The height of an object in relation to sea level.
Tectonic plates	Large pieces of rock that make up the Earth's surface
Avalanche	A large mass of snow or ice detached from the mountain slope and heading down the mountain
Ascent	A climb or walk to the summit of a mountain or hill.
The Himalayas	A mountain range in South and East Asia separating the plains of the Indian subcontinent from the Tibetan Plateau. The highest, Mount Everest, at the border between Nepal and China.



I can consistently try to improve.  
I can cope well and react positively when things become difficult.  
I can persevere with a task and improve my performance with regular practise.



## Coordination Ball Skills

I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times.  
I can move a ball around my waist into a figure of 8 around both legs 10 times.  
I can move a ball around my waist and then around alternate legs 12 times.  
I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce.

# PE Y5

## Autumn 1





## Agility Reaction / Response

I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce.  
I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

### Vocabulary

Alternate  
Control  
Coordination  
React  
Figure of eight  
Perseverance  
Communication  
Ready position  
Agility  
Reaction  
Response  
Evaluate  
Balanced

# Religious Education

Key Question: Do Muslims need the Qur'an?	
<b>Learning Intention:</b> *To explore different ways of showing belief with special reference to Islam	
<b>Values Explored:</b> community, faith, respect	<b>Key Vocabulary:</b>  <b>Sacred text-</b> a text that is believed to be the word of God  <b>Wudu-</b> the practise of ritual washing before daily prayer  <b>Hadith-</b> a major source of religious law and moral guidance from the sayings and traditions of the Prophet Muhammad  <b>Hafiz-</b> a term used by Muslims for people that have learnt the Qur'an by heart  <b>Calligraphy-</b> the art of beautiful handwriting
<b>What I should already know:</b> *The Christian sacred text is The Bible *The Jewish sacred text is The Torah	
<b>What I will know by the end of this unit:</b> *Links between the way the Qur'an is used in a mosque and Muslim beliefs *Three things that Muslims believe in, referring to the teaching of the Qur'an *The impact of the Qur'an on the lives of believers *Ways in which the Qur'an is treated with respect, suggesting reasons *What texts influence your own life and be able to say why *Important questions about your own and Muslim beliefs about Sacred Texts	
<b>I will know a range of stories from The Hadith by the end of this unit:</b>  	<b>Reflection:</b>   Is it valuable to read a sacred text?