## Knowledge Organiser Year 5

St Mary's Swanage







# Art Y5 Spring Term 3D and Painting

#### Prior Knowledge:

#### 3D:

- Know how to use shape, form, model and construct from imagination
- Know how to use surface patterns / textures.

#### Drawing (face)

Know how to use proportion to draw human figure in more detail.

#### Collage:

 Know how to use the technique of overlaying - building up layers on the surface/colour mixes

#### **Key Knowledge:**

#### 3D:

- Know how to shape, form, model and join with confidence.
- Know how to work directly from observation with confidence. Know how to use appropriate language

#### Drawing (face)

• Know how to draw the layout of the face and figure in proportion and with detail.

#### Collage:

 Know how to use the techniques of folding, repeating and overlapping with a variety of different collage mediums

#### **National Curriculum Aims**

- Produce creative work
- Become proficient in drawing and painting
- Evaluate and analyse
- Know about great artists.

#### Vocabulary

depth structure intention prototype

focal points

complementary

batik

replicate

tie-dye

tonal

contrast

deconstruct

coiling

tessellation

montage

ceramic

element

tactile

influential installation

annotate





# Computing Y5 Spring Term Data and Information - Flat-file databases

#### Prior Knowledge:

Data logging: Recognising how and why data is collected over time, before using data loggers to carry out an investigation.

#### **National Curriculum Aims**

- Understand computer science.
- Analyst problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

#### **Key Knowledge**

Flat-file databases:

- I know that a database exists on a computer and its purpose is to organise data so information can be searched and sorted.
- Know the difference between an AND and OR search.
- Know the advantages of creating a graph using a computer.
- To know how to answer questions through the use of a database.

#### Vocabulary

record

Field

Database

Grouping

sorting

Unplugged

methods

Chart

parameters





### DT Y5 Spring Term

#### **Frame Structures**

#### **Prior Knowledge:**

- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.
- Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.

#### **National Curriculum Aims**

- Develop creative, technical and practical expertise.
- Design and make products for a range of users.
- Evaluate my designs.
- Understand and apply the principles of nutrition and learn how to cook.

#### **Key Knowledge**

- Understand how to strengthen, stiffen and reinforce 3-D frameworks.
- Know and use technical vocabulary relevant to the project.



#### Vocabulary

frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

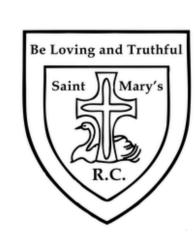


### English Y5 Spring Term

### Coming Soon



Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.





### Geography Y5 Spring Term

Rivers

Prior Knowledge:

Amazon topic (year 3)

#### **National Curriculum Aims**

Develop knowledge of globally signifiant places.

Understand key physical and human geographical features of the world.

Carry out a range of fieldwork

Interpret information from a range of sources.

#### **Key Knowledge**

- the key elements and features of a river;
- the key elements of the water cycle;
- the names of and key information on the world's main rivers;
- basic ideas about flood management;
- interpret and explain key information on rivers;
- evaluate a range of possible flood prevention measures;
- use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes),

#### Vocabulary

Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course,





## Maths Y5 Spring Term

## National Curriculum Aims Become fluent in the fundamentals of mathematics Reason mathematically

Solve Problems

Termly Overview				
1	Fractions	Adding and subtracting fractions.		
2	Decimals	Ordering, adding and subtracting decimals.		
3	Percentages	Writing and finding percentages.		
4	Geometry	Shapes and angles.		





### MFL Y5 Spring Term

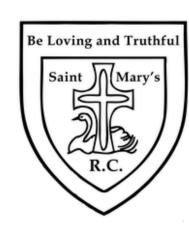
### Desayuno en el café (Breakfast at the Café)

#### **Prior Knowledge:**

- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: "a" (un/ una)
- Role play: ordering ice-creams
- Role play: buying vegetables
- Know greetings, please and thank you

#### **Key Knowledge**

- Order from a selection of foods and drinks on a menu
- Order a Spanish breakfast
- Order typical Spanish snacks
- Ask for the bill
- Remember to use greetings, please and thank you
- Learn about aspects of Spanish culture
- Know key information about La Fiesta de San Fermín Festival



#### **National Curriculum Aims**

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

#### **Vocabulary**

desayuno en el café - breakfast at the café

¿Qué quieres? - What would you like?

Quiero... - I want...

por favor – please

thank you – gracias

un zumo – juice

un café - coffee

un té - a tea

un té con leche – a tea with milk

un chocolate caliente – a hot chocolate

un croissant – a croissant

la mantequilla – butter

pan – bread

la mermelada – jam

un bizcocho – sponge cake

cereal – cereal

un trozo de tortilla – a piece of tortilla

churros – long Spanish doughnuts

tapas – tapas (Spanish starters)

patatas fritas – chips

un sándwich - a sandwich

una coca-cola – a coke

una limonada con gas – a fizzy lemonade la cuenta, por favor – the bill, please



### MFL Y5 Spring Term

### ¿Qué fecha es hoy? (What's the date today?)

#### Prior Knowledge:

- Know numbers 1 − 100
- Ask someone's name, age, about their family and where they live;
   respond to these questions

#### Key Knowledge

- Recognise, read, say and spell the twelve months of the year
- Recognise, read, say and spell the days of the week
- Ask what the date is
- How to say the date (including a shorter version)
- Ask somebody when their birthday is

