

**YEAR 5 KNOWLEDGE
ORGANISERS
SUMMER 1**



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

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 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.

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

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.

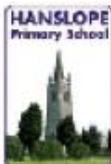
How does this link to my future learning?

- 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

Geography Knowledge Organiser

Year 5: Would you like to live in the desert?

How does this link to my previous learning?

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Previous unit – What is life like in the Alps?

What key vocabulary will I learn:

- Agriculture - the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- Arid - (of land or a climate) having little or no rain; too dry or barren to support vegetation.
- Barren – land too poor to produce much or any vegetation.
- Biome - a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra.
- Climate - the weather conditions prevailing in an area in general or over a long period.
- Desert - arid land with usually sparse vegetation
- Desertification - the process by which fertile land becomes desert, typically due to drought, deforestation, or inappropriate agriculture.
- Drought - a prolonged period of abnormally low rainfall, leading to a shortage of water

National Curriculum Links:

- Describe and understand key aspects of:
- physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

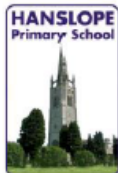
How does this link to my future learning?

- **KS3** - understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
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.

What will I know by the end of this unit:

- To summarise the characteristics of a desert biome.
- To locate and explore features of deserts.
- To describe the physical features of a desert environment.
- To explain the different ways humans can use deserts
- To describe some of the threats facing deserts.
- To explore the similarities and differences between the two physical environments.





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Music Knowledge Organiser

Year 5: Looping and remixing

How does this link to my previous learning?

- This links to previous learning in Year 4: Adapting and transposing motifs.

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?

- Electronic Dance Music (EDM): Is also known as dance music, club music or simply dance. It is made for nightclubs and has lots of percussion and loops and the tracks are 'mixed' into each other by a DJ.
- Layers: The different instruments, rhythms or melodies that build the overall texture of a piece of music.
 - Loop: A repeated section of rhythm or melody.
- 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 organisation 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.

How does this link to my future learning?

This links to future learning in Summer 2: Musical Theatre

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.



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Summer 1 PE Knowledge Organiser

Year 5: Physical skills and Athletics

How does this link to my previous learning?

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

What key vocabulary will I learn:

- Control
- Technique
- Communication
- Speeds
- Directions
- Relay
- Accuracy
- Competition,
- Safety
- Tackle
- Pressure
- Pattern
- Pace
- Power
- Possession,

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

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.

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 long 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

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.

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 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

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.



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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



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.

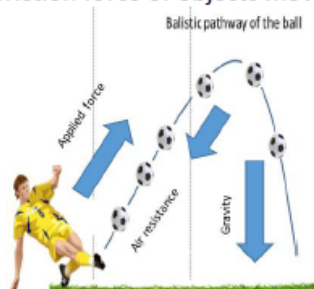
Applied force: The force placed on an object by a living creature.

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

MFL Knowledge Organiser

Year 5 and Year 6 – El tiempo

How does this link to my previous learning?

I will talk about the weather on each day of the week and use my knowledge of Spanish numbers to say the temperature. I will also increase my understanding of Spanish geography and be able to name and locate Spanish and Latin American cities.

National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

I will build on this vocabulary when learning about Latin American countries next year and continue to use this vocabulary to talk about hobbies and routines.

What key vocabulary will I learn:

el tiempo (<i>the weather forecast</i>)	En (city), ... (<i>In (city), it...</i>)
hace sol (<i>it is sunny</i>)	Days of the week
hay nubes (<i>it is cloudy</i>)	España (<i>Spain</i>)
hace calor (<i>it is hot</i>)	(<i>Main cities in Spain</i>)
hace frío (<i>it is cold</i>)	el invierno (<i>winter</i>)
llueve (<i>it is raining</i>)	la primavera (<i>spring</i>)
nieva (<i>it is snowing</i>)	el verano (<i>summer</i>)
hay viento (<i>it is windy</i>)	el otoño (<i>autumn</i>)
hay niebla (<i>it is foggy</i>)	hay (<i>there is</i>)
hay tormenta (<i>it is stormy</i>)	las estaciones (<i>the seasons</i>)
	Numbers 0-30

¿Qué tiempo hace hoy? (*How is the weather today?*)

Hoy (*Today...*)

Hace (number) grados. (*It is (number) degrees.*)

¿Qué tiempo hace en la primavera/el verano/el otoño/el invierno?

(*How is the weather in spring/summer/autumn/winter?*)

En la primavera/el verano/el otoño/el invierno, ... (*In spring/summer/autumn/winter, it...*)

Buenos días, voy a presentar el tiempo de hoy. (*Good morning, I'm going to present today's forecast.*)

What will I know by the end of this unit:

I will be able to:

- Name weather conditions and seasons.
- Name and locate the main cities in Spain and Latin America.
- Describe the forecast with weather conditions and temperatures.
- Pronounce the vocabulary accurately.
- Recognise the vocabulary when written.
- Show understanding when hearing the words.
- Label the pictures, using matching activities.
- Take part in a role play (present the forecast with a partner).
- Ask someone how the weather is.
- Answer the question appropriately.

I will be able to play more elaborate games with my growing vocabulary.