



Year 5 – Autumn 1 Knowledge Organisers



Year 5 - Branch 1

Creation & Covenant



Big Question: What does it mean to be in a relationship with God and how do God's laws help us live good lives?

Key Vocabulary

commandment	
Moses	
Exodus	
Sinai	
grace	
virtues	

Scripture

- The Burning Bush (Ex 3:1-15)
- The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)
- Jesus' summary of the law (Matt 22:36-40)



What will we learn?

What will we learn?	
U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).	
U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).	
U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	
U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.	
U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.	
U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)	

R.E.

Science

Science - Properties and changes

Subject skills:
explain classify

observe

question

investigate

predict

evaluate



Conductivity is a measure of how quickly and easily a material will let heat or electrical charge pass through.

- Good **conductors**, like metal, will let heat and electricity pass through quickly.
- Good **insulators**, like plastic and rubber, will not let heat and electricity pass through easily.

Hardness is a measure of how easily a material can be scratched or dented.

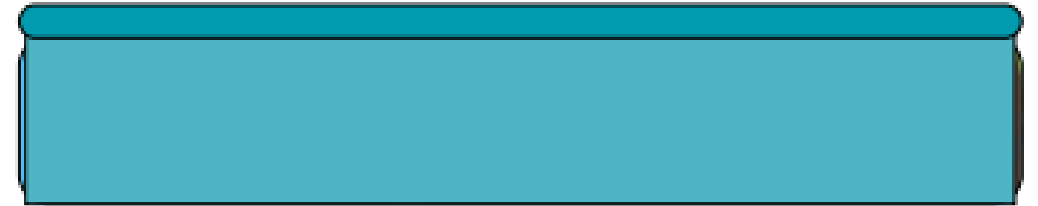
- **Hard** materials, like most metals, cannot be scratched or dented easily.
- **Soft** materials, like clay or wax, can be scratched and dented easily.

Materials are chosen for specific uses according to their **properties**. For example, buildings are made from strong, durable materials like wood, stone, brick, concrete and metal.



Transparency is a measure of how much light a material lets pass through.

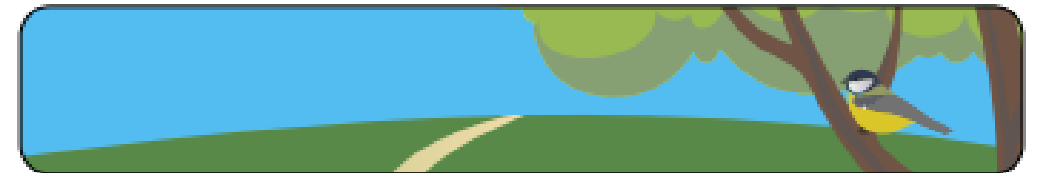
- Opaque materials, like metal and wood, do not let any light pass through so objects on the other side cannot be seen.



- Translucent materials, like some plastics, let some light pass through. The light is scattered as it passes through so objects on the other side (if visible) appear fuzzy, coloured or distorted.



- Transparent materials, like glass, let most light pass through with minimal scattering so objects on the other side are clearly visible.

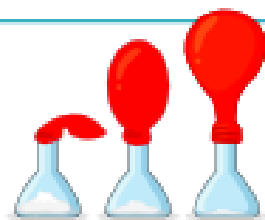


Science - Properties and changes

A **reversible change** is when a material is changed but can be easily reverted to its original state.

Dissolving is a reversible change because the dissolved substance can be reclaimed by evaporating the liquid.

Mixing vinegar and bicarbonate of soda is an irreversible change. A new product (a gas) is formed which causes fizzing.

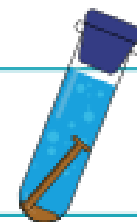


An **irreversible change** occurs when a material is changed but cannot be easily reverted to its original state. New materials are produced in the process.

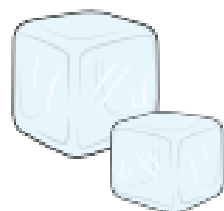


Burning is an irreversible change in which a material is burned and makes new products.

Rusting is an irreversible change in which **iron** makes **rust** when exposed to **water** and **air** (oxygen).



Changes of state are all examples of reversible changes because heating or cooling the substance will change it back to its original state.