# Be Loving and Truthful Saint Mary's R.C.

#### Vocabulary

¿Qué fecha es hoy? - What's the date today? Hoy es... - Today is... lunes – Monday martes – Tuesday miércoles - Wednesday jueves – Thursday viernes – Friday sábado - Saturday domingo – Sunday enero – January febrero – February marzo – March abril – April mayo – May iunio – June julio – July agosto – August septiembre – September octubre – October noviembre – November

diciembre – December

#### **National Curriculum Aims**

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

#### Vocabulary

ventiuno – 21

ventidós - 22

veintitrés - 23

vienticuatro – 24

veinticinco – 25

veintiséis - 26

veintisiete – 27

veintiocho – 28

vientinueve – 29

treinta – 30

treinta y uno – 31



## Music Y5 Spring Term

## Make you feel my love The fresh prince of Bel- Air

#### **Prior Knowledge:**

#### Performing

- Know how to perform a simple part including rests.
- Know how to improvise using repeated patterns.
- Know how to maintain a part in a group showing awareness of others.
- Memorise songs and perform with accuracy.

#### Composing

- Know how to use basic rhythmic notation to transcribe ideas.
- Know how to notate a composition using basic notation and use to record performance.
- Explore and compose a short song (lyrics and melody) and perform



#### **National Curriculum Aims**

Perform, listen to and evaluate a range of music.

Learn to sing, crate and compose music and play an instrument.

Understand how music is created and use appropriate notation.

#### **Key Knowledge**

- Performing
- Know how to sing or play using correct phrasing and demonstrate understanding of how to add expression.
- Know how to hold a part in a group
- Know how to perform music using a variety of structural forms
- Know how to perform by ear and using simple notations
   Composing
- Know how to use basic rhythmic notation to transcribe ideas.
- Know how to notate a composition using basic notation and use to record a performance.
- Know how to compose a short song (lyrics and melody) and perform.

#### Listening and appraising

- Know how to refine and improve compositions and performances; and suggest improvements to the work of others.

  Old-school Hip others.
- Know how to evaluate work using appropriate musical vocabulary
- Know how to use standard musical notation to record ideas.

#### Vocabulary

Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison



## PE Y5 Spring Term

Netball Hockey Handball

#### Prior Knowledge:

#### Netball

- Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.
- Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.

#### **Hockey**

 Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks

#### Handball

 Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team



#### **National Curriculum Aims**

Develop competence in a broad range of physical activities.

Be physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

#### Key Knowledge

#### Netball

- Pupils will be able to pass, move and shoot accurately and consistently.
- begin to understand the different positions, applying their role effectively within the game.

#### Hockey

• Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.

#### Handball

• Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.

#### **Vocabulary**

**Netball** 

Marking

Hockey

Man marking, goal side,

Handball

Goal side, man to man marking.



### PHSE/RSE Y5 Spring Term

### Valuing Difference

#### Prior Knowledge:

- I know the benefits of living in a diverse society
- I know that discrimination is an injustice.
- I know that online information is not always true or accurate.
- I know that social media pressurises people's life choices.

#### **Key Knowledge**

- I know the benefits of living in a diverse society
- I know that discrimination is an injustice.
- I know that online information is not always true or accurate.
- I know that social media pressurises people's life choices.



#### Vocabulary

Friendship, discrimination, prejudice, exclusion, diverse, multicultural society, sexual orientation, gender identity, gender expression, embarrassed



### PHSE/RSE Y5 Spring Term

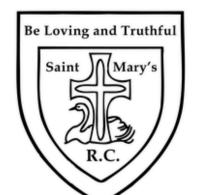
### Me and My Relationships

#### Prior Knowledge:

- I know that my thoughts, feelings, and actions impact one another.
- I know strategies to resolve conflict in an assertive, calm, and fair manner.
- I know what things make an unhealthy relationship and who I can talk to if I need help.
- I know what bodily autonomy is and how to say no.

#### Key Knowledge

- I know that my thoughts, feelings, and actions impact one another.
- I know strategies to resolve conflict in an assertive, calm, and fair manner.
- I know what things make an unhealthy relationship and who I can talk to if I need help.
- I know what bodily autonomy is and how to say no.



#### Vocabulary

Collaboration, negotiation, conflict, insensitive, sensitive, body language, nonverbal communication, Assertiveness, consent, bodily autonomy



## RE Y5 Spring Term

### Come and See

Themes	Topic	Title	Content
Local Church	Community	HVIISSIAA	Continuing Jesus' mission is diocese [ecumenism].
Eucharist	Relating	Memorial sacrifice	The Eucharist the living memorial of Jesus' sacrifice.
Lent/Easter	Growing	1.Sacritice	Lent a time of aligning with the sacrifice already made by Jesus.





# Science Y5 Spring Earth & Space

#### **Prior Knowledge:**

- Observe changes across the four seasons. (Y1 Seasonal changes)
- Observe and describe weather associated with the seasons and how day length varies. (Y1 Seasonal changes)

#### As a Scientist I will be:

Develop scientific knowledge conceptual understanding

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings

#### Key Knowledge

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

#### Vocabulary

Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets





# Science Y5 Spring Forces

#### **Prior Knowledge:**

- Compare how things move on different surfaces. (Y3 Forces and magnets)
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 Forces and magnets)
- Observe how magnets attract or repel each other and attract some materials and not others. (Y3 Forces and magnets)
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 Forces and magnets)
- Describe magnets as having two poles. (Y3 Forces and magnets)
- Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3 Forces and magnets)

#### As a Scientist I will be:

Develop scientific knowledge conceptual understanding

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings

#### **Key Knowledge**

- 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.



#### Vocabulary

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears