

Year 5

2023-24

Knowledge Organisers

Summer 1

No DT focus for this half-term

# Music



## Hanslope Primary School Music Knowledge Organiser

**Year 5: Looping and remixing.**

How does this link to my previous learning?

This links to adapting and changes in music.

What key vocabulary will I learn?

- Layers – The different instruments, rhythms or melodies that build the overall texture or a piece of music.
- Loop – A repeated section of music.
- Remix – A new version of an existing piece of music that has been altered with effects.
- Fragment – A short section of music.
- Melody line – The notes that make a melody.
- Structure – The overall organization of a piece of music. In a song, this could be the order that different parts are played in, for example verse, chorus, verse.
- Backbeat – Rhythmic beat going along in the background to accompany the music.

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

How does this link to my future learning?

This links to all Year 6 units when editing or remixing their music.

What will I know by the end of this unit:

- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.



## Hanslope Primary School Art Knowledge Organiser – Summer 1

Year 5: Architecture: Dream Big or Small?

### How does this link to my previous learning?

- To produce creative sculpture, exploring ideas and recording experiences.
- To create sketch books to record observations

### What key vocabulary will I learn:

**Domestic Architecture** – the architecture of single or multiple dwellings.

**Aspirational** – having high hopes

**Visionary** – a strong vision for the future

**Tiny House Movement** – an architectural and social movement that encourages living a simpler life in a smaller place.

**Form** – the shape and structure of something

**Structure** – a building or other constructed object.

**Interior** – within, inside of anything.

**Exterior** – outer, being on the outside.

**Context** – the parts of conversation that throw light on meaning.

**Location** – the position occupied by an object.

**Model** – a representation of an object

**Maquette** – a small drawing or model that is used for the basis of a sculpture.

### National Curriculum Links:

To become proficient in drawing, painting, sculpture and other art, craft and design techniques

### How does this link to my future learning?

- To increase mastery of art and design techniques, including drawing and sculpture.

### What will I know by the end of this unit:

To explore domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.

To use my sketchbook to collect, record and reflect my ideas and thoughts.

To make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.

To explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.

To make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.

To present my work, reflect and share it with my classmates.

To respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.

To photograph my work considering lighting, focus and composition.

To make short films of my work giving a close-up tour of my architectural model.



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 5

#### Summer 1: Economic Wellbeing

#### How does this link to my previous learning?

In Year 4, children focused on:

- Recognising value for money.
- Understanding differing opinions on spending.
- Exploring how to safeguard money effectively.

#### What key vocabulary will I learn:

- Allocate – to give something to someone else – in terms of money, it may be something allocated for a certain purpose/job
- Borrow – recognising that borrowing money is called a loan – which may include interest and contemplating the dangers
- Expenditure – the action of spending funds
- Impact – used in the context of the impact of money effecting your mental health
- Income – money received from work or investments
- Loan – linked with borrow
- Prioritise – consider the importance of payment and when – link with their understanding of priorities in their own life currently
- Repayment – linked with loans and interest
- Risk – linked with loans – consider the dangers

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

#### How does this link to my future learning?

In Year 6, children are learning to:

- Evaluate the suitability of different career paths.
- Align career options with personal interests and strengths.

#### What will I know by the end of this unit:

- Principles of budgeting and its consequences.
- Concept of income, expenditure, and informed spending.
- The responsibilities and consequences of borrowing money.
- Risks and strategies for safeguarding money.
- Emotional responses to various money situations.
- Factors influencing career decisions.
- The impact of education and interests on career paths.
- The effects and challenges of workplace stereotypes.



## Hanslope Primary School Science Knowledge Organiser

### Year Five - Forces

#### How does this link to my previous learning?

Compare how things move on different surfaces  
Notice that some forces need contact between two objects, but magnetic forces can act at a distance

#### What key vocabulary will I learn:

There are a number of different forces that affect us in our daily lives:

**Gravity** attracts all matter towards each other.

**Applied force:** The force placed on an object by a living creature.

**Friction:** the 'sticking' force that occurs when an object moves over another.

**Air resistance** is a type of friction force that pulls against an object travelling through the air. Some objects are more 'streamlined', meaning that the air pulls on them less, and they travel faster.

