



Year 5 – Summer 1 Knowledge Organisers



Year 5 - Branch 5

To the ends of the Earth



Big Question

How does the Holy Spirit help us follow Jesus and share His love "to the ends of the earth," just like the disciples did at Pentecost?

What should I already know?

- Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria.
- The work of the Church is to continue the ministry of Jesus and build the Kingdom of God.
- The appearance on the shore of Tiberius (Jn 21:1-19)

Hear

- By the end of this unit of study pupils will have studied the following key texts:
- Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17)
 - Pentecost (Acts 2:1-8, 14-18)
 - The gifts of the Spirit Paul (1 Cor 12:4-11)
 - Baptism in the Spirit (Acts 8:14-16)



Believe

- By the end of this unit of study, pupils will know that the Church teaches:
- 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114)
 - The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed.
 - The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit.
 - Mary is an example of discipleship.
 - The Holy Spirit appears under different names and signs through Scripture.



Celebrate

- By the end of this unit of study, pupils will know:
- The actions, signs, prayers, and symbols of the Catholic rite of Confirmation.
- The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection.



Live

- By the end of this unit of study, pupils will know:
- Some examples of artistic symbolic representation of the Holy Spirit.
- An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.



Word	Definition
Anoint	Smear or rub with oil, typically as part of a religious ceremony.
Baptismal Grace	<i>Removal of all guilt of sin, original and personal.</i>
Bishop	A senior member of the Christian clergy , usually in charge of a diocese and empowered to confer holy orders.
Chrism	A mixture of oil and balsam .
Confirmation	Rite at which a baptised person affirms Christian belief and is admitted as a full member of the Church.
Discipleship	<i>The process of learning to love and follow Jesus and becoming more like him in our attitudes and actions.</i>
Holy Spirit	The third person of the Trinity; God as spiritually active in the world.

Catholic Social Teaching

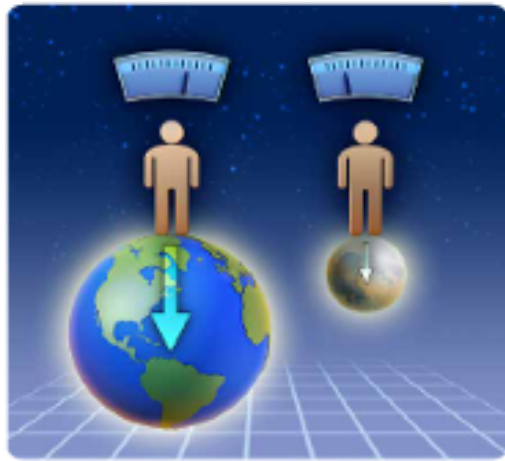
Dignity of Workers



R.E.

Science - Unbalanced forces

Gravity is a pulling force that acts between any two objects with mass. The greater the mass of the objects and the closer they are to each other, the stronger the gravitational pull between them.

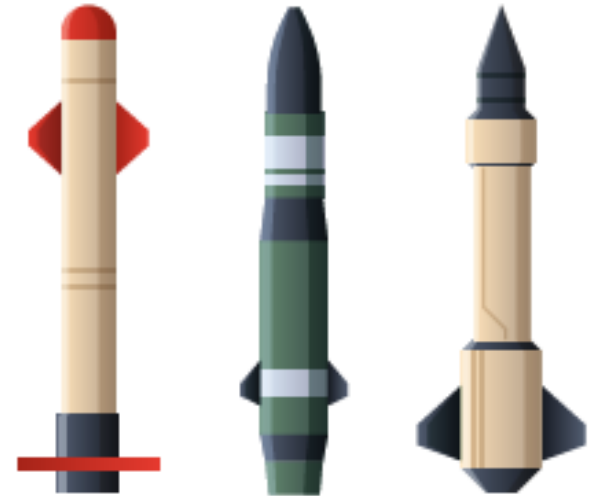


Friction is a contact force between two surfaces that opposes motion and causes a slowing effect. Rougher surfaces and more weight increase friction.

Air resistance, a type of friction, is the force that opposes an object moving through the air. The greater the object's surface area and the faster it moves, the greater the air resistance.



Streamlining involves designing objects to move through air or water more easily by making their shape smooth and sleek to reduce resistance from air or water.



