

Year 5

2023-24

Knowledge Organisers

Summer 2

# Music



## Hanslope Primary School Music Knowledge Organiser

### Year 5: Composition notation (Egyptians)

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

This links to previous learning of Adapting and transposing motifs (Romans)

#### 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

#### What key vocabulary will I learn?

- Features
- Notation
- Repeating
- Unison
- Composition
- Structure
- Repetition
- Melody
- Tempo
- Compose
- Ensemble
- Minor key



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

Link to the Year 6 unit of composing and performing a leavers song.

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

- Sing in time and in tune with other people and the backing track.
- Remember the lyrics to a song
- Identify the structure of a piece of music and match this to a non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others
- Compose and play a melody using stave notation
- Contribute meaningfully to the group performance and composition
- Use hieroglyphic notation to show the structure of their piece.

# Art

**Year 5 have no Art focus this half term**

**PSHE**

**This term the children will be working on transition activities.**

**Year Five**

**Year Five will be focussing on the skills of working scientifically this term rather than a set topic in science.**

**The skills they are focussing on can be found in the Working Scientifically document.**



## Hanslope Primary School Computing Knowledge Organiser

Year 5: Selection in quizzes

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

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

### What key vocabulary will I learn:

- **Programming** - The process or activity of writing computer programs.
- **Debugging** - the process of finding and fixing errors or bugs in the source code of any software
- **Circuit** - a complete circular path that electricity flows through.
- **Electricity** - Electricity is the flow of electrical power or charge. Electricity is both a basic part of nature and one of the most widely used forms of energy.
- **Code** – Program instructions.
- **Motor** - A machine that supplies motive power for a vehicle or other device with moving parts.
- **Modify** - Make partial or minor changes to (something).

### National Curriculum Links:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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

- To explain how selection is used in computer programs.
- To relate that a conditional statement connects a condition to an outcome.
- To explain how selection directs the flow of a program.
- To design a program that uses selection.
- To create a program that uses selection.
- To evaluate my program.

SCRATCH



# Hanslope Primary School

## Design Technology Knowledge Organiser

### Year 5: (combining different fabric shapes)

#### Overview and prior learning

Combining Different Fabric Shapes

Textiles are flexible materials woven from fibres

-In your prior learning, you should have learnt that textiles are used to make clothing, sheets, towels, linen, carpets, rugs and a wide variety of other products. There are a wide range of textile fabrics.

-You should already know how to join fabrics in a number of ways, including using a range of sewing techniques.

-Textiles designers and makers can use stitches and other techniques (e.g. embroidery, tie dye) to add to the aesthetic appeal of their product.

-They can also add a number of features to improve the product's functionality, for example by adding a range of fasteners (e.g. clasps, ties, buttons, zips, studs, toggles and Velcro).

#### What key vocabulary will I learn:

Textiles	Fasteners
Sew/ Stitch	Embroidery
Aesthetics	Cross Stitch
Functionality	Stem Stitch
Stitch	Chain Stitch
Tie Dye	Satin Stitch



#### National Curriculum Links:

- Design, make and evaluate products
- Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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

- To design make and evaluate products in KS3
- Technical knowledge: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

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

##### Design:

Designers of textile products need to think about the purpose (what does it do?) and the user (who will use it?)

**Fabrics** -Different fabrics have different properties (characteristics) which make them good for different purposes. For example, some materials are good insulators (keep things warm/cool, e.g. wool/fleece), others are waterproof/resistant (e.g. laminated fabrics, PUL, TPU, leather), whilst others are eco-friendly (e.g. organic cotton, linen). Consider will help you to meet the purpose and audience of your product.

**Joining** – In addition to the stitches that you have previously learnt, you should plan to use a range of further stitches (see below) can be used to sew and shape curved edges, and to decorate your product.

As a part of the design process, you should be able to sketch and annotate different ideas. You should also be able to plan the main stages of making, using either a checklist, a storyboard, or a flowchart.

**Evaluating:** How does your textile look? Would your user like it? Why or why not? How could you improve the way it looks? Are your attached fabrics secure? How did you achieve this? Which type of stitch did you use? How could fabrics be joined more securely? Which materials did you choose? What fasteners did you use? Why? Does your product perform its purpose well? Why or why not?

##### Making:

You should use a wider range of stitches and decorations.

**Cross Stitch** – A popular form of embroidery stitching in which two diagonal lines are stitched to create an 'X' shape. This form of stitching can be easily used to create patterns and pictures.

**Stem Stitch** – The stem stitch creates a thin outline which can be curved. It uses diagonal stitches running closely beside the prior stitch.

**Chain Stitch** – Chain stitches create a thick, textured line. It uses looped stitches to form a chain-like pattern.

**Satin Stitch** – Satin stitches are often used to fill in shapes. Shapes can be outlined with other stitches before the satin stitch is used to fill the shape.



## Hanslope Primary School Summer 2

### History Knowledge Organiser

#### Year 5: What did the Ancient Egyptians believe?

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

- What changed between the Stone Age and the Iron Age

#### What key vocabulary will I learn:

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

#### National Curriculum Links:

- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying who is important in historical sources and accounts.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Selecting and recording relevant information from a range of sources to answer a question.
- Recognising similarities and differences between past events and today.

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

- What did the Greeks ever do for us?

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

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.



# French



Hanslope Primary School French Knowledge Organiser

## Year 5 Summer 2 Niveau Rouge

Paris Arrondissements	
le 7 <sup>ème</sup> arrondissement	the 7 <sup>th</sup> arrondissement
le 8 <sup>ème</sup> arrondissement	the 8 <sup>th</sup> arrondissement
le 16 <sup>ème</sup> arrondissement	the 16 <sup>th</sup> arrondissement

<p>la Fontaine Saint Michel</p>  <p>St. Michael's Fountain</p>	<p>le Jardin des Plantes</p>  <p>the Botanic Gardens</p>	<p>le Musée national du Moyen Âge</p>  <p>National Medieval Museum</p>	<p>le Panthéon</p>  <p>the Pantheon</p>	<p>la Sorbonne</p>  <p>the Sorbonne</p>
---	---	---	--	--

<p>faire du skate</p>  <p>to go skateboarding</p>	<p>jouer au football</p>  <p>to play football</p>	<p>faire du vélo</p>  <p>to go cycling</p>	<p>jouer au tennis</p>  <p>to play tennis</p>
<p>faire un gâteau maison</p>  <p>to bake a cake</p>	<p>nager</p>  <p>to swim</p>	<p>emprunter un livre</p>  <p>to borrow a book</p>	<p>patiner</p>  <p>to ice skate</p>
<p>faire des courses</p>  <p>to do the shopping</p>	<p>boire une limonade</p>  <p>to have a limonade</p>	<p>voir un film</p>  <p>to see a film</p>	<p>voir une pièce</p>  <p>to see a play</p>



## Hanslope Primary School

### Summer 2 PE Knowledge Organiser

#### Year 5: Health and Fitness/Athletics

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

- Y4 Athletics
- Y4 Health and fitness

#### 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?

- Y6 Health and fitness
- Y6 Athletics – improve techniques, speed and distance

#### What key vocabulary will I learn:

- Fitness
- Components
- Identify
- Cross over
- Circuit
- Opposite
- Long barrier
- Relay
- Accuracy
- Competition
- Safety
- Tackle
- Pressure
- Pattern
- Pace

#### Health and Fitness:

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

- I can send with good accuracy and weight.
- I can get in a good position to receive.
- I can send and receive with fluency/rhythm throughout.
- I can start and stop quickly.
- I can arrive in the correct position to collect the ball (timing).
- I can collect the ball with balance/control.

#### Athletics:

- Accelerate from a variety of starting positions and select their preferred position Identify their reaction times when performing a sprint start
- Improve techniques for jumping for distance
- Perform an effective standing log jump
- Perform the standing triple jump with increased confidence
- Develop an effective technique for standing vertical jump (jumping for height) including take-off and flight Investigate different jumping techniques



## Hanslope Primary School Religious Education Knowledge Organiser

Year Five- What is best for our world? Does religion help people decide?

### National Curriculum Links:

- To explore how and why believers help others through charity and service (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- Year One- Does creation help people understand God?
- Year Three- Is a Jewish child free to choose how to live?
- Year Four- Does prayer change things?

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

- Year Six- Are the Saints encouraging role models? Do clothes express beliefs? Does it matter what we believe about creation?

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

- \*Using some religious texts, state why Christians and Muslims give to other people and help those in need
- \*About Zakat and the motivation for Muslims to give to the needy
- \*Some of the things that the world needs and to be able to identify ways in which charities, both religious and secular, aim to meet those needs
- \*The principle of tithing and the implications for the giver and the receiver

### What key vocabulary I will learn:

Inspiration- something that makes someone want to do something.  
Christianity- the religion based on the person and teachings of Jesus Christ or its beliefs and practices.  
Charity- an organisation set up to provide help and raise money for those in need.  
Tithing- the practice of taking or paying.  
Islam- followers of Islam are called Muslims. They live a life of submission to Allah.  
Zakat- payment made annually under Islamic law. It is one of the Five Pillars of Islam.