**Water resistance** is the friction force on objects floating or moving in water.

**Surface resistance** is the friction force of objects moving across a surface.



#### National Curriculum Links:

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

#### What will I know by the end of this unit:

Gravity has been around since the beginning of the Universe, and applies to all matter in the Universe.

-The bigger an object's mass, the more gravity it will have. The smaller the mass of an object, the less gravity it will be subject to.

-Without gravity we would fly right off the planet! The moon's gravity causes our ocean tides on Earth. The Sun's gravity keeps Earth in orbit around the Sun.

-We don't actually "feel" gravity. We only feel the effects of trying to overcome it by jumping or when we fall.

-Sir Isaac Newton discovered gravity around 300 years ago. The tale is that he saw an apple fall from a tree, and wondered what force made it fall to the ground.

Simple machines and mechanisms include pulleys, gears and levers. They can be used to turn a small force into larger forces. This means that we can use these machines to accomplish things more easily.

-Levers give us extra pushing or pulling force and help us lift greater weights.

-Gears are different sized cogs which work together to give a machine extra force.

-Pulleys are wheels and ropes that work together to lift heavy objects.





## Hanslope Primary School Computing Knowledge Organiser

### Year 5: Creating Media

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### How does this link to my future learning?

Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

#### What key vocabulary will I learn:

**Vector** - a variable-sized sequence of values (not necessarily numbers)

**Object** - In computer science, an object can be a variable, a data structure, a function, or a method.

**Handles** - A reference to an object or structure that can be stored in a variable.

**Rotate** - Moving or shifting elements in a sequence to new positions.

**Enlarge/reduce** - To make larger/smaller in size.

**Layering** - layering is stacking various images, graphics, or text on top of one another.

**Gradient** - a vector that represents the rate of change of a function at a particular point.

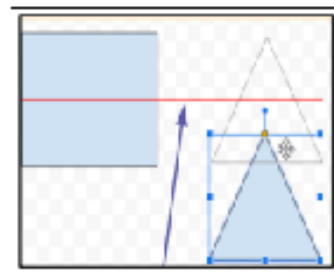
**Zoom** - to adjust the lens of a camera/lens so that the image seems to be bigger and closer.

**Alignment** - how text flows in relation to the rest of the page.

**Grouping** - Refers to a grouping of users.

#### What will I know by the end of this unit:

- To identify that drawing tools can be used to produce different outcomes.
- To create a vector drawing by combining shapes.
- To use tools to achieve a desired effect.
- To recognise that vector drawings consist of layers.
- To group objects to make them easier to work with
- To evaluate my vector drawing





## Hanslope Primary School Geography Knowledge Organiser

**Year 5: Why do we go on holiday to Greece?**

### How does this link to my previous learning?

- Weather (Yr1)
- Continents and oceans (Yr2)
- European neighbours (Yr3)
- Climate zones and biomes (Yr4)
- Map skills (Yr1-4)

### What key vocabulary will I learn:

- Europe- One of the Seven continents of the world
- Greece- A country in South Eastern Europe. Capital city is Athens.
- Continent- A large solid area of land. Earth has seven continents
- Country- Land that is controlled by a single government
- Mediterranean- this region includes the Mediterranean sea, hilly landscape and hot dry summers, humid, cool winters
- Border- real or artificial line that separates geographic areas
- Region- an area of land that have common features
- Tourism- when people travel from where they live to another place for relaxation or leisure
- Climate- the general weather conditions which are typical of a place

### National Curriculum Links:

- Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Greece)

### How does this link to my future learning?

- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources (KS3)