Sir Isaac Newton (1643-1727) was an English scientist who discovered the laws of gravity.



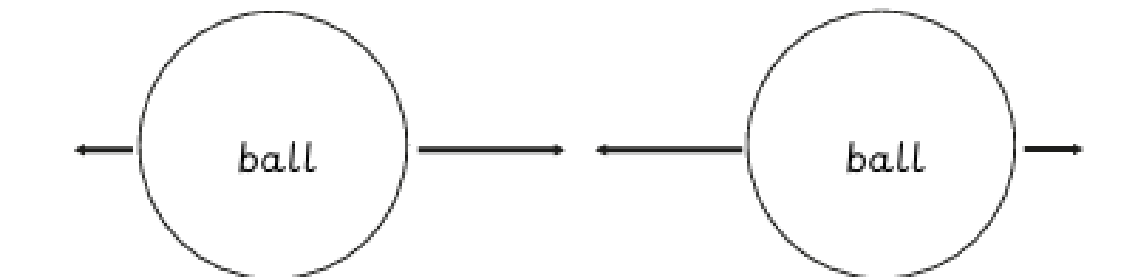
Water resistance, a type of friction, is the force that opposes an object moving through water. The greater the object's surface area and the faster it moves, the greater the water resistance.



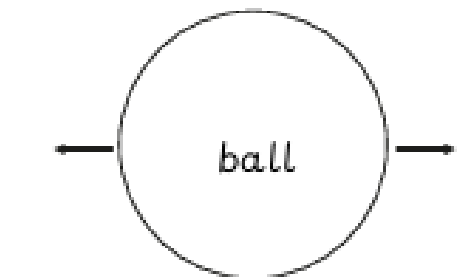
Science - Unbalanced forces

Science

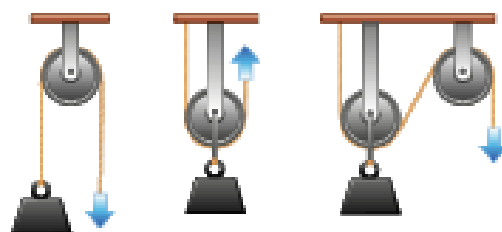
When forces are **unbalanced** (unequal), change will happen: changing speed, shape, direction, starting or stopping moving.



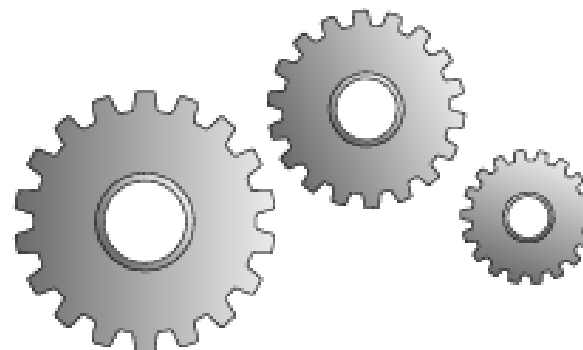
When forces are **balanced** (equal), an object will either be stationary or moving at a steady speed.



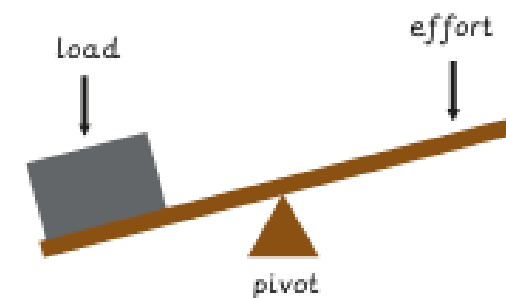
A **pulley** is a wheel with a groove around it for a rope, making it easier to lift heavy things by pulling down on the rope.



A **gear** is a wheel with teeth that fits into another gear to change the speed or direction of movement.



A **lever** is a stiff bar that moves around a pivot to lift a load more easily.



Year 5 - What did the Greeks ever do for us?