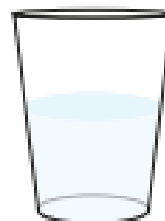


solid

melting



freezing



liquid

evaporating



condensing



gas



History

Subject Skills:

investigate

analyse

make deductions

evaluate

identify

compare and contrast

ask questions

explore

develop



History - Were the Vikings raiders, traders or something else?

achievement	A significant accomplishment or contribution that had a lasting impact.
balanced viewpoint	Considering all views in a fair way.
exchange*	Giving something to someone and receiving something in return.
impact	The effect or change something has on a person, place or situation.
impression	An idea, feeling or opinion about something.
Jorvik	The city now called York.
oral tradition	The passing of stories and poems by word of mouth from one generation to another.
saga	A long story of heroic achievement found in Norse literature.
stereotype	A fixed idea about a group of people that is often not true.
trade route*	A long-distance route along which items are transported.
Vikings	A group of Scandinavian people who lived between the 8th and 11th centuries.

*key vocabulary

Traders

Using longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish; and exchanged them for silver, spices, wine, jewellery, silk and glass.



Raiders

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. In general, the Vikings raided in the summer when it was easier to cross the sea. They stole valuable items from monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.



Settlers

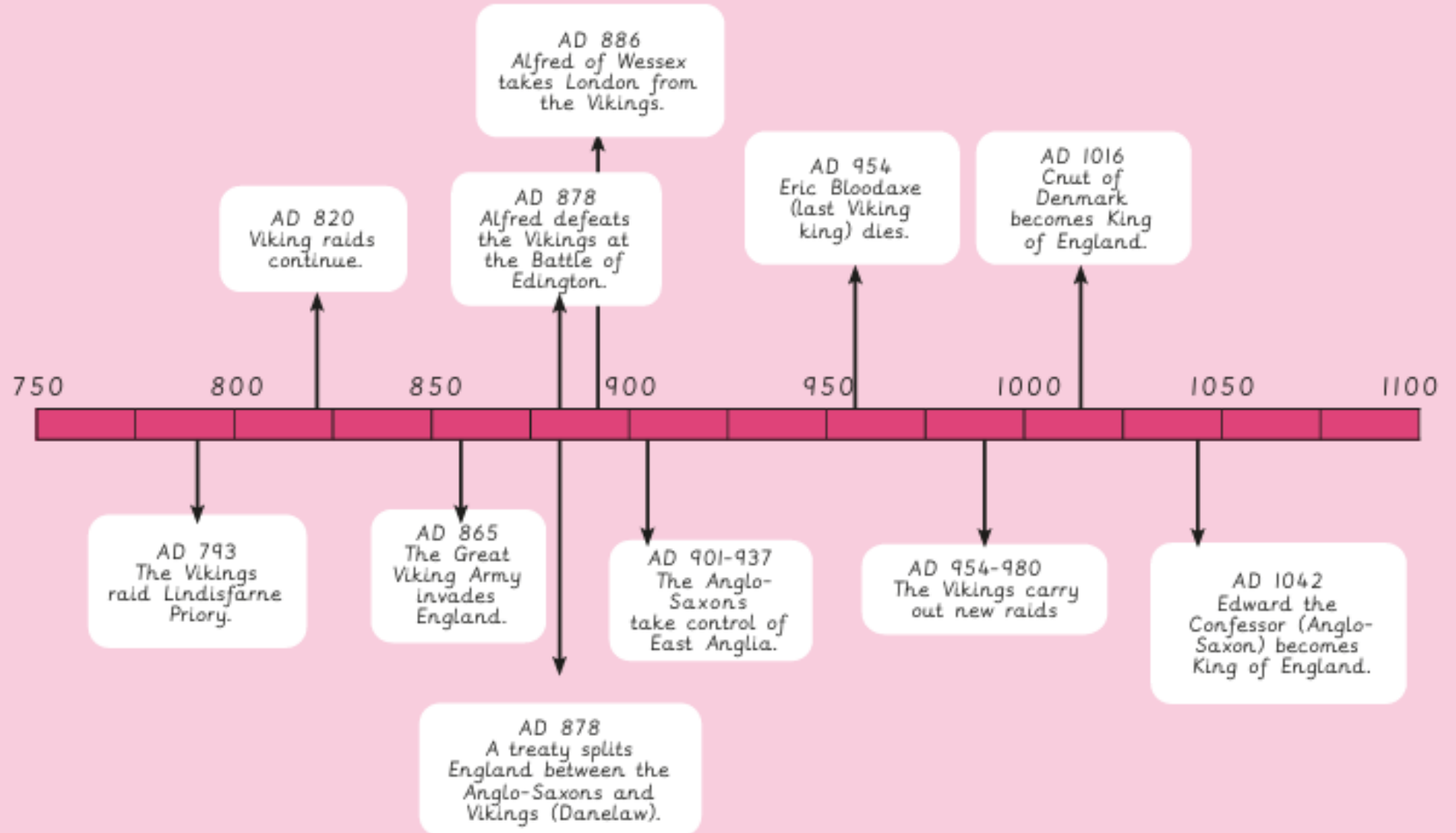
In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Viking area, known as Danelaw, was settled and peaceful.