### What will I know by the end of this unit:

- I can locate the position of longitude. Latitude and explore how this explains time zones
- I can locate Greece and Mediterranean countries (Cyprus, Malta)
- I can locate the 4 countries which border Greece (Albania, Bulgaria, Macedonia, Turkey)
- I can compare a region of Greece to a region of the UK (human and physical - physical landscape, climate, food etc)
- I can explore the climate of the Mediterranean and explain how this impacts tourism
- I know the Mediterranean region includes the Mediterranean sea, Greece, Cyprus, Malta and parts of Italy, France and Spain
- I can explore human and physical features of Greece
- I can explain how the physical geography of Greece has had an impact on human activity (tourism, migration, land use, jobs)
- I can explain the advantages and disadvantages for the tourism of Greece
- I can investigate what farmers grow in Mediterranean Europe and how this differs to the UK





Hanslope Primary School French Knowledge Organiser

Year 5 Summer 1 Niveau Rouge

les jours de la semaine	days of the week	Number		Question and answer	
lundi	Monday	cinquante	50	Où vas-tu ?	Where are you going?
mardi	Tuesday	Time		Je vais à la...	I'm going to the...
mercredi	Wednesday	à quelle heure... ?	at what time... ?	Je vais au...	I'm going to the...
jeudi	Thursday	à une heure	at one o'clock	Je vais à l'...	I'm going to the...
vendredi	Friday				
samedi	Saturday				
dimanche	Sunday				

le deuxième arrondissement





## Hanslope Primary School

### Summer 1 PE Knowledge Organiser

**Year 5: physical and badminton**

#### How does this link to my previous learning?

- Links to physical skills taught in Y4
- Builds upon badminton skills learnt in Y4

#### National Curriculum Links:

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

#### How does this link to my future learning?

- Prepares for more games in Y6
- Builds upon physical skills ready for consolidation in Y6

#### What key vocabulary will I learn:

- Pathways
- Sending
- Receiving
- Direction
- Position
- Rally
- Hand eye coordination
- Stationary serve
- Stationary
- Possession
- Accuracy

#### Physical skills:

#### What will I know by the end of this unit:

- I can achieve good take off and height.
- I can land with balance and control.
- I can land softly and quietly.
- I can balance with minimum wobble (control).
- I can balance and move with smooth, controlled movements.
- I can balance with non-standing foot off the floor.

#### Hockey:

- I can identify and apply techniques for hitting a shuttlecock
- I can explore when different shots are best used.
- I can develop a backhand technique and use it in a game.
- I can practise techniques for all strokes.
- I can make the best use of space to pass and receive the ball/ shuttlecock
- I can demonstrate an increasing awareness of space.



## Hanslope Primary School Religious Education Knowledge Organiser

Year Five- Are you inspired?

### National Curriculum Links:

- To explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

- Year Five- Does God communicate with humans?
- Year Four- Is a Holy journey necessary for believers? Does Jesus really do miracles? Does prayer change things?
- Year Three- Does Jesus have authority for everyone?
- Year Two- Who should you follow?
- Year One- Should everyone follow Jesus?

### How does this link to my future learning?

- Key Stage Three: Further exploration of Christianity, alongside Sikhism and Buddhism.

### What key vocabulary will I learn:

- **Christ-** comes from the Greek word that means 'the anointed' or 'chosen one'. Christ is one of the names of Jesus, whom Christians believe to be the son of God
- **Holy Spirit-** in Christianity, the third person of the Trinity
- **Inspiration-** the process of being stimulated to do or feel something
- **Pentecost-** the Christian festival of the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh day after Easter



### What will I know by the end of this unit:

- Disciples were changed at Pentecost, the teachings of the church and the beliefs that follow on from this
- The work of the Spirit as that of the third person of the Trinity and the ability to explain that Christians believe the Holy Spirit influences them today
- Some of the Bible references that explain the character of the Holy Spirit
- The role the Holy Spirit plays in the church today
- **Pentecost in Acts 2 v 1-31**



- Stories about the miracles of Jesus, including revision of Jesus feeding the five thousand, stilling the storm, healing the paralysed man