Subject skills:
investigate analyse make deductions evaluate identify
compare and contrast ask questions explore develop



achievement	Something reached through hard work or effort.	direct democracy	A system of government in ancient Greece which gave all men the right to vote.
assembly	A democratic organisation in ancient Athens where all men could vote on laws.	oligarchy	A system of government in ancient Greece in which only a few people held power.
Athens	The largest and one of the most influential city-states in ancient Greece.	philosophy	The 'love of wisdom' in which people think and ask basic questions about human life.
city-state	A city or town that, with the surrounding countryside, is an independent state.	Sparta	One of the most powerful city-states in ancient Greece, known for its fierce army.
Classical Golden Period	The period from 480 BC to 323 BC in which the Greeks built temples, created democracy and made scientific discoveries.	Zeus	In Greek mythology, the god of the sky and the supreme ruler of the Olympian gods.

History

Gods and goddesses



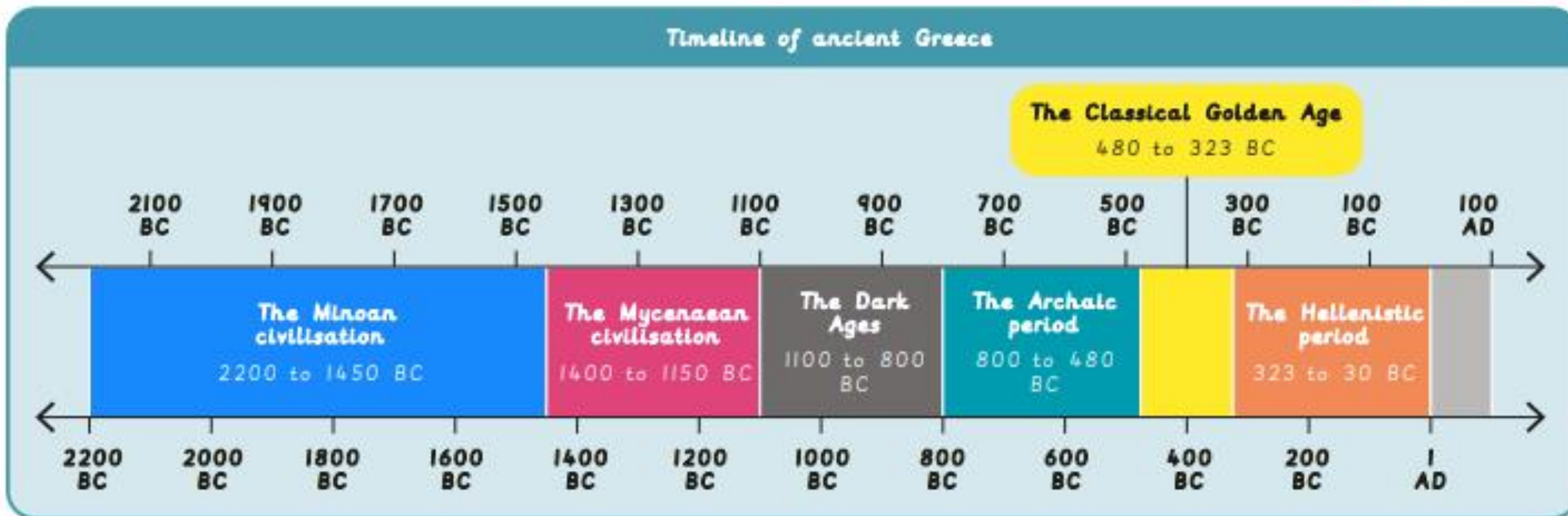
The ancient Greeks believed 12 gods and goddesses lived on Mount Olympus. The Greeks prayed to them at home and in temples and ran sporting events and festivals in their honour. They believed that if something went wrong, the gods were unhappy with them. The characters, images and abilities of the Greek gods and goddesses have influenced modern-day movies, animations, books, comics and video games.

Democracy



Athenian democracy was one of the first in the world. It was a direct democracy in which the citizens themselves voted for laws in the assembly. Modern Britain has a representative democracy where people elect a representative (Member of Parliament) to make decisions on their behalf. Citizens over 18 can vote in Britain; however, in ancient Athens, only adult males born in Athens could vote.

History



Philosophy

Philosophy (meaning 'love of wisdom') was developed by the ancient Greeks. Famous philosophers such as Pythagoras, Socrates, Plato and Aristotle still influence our thinking today: Pythagoras created the first maths formula, Socrates developed the Socratic method used to discuss ideas, Plato's ideas on ethics are still debated today, and Aristotle laid the foundations for modern science.

The English language

Many words in the English language (such as character, comedy, democracy, dinosaur, drama, planet, geography, and technology) originated from Greek. The Greek alphabet (alphabetum) contributed ten letters to the English language. Moreover, the word alphabet comes from the Greek letters alpha and beta.

Α	Β	Χ	Δ
Ε	Η	Γ	Ι
Κ	Λ	Μ	Ν
Ω	Ο	Φ	Π
Ψ	Ρ	Σ	Τ
Θ	Υ	Ξ	Ζ

Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identity	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Monoprint	A print that can only be made exactly the same way once
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist

Artists

Chila Kumari Singh Burman

Vincent van Gogh

Frida Kahlo

Sonia Boyce

Njideka Akunyili Crosby

Art



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression



Mixed media artwork uses a combination of different materials

Add contrast with a background



Collage



Wash of paint

Match the materials you choose to the effect you want to create



Dreamy



Relaxed and happy



Bold

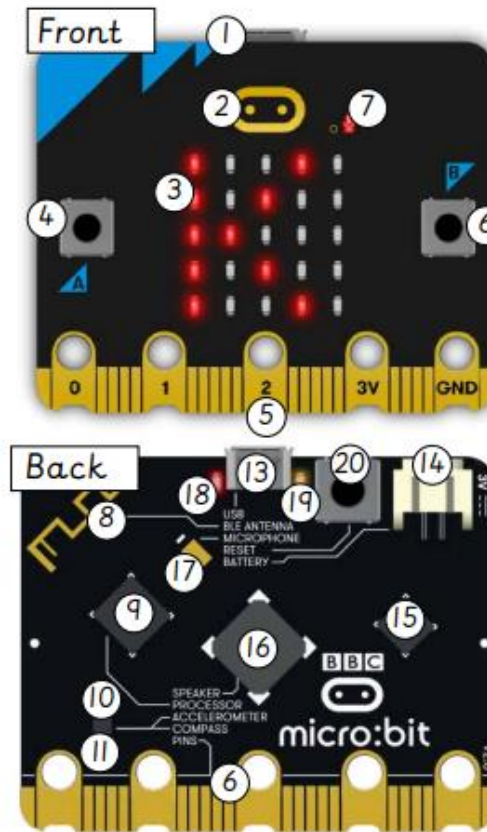
Creating a monoprint



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

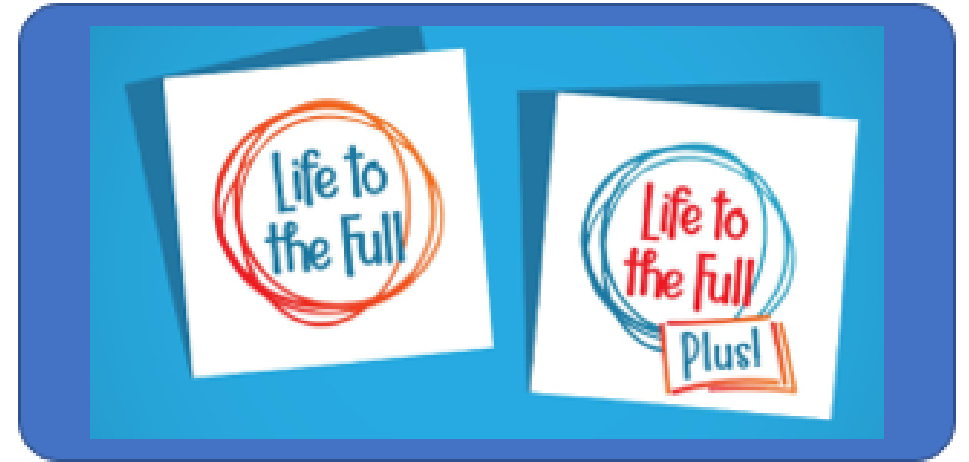
Key Learning

- To know that we are created and loved by God
- To gain religious understanding
- To discuss my body and my health
- To share thoughts about emotional well-being
- To understand life-cycles
- To discuss how we show love to others
- To understand how we stay safe online
- To share thoughts and ideas about community

Key Vocabulary

Create
Love
Relationships
Respect
Generosity
Online safety
Health
Emotional
Well-being
Life-cycles
Caring
Trust
Community

Relationships and Health



Key Questions

- Where did we come from?
- How can we keep our minds and bodies healthy?
- What is emotional well-being?
- What are life-cycles?
- How can we show love and respect?
- Does everyone deserve love and respect?
- What is a community?
- How can we stay safe online?