History

History - Were the Vikings raiders, traders or something else?

Timeline



Installation art

Three dimensional art that aims to transform a particular place.



'Support - Save Venice from drowning' by Lorenzo Quinn. © Frans Sallies Photography. All rights reserved 2022 / Bridgeman Images.



- Often large in scale.
- Location is important.
- Often made using everyday objects in new ways.
- Can be interactive.

atmosphere	The mood of an artwork, for example, mysterious or joyful.
concept	The idea behind an artwork.
location	The place where an artwork is displayed.
performance art	Artwork that is an event rather than an object.
scale	The size of an artwork.
viewer	The people who look at, or visit, your installation.

Cal Guo-Qiang

- Guo-Qiang was born in 1957 in the Fujian Province, China.
- He grew up during China's Cultural Revolution, when explosions were part of everyday life.
- Guo-Qiang took part in demonstrations against political changes.
- He creates sculpture, drawings, installations and performance work.
- His art explores culture, politics and science and sometimes features explosions.

Interactive art



'The Weather Project' by Olafur Eliasson aimed to recreate a sunset using lighting, mirrors and artificial mist.

see

hear

touch

smell

Computing

Year 5 - Online safety

Subject Skills:
problem solve, digitally literate, responsible,
purposeful, sequence

app	The shortened word for application is a type of computer program typically found on smart phones and tablets.
bullying	The deliberate act of harming, intimidating or threatening someone else to cause them physical or emotional distress.
health	The mental and physical condition of a person or living thing.
judgement	To come to a sensible conclusion about a matter or a person.
memes	An image or video visual with some usually humorous writing added to it.
online communication	The way people communicate (share and receive information) with each other over a computer networks, such as the internet.
permission	The action of allowing something to happen.
well-being	The state of mind, health and happiness.

A strong password contains the following:

symbols (e.g
& £%)

at least 15
characters

numbers (e.g
123)

lowercase (e.g
abcd)

uppercase (e.g
ABCD)

Key facts

Apps require our permission for things such as accessing location or photo library.
It is important to know where these settings are.



Any form of online communication can be misinterpreted.
Text may be misread and emojis or memes could be misunderstood.



Technology can have both positive and negative effects on our health and wellbeing.



Tell a trusted adult if you are getting bullied online.
You can also get help from these places:

Childline
<https://www.childline.org.uk/>

NSPCC
<https://www.nspcc.org.uk/>

Computing

Computing - Search engines

Subject Skills:
problem solve, digitally literate, responsible, purposeful , sequence



copyright	The law which states that anything created belongs to the person who created it.
fake news	False and inaccurate information that is shared in a convincing way, usually on social media and in websites.
inaccurate	When information is false and untrue.
index	A database where a computer saves key information about websites to make future searches faster.
keywords (internet)	A set of words used to define and produce an accurate search engine result.
search engine	A website that helps people find information on the world wide web.
TASK	Title, Author, Summary, Kids.
web crawler	A program that searches the world wide web using keywords in a systematic way to find the most relevant results for the user.
website	A collection of web pages and content that belong to a single domain, accessible through an internet browser.
www	Stands for world wide web and is found at the beginning of website addresses.

The screenshot shows the Kapowiverse website interface. At the top, there's a navigation bar with the site's name 'Kapowiverse' and a search bar. Below the search bar, there are tabs for 'All', 'Images', 'Videos', and 'News'. The main content area displays search results for 'Dinosaurs'. The first result is from 'Dino website' with a URL 'https://www.dinoearth.com'. The second result is from 'Dinosaur directory' with a URL 'https://www.dinosaurdirectory.com'. The third result is from 'Jurassic history' with a URL 'https://www.Jurassic_history.com'. The fourth result is from 'Apatosaurus sightings' with a URL 'http://www.London_apatosaurus.com'. Annotations with red lines point to various elements: 'company logo' points to the 'DINO' logo in the first result; 'hyperlink' points to the URL 'https://www.dinosaurdirectory.com'; 'keywords' points to the text 'A-Z Dinosaurs'; and 'fake news' points to the headline 'Apatosaurus sightings'.

