



# Year 5 – Spring 2 Knowledge Organisers



Year 5 - Branch 4

# Desert to Garden



## Big Question

How do the choices we make show whether we are turning towards God's love or away from it?

### What should I already know?

- The lost son (the prodigal) and the dutiful son
- When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love.
- Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection

Word	Definition
Ash Wednesday	The first day of Lent marked by services of penitence.
Conscience	A person's moral sense of right and wrong
Deadly Sin	The seven deadly sins in the Catholic Church
Death	The permanent ending of vital processes
Fasting	Abstain from all or some kinds of food or drink
Heaven	A place regarded as the good <u>place after</u> death.
Hell	A place regarded spiritual realm of evil and suffering
Judgement	The ability to make considered decisions or come to sensible conclusions.
Lent	Christian religious observance in the liturgical year in preparation for Easter
Prayer	A solemn request for help or expression of thanks addressed to God
Sin	An immoral act

**Catholic Social Teaching**  
Community and Participation



### Hear

By the end of this unit of study, I would have heard about these key texts:

- A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18
- Temptation in the Wilderness (Matt 4:1-11)
- The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57)



### Believe

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

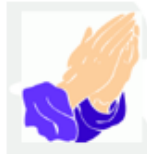
- Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted.
- A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.
- Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God
- Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience.
- The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God.



### Celebrate

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

- What the ashes on Ash Wednesday symbolise.
- A simple examen and/or act of contrition.
- The Sorrowful Mysteries of the Rosary



### Live

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

- Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them.
- What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands



# R.E.

### Asexual reproduction

- The parent plant creates an exact copy of itself without involving another plant.
- Natural methods include **runners**, **tubers**, **budding** and **bulbs**.
- Forced methods (by humans) include **cuttings**, layering and divisions.



runner



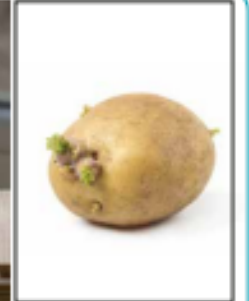
bulbs



budding



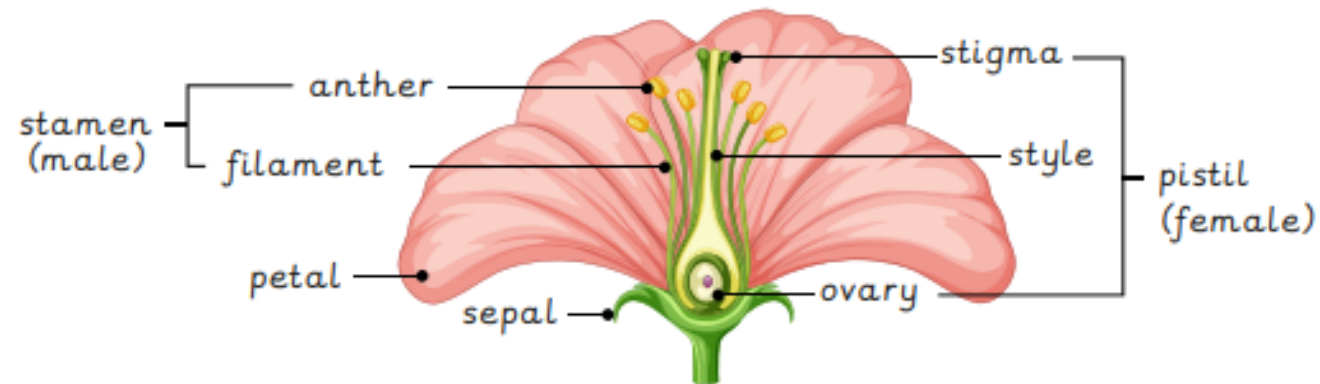
cutting



tuber

### Sexual reproduction

- Pollen is transferred from the male anther of one flower to the female stigma of a flower on another plant.
- Pollen can be transferred by insects, wind or other animals.
- **Fertilisation** happens when the male **pollen** reaches the **ovary** and combines with the female ovules.
- The fertilised ovule then develops into a seed which can be dispersed by wind, air or animals.
- Seeds can then grow into new plants, starting the plant life cycle again.



# Geography

## Why do oceans matter?

Subject skills: locate identify investigate explore compare  
observe and record collect data evaluate



### Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.



# Geography

## Why do oceans matter?

### Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.



ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

## Mechanical Systems - Pop-up book

Subject Skills: Plan, design, make and construct, evaluate, compare

Aesthetic	How an object or product looks.
CAD	Computer-aided-design. To use the computer to design a product, diagram or drawing.
Caption	A short piece of writing under a picture that describes or explains the picture.
Design	To make, draw or write plans for something.
Design brief	A description of what you are going to design and make and how it will work.
Design criteria	To help designers focus their ideas and test the success of them.
Exploded-diagram	A diagram which shows all of the parts of a product, including the internal and external parts.
Function	How an object or product operates or works.
Input	Input is the motion used to start a mechanism.
Linkage	A set of bars linked together to form a mechanism.
Mechanism	A system of parts working together.
Motion	The movement an object makes when controlled by an input or output (e.g. left, right, up, down).
Output	Output is the motion that happens as a result of starting the input.
Pivots	A shaft or pin on which something turns.
Prototype	A simple model that lets you test out your idea, showing how it will look and work.
Sliders	A part of a mechanism which allows an object to move from side-to-side (e.g. left-to-right).
Structure	Something which stands, usually on its own.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).

### Key fact

**Input** is the **motion** used to start a **mechanism**. **Output** is the **motion** that happens as a result of the **input**.



Think of a see-saw, when you sit on your side of the see-saw (**input**) your friend goes up on the other side. (**output**)

### Did you know?

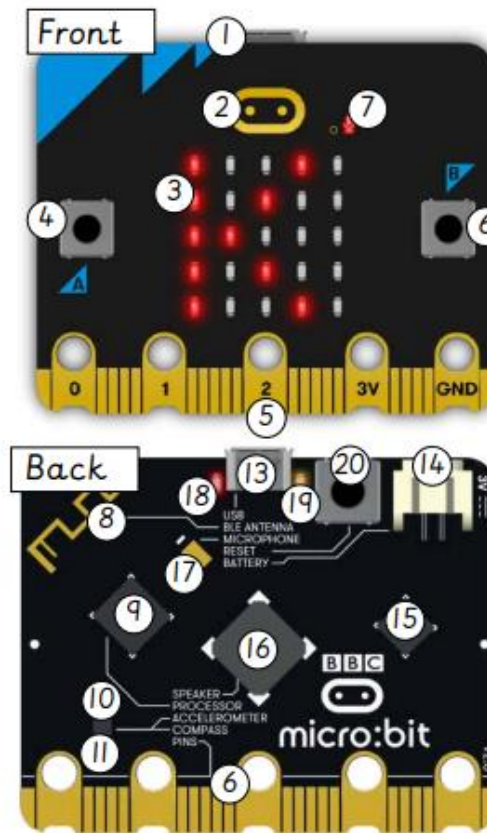


Did you know that the first children's pop-up books were invented in the 1700s? That's over 300 years ago! Lothar Meggendorfer was a well-known pop-up author in the 1800s.

### The micro:bit

The micro:bit is a small physical programming device that can be programmed to react, display, sense and play sounds.

1. USB connector.
2. Touch logo.
3. 25 LED lights.
4. Button A.
5. Button B.
6. Pins.
7. Microphone indicator.
8. Radio and Bluetooth antenna.
9. Processor and temperature sensor.
10. Compass.
11. Accelerometer.
12. Micro USB socket.
13. Battery socket.
14. USB interface chip.
15. Speaker.
16. Microphone.
17. Red power LED.
18. Yellow USB LED.
19. Reset and power button.



# Computing

## Computing - BBC micro:bit



Kapow

### Example code: Light sensor

This is an input block. When button A is pressed, it starts the program.

This shows a sun icon to mean the light level is high.

If the condition is not true (the light level is 100 or less), this second set of instructions runs. This shows a moon icon to mean the light is low.

```
on button A pressed
  set Light level now to light level
  if Light level now > 100 then
    show leds [sun icon]
  else
    show leds [moon icon]
```

This block is a conditional statement. It checks if the light level is more than 100. If this is true, the first set of instructions runs.

This variable block stores the light level reading from the micro:bit's light sensor. This helps the program remember the brightness value to use later.

### Mission: Debug!



1. **Test in steps:** run one part at a time to check what works.
2. **Check your blocks:** look carefully to see if any blocks are missing or in the wrong place.
3. **Check conditions:** make sure your conditional statements are correct.
4. **Try the emulator:** test your code in MakeCode before using the micro:bit.
5. **Re-run and reset:** download your code again or press reset if it does not work.

## PSHE KNOWLEDGE ORGANISER

### Key Learning

- Know that a personality is made up of many different characteristics, qualities and attributes
- Know that belonging to an online community can have positive and negative consequences
- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
- Know how to stay safe when using technology to communicate with friends

### Relationships – Rights and Responsibilities



### Key Vocabulary

Personal attributes	Gaming
Qualities	Violence
Characteristics	Grooming
Self-esteem	Troll
Unique	Gambling
Comparison	Betting
Social media/network	Trustworthy
Online	Appropriate
Community	Screen time
Risky	Physical health
Positive	Mental health
Negative	Off-line
Safe	Peer pressure
Unsafe	Influences
Rights	Personal information
Responsibilities	Passwords
SMART rules	Privacy

### Key Questions

- What online games do you like to play?
- Who do you play them with?
- Do you ever talk to people you don't know online?
- How do you know if people you talk to online are really who they say they are?
- What would you do if you saw or heard something online that made you feel uncomfortable?
- How much screen time do you think you should have every day?
- How shall we spend some special family time?



Get Set 4  
Education

# Knowledge Organiser Swimming Year 5 and Year 6

## About this Unit

Swimming is a very important life skill. In this unit you will learn to:

- swim competently and confidently over a distance of at least 25 metres
- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.



Did you know...



Gertrude Ederle was the first woman to swim across the English Channel.

Gertrude didn't learn how to swim until she was 9, but by the age of 17 she won a gold and a bronze medal at the 1924 Paris Olympics. At the age of 19, she became the first woman to swim across the English Channel. She had been told that a woman would not be able to swim that far, but not only did she swim that far, she also beat the previous record by two hours.

## Key Vocabulary

**afloat:** floating on water

**buoyancy:** how able an object is to float in water

**buoyant:** when an object floats in water

**conserve:** to protect something

**continuously:** without gaps

**dolphin kick:** used for the butterfly stroke, created by a whipping motion with the legs

**endurance:** ability to keep going

**exhale:** to breathe out

**flexed:** bent

**flutter kick:** a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down

**huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue

**inhale:** breathe in

**motion:** process of moving

**outstretched:** extended

**personal best:** a target outcome of an individual

**propel:** to move forward

**retrieve:** to collect

**rotate:** turn

**somersault:** to rotate 360° around a horizontal point

**streamline:** the position you get your body in to flow through the water easily

**stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

**synchronised:** when performers complete the same action at the same time

**technique:** the action used correctly

**treading water:** a survival technique used to keep the head above the water



## Ladder Knowledge



### Strokes:

**Year 5:** pulling harder through the water will enable you to travel the distance in fewer strokes and travel faster.

**Year 6:** making your body streamline helps you to glide through the water.

### Breathing:

**Year 5:** breathing every three strokes helps to balance your stroke and allows me you to practise breathing on both sides.

**Year 6:** the more you practice your breathing in the water, the more your heart and lungs can work effectively and aid your muscles with the ability to utilise oxygen when swimming.

### Water safety:

**Year 5:** a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.

**Year 6:** there are different survival techniques to use for different situations.

## Movement Skills

- rotation
- scull
- tread water
- glide
- front crawl
- backstroke
- breaststroke
- surface dives
- float
- huddle and H.E.L.P. position

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

**Social** support others, work safely, inclusion, communication, collaboration

**Emotional** determination, work fairly, honesty, confidence, perseverance

**Thinking** comprehension, creativity, make decisions, tactics

## Rules

### 1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

### 2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

### 3. Float

If you fall into the water unexpectedly – float on your back until you can control your breathing. Then, either call for help or swim to safety.

### 4. Call 999

If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

## Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

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



How will this unit help your body?

balance,  
co-ordination,  
flexibility, speed,  
stamina, strength

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Splash Tag

**What you need:** a swimming pool with a lifeguard, a supervising adult, 2 players or more

### How to play:

- One player begins as the tagger.
- The tagger tries to tag the other players by splashing them.
- If a player gets splashed, they become the new tagger.

Top tip: swim underwater to avoid the splashes.

Playing with more than two players? Try swimming in other directions to avoid the tagger.



[www.getset4education.co.uk](http://www.getset4education.co.uk)



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

# Knowledge Organiser

## Hockey Year 5 and Year 6

### About this Unit

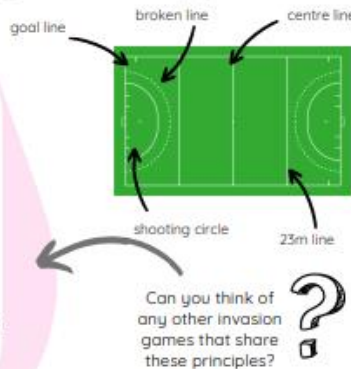
Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Hockey is both a summer and winter Olympic sport. In the summer games, field hockey is played and in the winter games, ice hockey is played. Another major hockey competition for field hockey is the world cup, held every four years.

On a field hockey team, there are 11 players, which include 10 field players and a goalkeeper. Although the name of the sport is 'field hockey', the surface that is played on is artificial.

### Invasion Games Key Principles

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



### Key Vocabulary

- abide:** act in accordance with the rules
- appropriate:** suitable approach
- barrier:** an obstacle that prevents movement or access
- close down:** to reduce the amount of space for an opponent
- create:** to make space
- cushion:** take the power out of an object
- draw:** encourage movement of an opponent
- pressure:** to add challenge
- situation:** circumstances that create what happens
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- stance:** the body position used
- support:** to help
- tactics:** a plan that helps you to 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
- tackle
- intercept
- run
- shoot

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

**Social** communication, collaboration, respect, support others

**Emotional** honesty, perseverance

**Thinking** identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

### Rules

#### Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

#### Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.

#### Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

### 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.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey 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](http://www.getset4education.co.uk)

### Air Hockey

**What you need:** Two players, two towels, three tupperware lids.

#### How to play:

- Use a flat smooth surface.
- Roll the towels up and place them 1m apart to act as the sides of the table.
- Players remain opposite one another at either end of the table.
- One tupperware lid is used as the 'puck'.
- Players have one tupperware lid each that they can use to stop and push the puck.
- Players score points by pushing the puck past their opponent.

**First to 15 wins.**



[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



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

## Knowledge Organiser Fitness Year 5 and Year 6

### About this Unit

Regular participation in physical activities can significantly improve your mood. Exercise releases endorphins, which are natural chemicals in the body that create a feeling of wellbeing. Exercise can also reduce stress and anxiety, improve sleep and give you more energy.

Physical fitness includes different components including agility, balance, co-ordination, speed, stamina and strength. The wonderful thing about fitness is that no matter where your fitness levels are, you can always make improvements with practise.

These are the tests you will use to measure each component of fitness.

- Agility: T-test
- Balance: stork test
- Co-ordination: skipping
- Speed: 30m sprint
- Stamina: 4m run
- Strength: calf raises



### Key Vocabulary

- abdominals:** muscles in the stomach
- agility:** the ability to change direction quickly
- analyse:** examine in order to understand
- calves:** a muscle in the bottom back of leg
- co-ordination:** moving two or more body parts at the same time
- consistent:** to repeat something in the same way
- drive:** a forceful and controlled movement to help move you forward
- engage:** to activate
- measure:** to mark a distance
- motivate:** to encourage
- persevere:** to continue trying
- power:** speed and strength combined
- quadriceps:** the muscles in the thighs
- record:** to make note of
- rhythm:** a strong, regular repeated pattern of movement
- stable:** to be balanced



### Ladder Knowledge



#### Agility:

**Year 5:** to change direction you need to push off your outside foot and turn your hips.

**Year 6:** agility requires speed, strength, good balance and co-ordination.

#### Balance:

**Year 5:** dynamic balances are harder than static balances as the centre of gravity changes.

**Year 6:** apply force to maintain control and balance.

#### Co-ordination:

**Year 5:** people have varying levels of co-ordination that can improve with practice.

**Year 6:** co-ordination also requires good balance.

#### Speed:

**Year 5:** taking big consistent strides will help to create a rhythm that allows you to run faster.

**Year 6:** speed can be improved by training. Different distances require different speeds.

#### Strength:

**Year 5:** muscles all have different names.

**Year 6:** you can build up strength by practicing in your own time.

#### Stamina:

**Year 5:** keeping a steady breath will help you to move for longer periods of time.

**Year 6:** different exercises can develop stamina which can be improved by training over time.

### Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

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

**Social** support and encourage others, collaboration

**Emotional** perseverance, determination

**Thinking** observation, analysis, comprehension

### Strategy

Identify your areas of strength and your areas for development. Then, think of set your plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

### Healthy Participation



- Focus on your own results without comparing them with others.
- Work within your own capabilities.
- All actions need to be performed with control.



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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Red or black?

What you need: A pack of cards.

#### How to play:

- One player guesses whether the first card will be red or black.
- If they are correct they get to guess if the next card will be higher or lower than the first.
- If they are correct they get to guess if the next card will be a number in between the first two cards or a number outside of the first two cards.
- If they are correct they win one hand.
- If they are wrong at any stage they complete 10 x of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 x hands.

Red or black / higher or lower / in or out?



[www.getset4education.co.uk](http://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



**le nord**  
the north



**l'est**  
the east



**le sud**  
the south



**l'ouest**  
the west



**le nord-est**  
the north-east



**le nord-ouest**  
the north-west



**le sud-est**  
the south-east



**le sud-ouest**  
the south-west



**une étoile**  
a star



**un croissant**  
a crescent



**un drapeau**  
a flag



**une croix**  
a cross



**un cercle**  
a circle

# French

## French - French-speaking world

### Sentence structure and phrases

Bonjour!

Kapow  
Primary

#### Phrases

Je vais...	I go / I'm going...
tu vas...	You go / you are going...
Il y a...?	Is there...?
Il y a...	There is...
Je voudrais visiter ...	I would like to visit...
parce que	because
il fait très chaud	it is very hot
il ne fait pas chaud	it is not hot
il fait plus chaud qu'en/au/à...	it is hotter than in...
il fait moins chaud qu'en/au/à	it is less hot than in...
il fait assez froid	it is quite cold
il pleut beaucoup	it rains a lot
il ne pleut pas	it does not rain
il pleut plus qu'en/au/à ...	it rains more than in...
la température est de 15 degrés	the temperature is 15 degrees

#### Country gender

In French, countries are either masculine or feminine, so they should always include the definite article **Le/La**. For example, **La France**, never just 'France'.

However, **Madagascar** does not follow this rule. It is a feminine noun but does not need the definite article, so it is just 'Madagascar'.

à + le = au

au nord

à + l' = à l'

à l'est

Tu vas trois pas au nord, deux pas au nord-est et quatre pas à l'est.

J'ai trouvé le trésor!

You go three steps north, two steps north-east and four steps east.

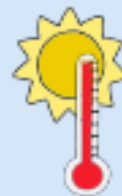
I have found the treasure!

La Suisse est un petit pays européen à l'est de la France.

Le drapeau est rouge avec une croix blanche.

Switzerland is a small European country to the east of France.

The flag is red with a white cross.



Je voudrais visiter le Maroc parce qu'il fait plus chaud que la France.

I would like to visit Morocco because it is hotter than France.

# French

## 100 High Frequency French Words

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

# MUSIC

## MUSIC KNOWLEDGE ORGANISER

### HIP HOP – THE FRESH PRINCE OF BEL-AIR

#### Key Learning

Musical focus: Beat

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians

play and perform in group or solo and ensemble contexts, using their voices and playing musical instruments with increasing 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  
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
develop an understanding of the history of music.

Understand how pulse, rhythm and pitch work together

Develop understanding of history/context of music

Further develop confidence in identifying a range of musical styles and identify their style indicators

Genres of music

Traditions

Style indicators

Sing in ensemble with: Precision Expression Articulation Control of breath

Develop confidence to perform solo

Use untuned instruments to compose complex rhythms

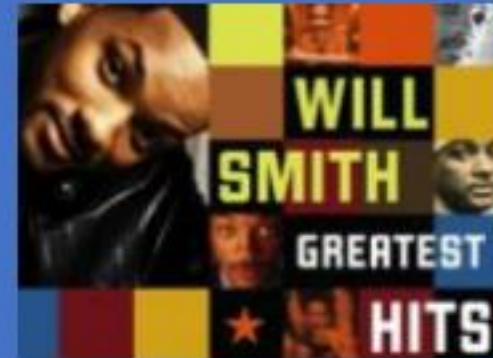
Demonstrate control with instruments, eg: dynamics, expression

Recreate music of similar styles to what that they appraise

Compose complex rhythms from aural memory similar to styles they have

Follow a conductor's cues for the interrelated dimensions of music

#### Key Images



#### Key Vocabulary

structure  
piano intro  
verse  
chorus  
interlude  
instruments  
sounds  
loops  
samples  
decks  
scratching  
texture

drums  
bass  
synthesizer  
rapper  
pulse  
tempo  
dynamics