



Year 5 – Autumn 1 Knowledge Organisers



Year 5 - Branch 1

Creation and Covenant



R.E.



Does it mean to be in a relationship with God and how do God's laws help us live good lives?

Big Question

What should I already know?

- The Abrahamic covenant (Gen 15:1-6)
- God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.
- The life and work of a person who was an example of faith made active in love.

Word	Definition
Commandments	A divine rule.
Covenant	A promise.
Exodus	The second book of the Bible.
Grace	His free gift of life and goodness, rooted in enduring love for humanity.
Moses	A prophet who led the Israelites out of slavery in the Exodus.
Mount Sinai	The mountain at which the Ten Commandments were given to Moses by God.
Virtues	Behaviour showing high moral standards.

Catholic Social Teaching

Care for Creation



Hear

By the end of this unit of study, I would have heard about these key texts: 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)
- Jesus' summary of the law (Matt 22:36-40)



Believe

By the end of this unit of study, I will know that the Church teaches:

- A covenant is a binding agreement between God and human beings.
- God made several covenants throughout history - with Naah, Abraham, Moses, and David.
- God gives the Ten Commandments to help human beings live good and happy lives.
- Jesus teaches - most important commandments are to love God and others.
- Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321)



Live

By the end of this unit of study, pupils will know:

Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love).
What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile. Virtues to Live Bu (Diocese of Leeds)).



Celebrate

By the end of this unit, I will know:

- Sin damages our relationship with God and others.
- Virtues help us choose what is good. The cardinal virtues are wisdom, justice, fortitude, and temperance. The theological virtues are faith, hope, and love.
- The prayer: "Come, Holy Spirit, fill the hearts of your faithful."



Science

Subject skills:
explain classify

observe

question

investigate

predict

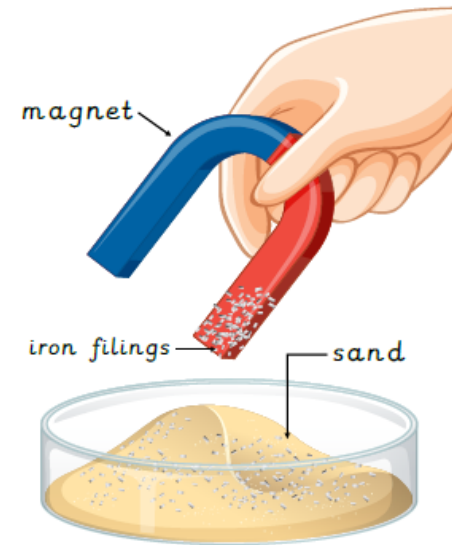
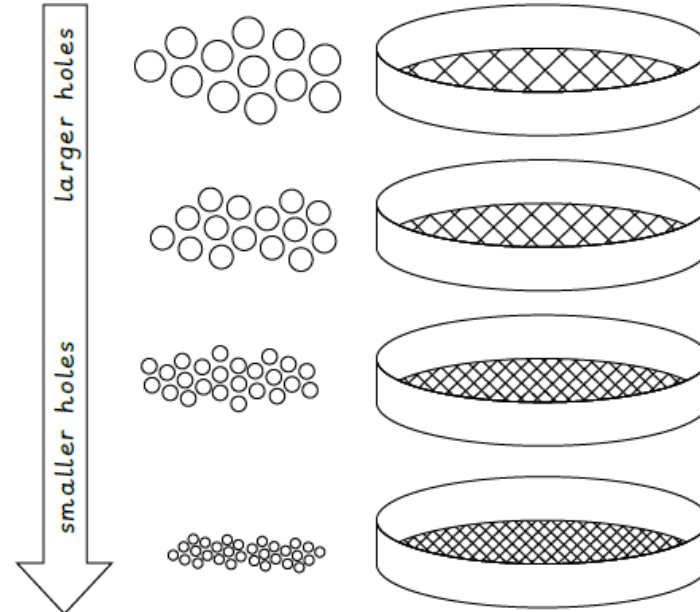
evaluate



Mixtures and separation

Mixtures: a mixture forms when two or more substances are mixed and remain present. The different parts of a mixture can be separated. Some examples are air, sand, gunpowder, fizzy drinks, soil and seawater.

Sieving: used to separate mixtures of solids which are different sizes, such as soil. A series of **sieves** with increasingly small holes separate out the particles from largest to smallest.

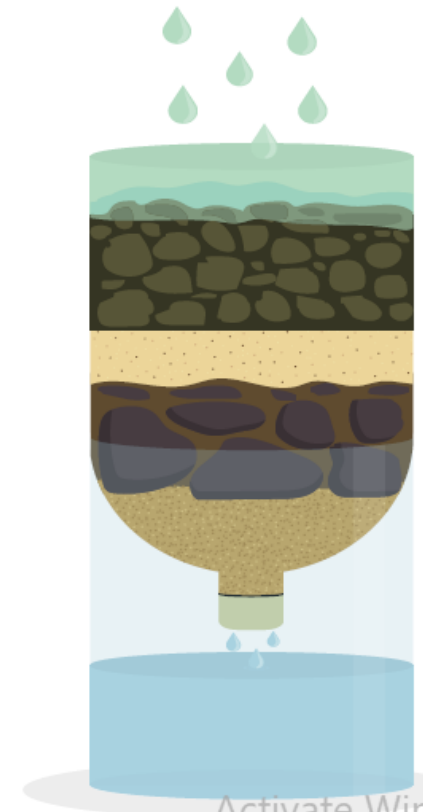


Magnets: used to separate mixtures of solids where the particles are similar sizes (so sieving is not practical) and one of the substances is **magnetic**, such as iron.



sand under a microscope

Filtering: used to separate mixtures containing a liquid and undissolved solids, such as sand and water. The mixture passes through a **filter** or **filter paper**. The gaps in the filter are small enough to let the liquid through but not the solid.

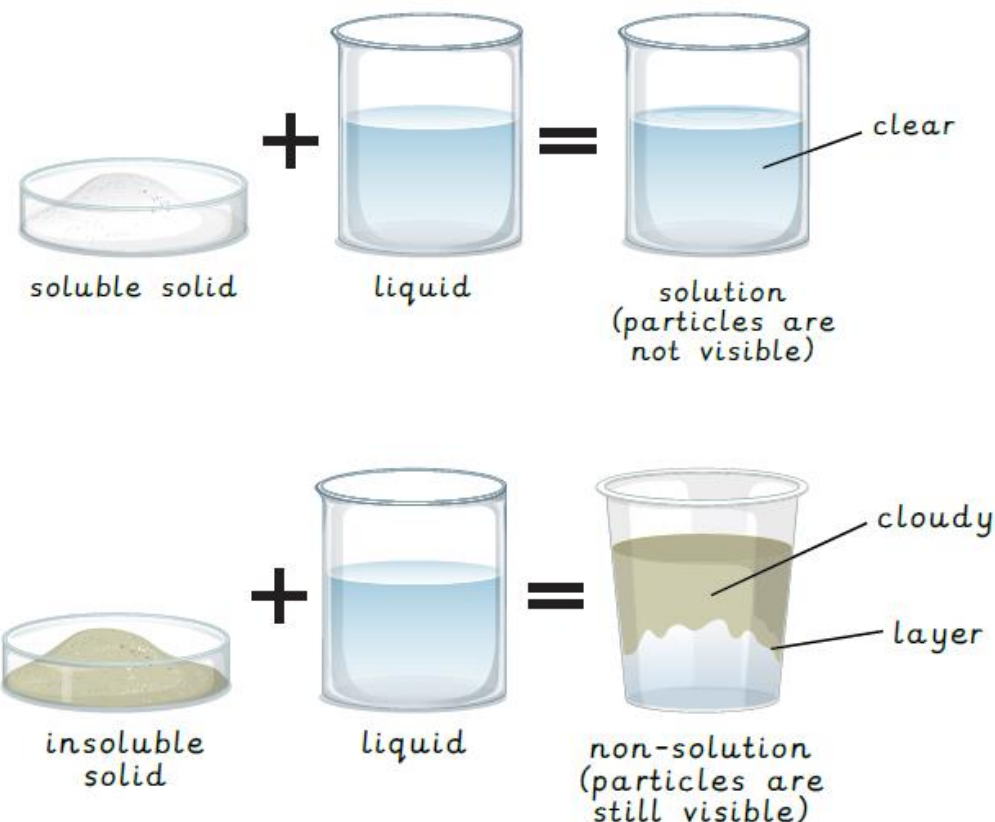


Activate Windows



Mixtures and separation

Solutions: some substances can **dissolve** in a liquid to make a **solution**. Dissolving is when a substance spreads evenly throughout a liquid. Some examples of substances that are **soluble** (will dissolve) in water are: salt, sugar and tea. Some examples of substances that are **insoluble** (will not dissolve) in water are: sand and flour.



Factors affecting dissolving:

- Stirring decreases the time taken to dissolve.
- Smaller pieces of the soluble solid (e.g. loose sugar granules) will dissolve faster than larger pieces (e.g. a sugar cube).
- If the liquid is warmer, the solid will dissolve faster.
- Some solids are more soluble than others. For example, sugar is more soluble in water than salt and will dissolve faster.
- If a solid will not dissolve in water, it may dissolve in another liquid, such as alcohol.



Evaporation: separates solutions. The solution is heated until the liquid evaporates. The dissolved substance will **crystallise** as the liquid **evaporates**. Salt flats form because of evaporation.

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

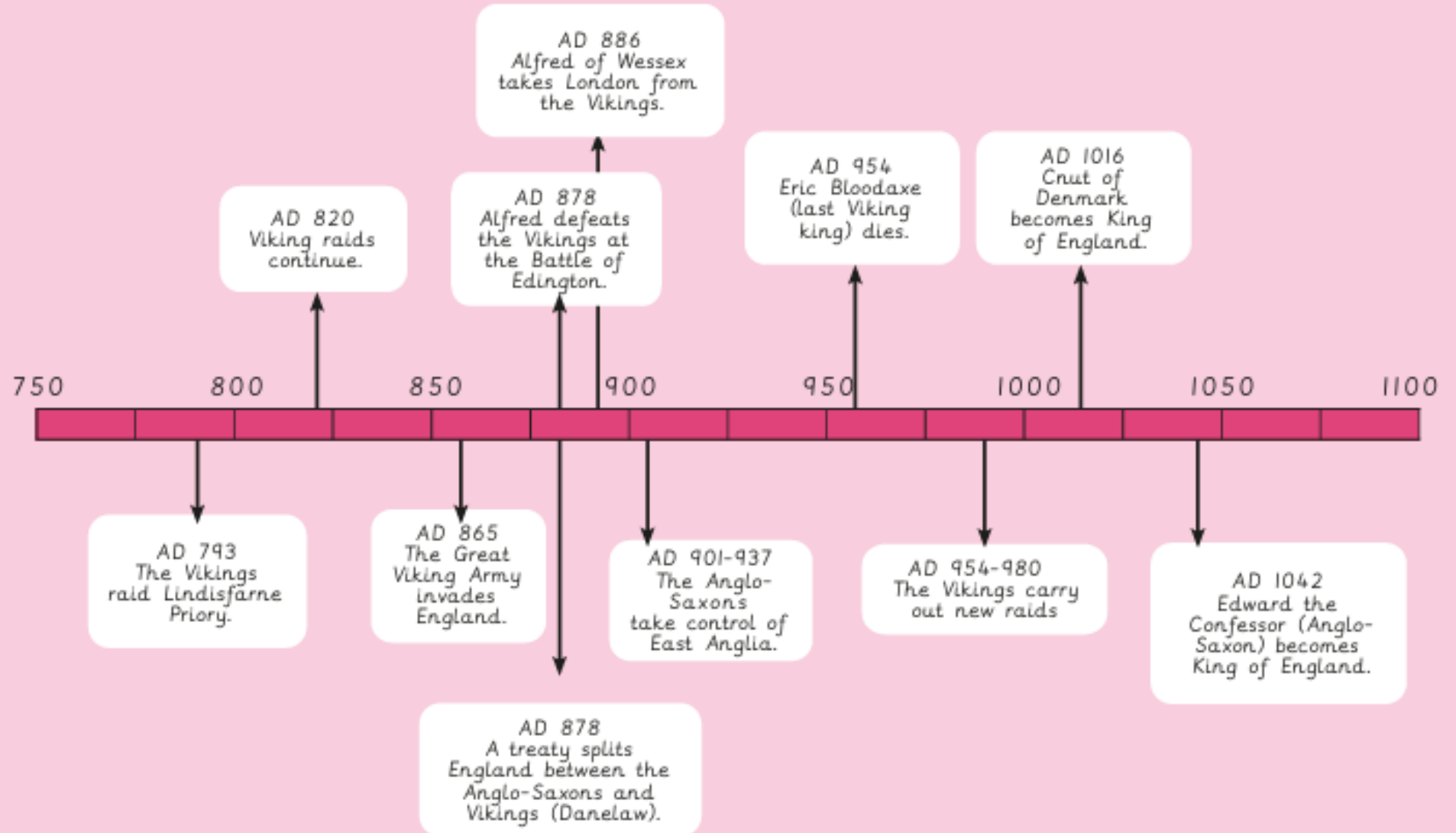
In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which 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 there 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 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.dino.earth'. The second result is from 'Dinosaur directory' with a URL 'https://www.dinosaurdirectory'. The third result is from 'Jurassic history' with a URL 'https://www.Jurassic_history'. The fourth result is from 'Apatosaurus sightings' with a URL 'http://www.London_apatosaurus'. 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'; 'keywords' points to the text 'A-Z Dinosaurs'; 'fake news' points to the text '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.



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

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.



@getset4education136



Knowledge Organiser

Football Year 5 and Year 6

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

About this Unit

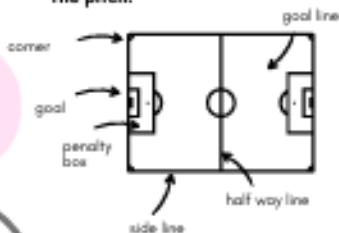
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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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French

French: Year 5 - Monster pets

Vocabulary and pictures

Subject skills: read, write, listen, speak, pronounce, appreciate culture

Kapow
Primary



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**

Activate Windows
Go to Settings to activate Wi

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	tempo
structure	texture
pulse	dynamics
rhythm	chorus
pitch	riff
bridge	hook
backbeat	improvise
amplifier	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.