PSHE KNOWLEDGE ORGANISER

Key Learning

- I can face new challenges and set personal goals
- I can recognise my rights and responsibilities as a citizen
- I can understand my rights and responsibilities as a citizen and a member of my school
- I can make choices about my own behaviour because I know how rewards and consequences feel
- I can understand how an individual's behaviour can impact on a group
- I can share thoughts and ideas about democracy and its benefits

Being Me In My World



Key Vocabulary

Challenge	Consequences
Goal	Views
Attitude	Option
Actions	Collaboration
Rights and responsibilities	Collective Decision
United Nations Convention of the Rights of Children	Democracy
Citizen	
Choices	

Key Questions

- What makes an effective class team?
- How do all different people in school work together so that it runs well?
- Does everyone have a role in school?
- Do you have choices about how to behave? How do rules, rewards and consequences help with this?
- What do you think democracy is?
- What skills do you have that can help a team work well together?
- Who are the Jigsaw friends we have in class?
- Can you tell me about Calm Time?



Get Set 4
Education

Subject skills,
compete, physical, sportsmanship, transferable skills, improve, persevere

Knowledge Organiser

Dance Year 5

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...



Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.



Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.



Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.



Chinese New Year

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The longer the dragon is in the dance, the more luck it will bring to the community.

The lion represents joy and happiness.



Key Vocabulary

actions: the movement a performer uses e.g. travel, jump, kick

canon: when performers complete the same action one after the other

choreograph: create a sequence of actions or movements

choreography: the sequence of actions or movements

collaborate: work jointly with others

dynamics: how an action is performed e.g. quickly, slowly, gently

formation: where performers are in the space in relation to others

genre: a style

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

pathway: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

phrase: a short sequence of linked movements

posture: the position someone holds their body in

quality: the standard of the skill

relationship: the ways in which dancers interact; the connections between dancers

space: the 'where' of movement such as levels, directions, pathways, shapes

structure: the way in which a dance is ordered or organised

timing: moving to the beat of the music

transition: moving from one action or position to another

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:

Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:

Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:

Space relates to where your body moves both on the floor and in the air.

Relationships:

Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social

collaboration, consideration and awareness of others, inclusion, respect, leadership

Emotional

empathy, confidence, perseverance

Thinking

creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

sj=ki

Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.

How will this unit help your body?

Balance, co-ordination, flexibility.



Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dance by Chance



What you need: random objects



How to play:

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired by the object.
- Number each object 0-10.
- Use your first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Subject skills, compete, physical, sportsmanship, transferable skills, improve, persevere

Knowledge Organiser

Football Year 5 and Year 6

About this Unit

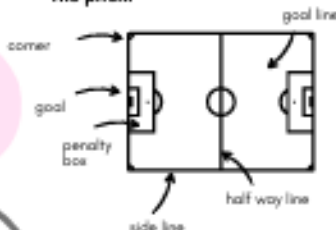
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Football is arguably the most popular sport in the world and is said to unite the world, bringing people together. Perhaps one of the most famous football matches that has ever taken place happened on Christmas Day in 1914. The match took place in France in the middle of the fighting during WW1 in what was known as 'no mans' land between the English and German soldiers. This is the power of sport.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

The pitch:



Can you think of any other invasion games that share these principles?



Key Vocabulary



abide: act in accordance with the rules
appropriate: suitable approach
assess: make a judgement of the situation
close down: to reduce the amount of space for an opponent
consecutive: in a row
create: to make space
draw: encourage movement of an opponent
drive: a shot in golf used to hit over a long distance
maintain: to keep
possession: to have
situation: circumstances that create what happens
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan to help you attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

- Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.
- Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

- Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.
- Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

- Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.
- Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- dribble
- pass
- receive
- track
- tackle

This unit will also help you to develop other important skills.

Social communication, respect, collaboration, co-operation

Emotional honesty, persevere, determination

Thinking assess, explore, decision making, select and apply

Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a football club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Star Challenge



What you need: A ball

How to play:
Take on the star challenge by using the body parts listed to keep the ball up and then attempt to catch it:

- 1 when use one knee to keep the ball up and then catch it
- 2 when use one foot, then the other knee to keep the ball up and then catch it
- 3 when use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 when use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 when use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Vocabulary and pictures

French



la tête
the head



les dents (f)
the teeth



les oreilles (f)
the ears



les yeux (m)
the eyes



les bras (m)
the arms



la bouche
the mouth



les épaules (f)
the shoulders



les genoux (m)
the knees



les jambes (f)
the legs



le nez
the nose



l'œil
the eye



les pieds (m)
the feet



l'antenne (f)
the antenna



le bec
the beak



les cornes (f)
the horns



la queue
the tail



les pointes (f)
the spikes



To change **the** to **a**, **le** becomes **un** and **la** becomes **une**

French

French: Year 5 - Monster pets

Sentence structure and phrases



Phrases

Qu'est-ce que c'est ? What is it?



Elle a trois
longues cornes
rouges et une
grande tête rose

She has three
long red horns
and a big,
pink head.

Il a un petit
nez jaune et
une longue
queue bleue.

He has a small
yellow nose and
a long, blue tail.



Adjective endings change according
to the gender and number of the
noun they are describing.

Adjectives
of size go
before the
noun.



Size	Masculine singular	Masculine plural	Feminine singular	Feminine plural
long	long	longs	longue	longues
short	court	courts	courte	courtes
big	grand	grands	grande	grandes
small	petit	petits	petite	petites
beautiful	beau	beaux	belle	belles

Il a la tête
d'un éléphant

Il a le corps
d'une girafe

Il a les
pieds d'un
kangourou

C'est un
élégirou!

It has the head
of an elephant

It has the body
of a giraffe

It has the feet
of a kangaroo

It's an
élégirou!

French

100 High Frequency French Words

aller to go	c'était it was	elle she	ils they (m. pl.)	je pense que I think that	manger to eat	plus more	sous under
après after	ça that	elles they (f. pl.)	je/j' I	je porte I wear	merci thank you	pourquoi why	sur on
assez quite	ça va ? how are you?	en plus furthermore/ what's more	j'adore I love	je préfère I prefer	moi me	quand when	très very
au revoir goodbye	ce sera it will be	est is	j'ai I have	je suis I am	moins less	que that	tu you (sing. informal)
au/à la/à l'/aux at the/to the	chez moi at my house/ at home	et and	j'ai... ans I am... years old	je vais I go	mon/ma/mes my	quel/quelle which	tu as you have
aujourd'hui today	combien how much/many	être to be	j'aime I like	je voudrais I would like	Monsieur Mr./sir	qui who	tu es you are
aussi also	comme like/as	et toi ? and you?	j'habite I live	jouer to play	non no	quoi what	un peu a little
avant before	comment how	grand/grande big/tall	je déteste I hate	là-bas (over) there	nous we	regarder to watch	un/une a/an
avec with	dans in	hier yesterday	je joue I play	le/la/l'/les the	ou or	s'il te/vous plaît please	vous you (pl/ sing. formal)
avoir to have	de from/of	il he	je m'appelle I am called	ma ville my town	où where	salut hi	voici here is/are
beaucoup lots/a lot	du/de la/ de l'/des some	il y a there is/are	je mange I eat	Madame Mrs./madam	oui yes	si if	voilà there it is/ there you go
bonjour hello	demain tomorrow	il/elle s'appelle he/she is called	je n'aime pas I don't like	Mademoiselle Miss	parce que because	son/sa/ses his/her	
c'est it is			je parle I speak	mais but	petit/petite small/short	sont are	

MUSIC

Music - KNOWLEDGE ORGANISER

Key Learning

To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?

To know the style of the five songs and to name other songs from the Units in those styles.

To choose two or three other songs and be able to talk about:

- o Some of the style indicators of the songs (musical characteristics that give the songs their style)
- o The lyrics: what the songs are about
- o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- o Identify the main sections of the songs (intro, verse, chorus etc.)
- o Name some of the instruments they heard in the songs
- o The historical context of the songs. What else was going on at this time?

Unit: Livin' On A Prayer



Key Vocabulary

rock
structure
pulse
rhythm
pitch
bridge
backbeat
amplifier

tempo
texture
dynamics
chorus
riff
hook
improvise
compose

Home Learning

Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Think about what they have in common and how the songs make you feel.