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

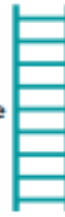
synchronised: when performers complete the same action at the same time

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

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



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

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.



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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

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?



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



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Knowledge Organiser Dodgeball Year 5

P.E.

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.

It's a game of strategic moves that use both defence and attack. On the defensive front, you'll need to use swift moves, and quick thinking to avoid being hit. On the attack you'll need to throw with precision and speed to get opponents out.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Key Vocabulary



- avoid:** keep away from or stop
- communication:** share information
- cushion:** take the power out of an object
- fake:** to pretend
- force:** create power
- officiate:** to be in charge of the rules
- opponent:** the other team
- situation:** circumstances that create the environment
- tactic:** a plan or strategy

Ladder Knowledge



Throwing:

Aim low to make it difficult for an opponent to catch.

Catching:

Stay towards the back of the court area to give you more time to catch.

Movement Skills

- throw
- catch
- dodge
- jump
- block

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

- Social** co-operation, respect, communication
- Emotional** confidence, honesty, independence
- Thinking** tactics, comprehension, observation, creativity

Rules

OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.

Tactics

Apply tactics relevant to the situation.

A live ball is one that has not bounced or hit a wall/ceiling.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

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



Sock-tastic Dodge



What you need: 1 x pair rolled up socks

Practise:

- Throw the socks with one hand and catch with two.
- Throw the socks with one hand and catch with the opposite hand.
- Throw the socks with one hand and catch with the same hand.
- Throw the socks up and see how many of a chosen activity you can do before catching it again e.g. claps or star jumps.

How to play:

- Create your own version of a dodgeball game.
- Set the rules. What happens if the ball hits you? How do you get back in the game? How do you decide the winner?
- Invite people in your household to play the game.

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



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French



lire
to read



manger
to eat



écrire
to write



dormir
to sleep



jouer
to play



nager
to swim



courir
to run



chanter
to sing



sauter
to jump



danser
to dance



Year 5 - Verbs in a French week

Sentence structure and phrases

French

Pronouns	
Je	I
Tu	You (singular and informal)
Il	He/It (masculine singular)
Elle	She/It (feminine singular)
Nous	We
Vous	You (Plural or singular formal)
Ils	They (Masculine plural)
Elles	They (feminine plural)

Irregular verbs do not follow a standard spelling pattern. These are two key irregular verbs:

être - to be	
Je suis	I am
Tu es	You are (singular and informal)
Il est	He is
Elle est	She is
Nous sommes	We are
Vous êtes	You are (Plural or singular formal)
Ils sont	They are (Masculine plural)
Elles sont	They are (feminine plural)

avoir - to have	
J'ai	I have
Tu as	You have (singular and informal)
Il a	He/It has
Elle a	She/It has
Nous avons	We have
Vous avez	You have (Plural or singular formal)
Ils ont	They have (Masculine plural)
Elles ont	They have (feminine plural)

J'aime danser
I like to dance

Je n'aime pas nager
I don't like to swim

French speech marks are called **guillemets** and look like double arrow-heads. They go around the text like this:

Il a dit, «Bonjour ! »

He said, "Good morning!"

Je chante I sing	Tu chantes You sing	Il chante He sings	Elle chante she sings	Nous chantons We sing	Vous chantez You sing (plural)	Ils chantent They sing (masculine)	Elles chantent They sing (feminine)
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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

Unit: Dancing In The Street - Motown

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?

Key Vocabulary

soul,	improvise,
groove,	cover,
riff,	pulse,
bass line,	rhythm,
backbeat,	pitch,
brass section,	tempo,
harmony,	dynamics,
hook,	timbre,
melody,	texture,
compose,	structure



Home Learning

Listen to 5 other Motown songs:

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson