

# **Knowledge Organiser**

**Year 5**

**Summer Term 2022**

# Art Y5 Summer Term

## Prior Knowledge:

### Printing:

- Know relief and impressed printing processes
- Know how to use language that is appropriate to a particular skill

### Exploring:

- Know how to communicate their own ideas and meanings through a range of materials and processes for a range of purposes
- Know how to identify the different forms art takes

### Evaluating:

- Know how to look at and talk about the work of other artists.
- Know how to comment on ideas, methods and approaches in their own work and the work of others.
- Know how to relate ideas, methods and approaches to context in which a work was created.
- Know how to adapt and improve their own work to realise their own intentions.

## Vocabulary

intention, pointillism, complementary, batik, replicate, tie-dye, tonal contrast, acrylic, tessellation, montage, element, influential, annotate

## As an Artist I will:

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

## Key Knowledge

### Printing:

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

### Exploring:

- Create sketch books to record their observations and know how to use them to review and revisit ideas

### Evaluating:

- Know how to talk about the work of other artists.
- Know how to comment on ideas, methods and approaches in their own work and the work of others.
- Know how to relate ideas, methods and approaches to context in which a work was created.
- Know how to adapt and improve their own work to realise their own intentions

# Computing Y5 Summer Term

## Programming - Quizzes

### Prior Knowledge:

Repetition in games:

Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

### Key Knowledge

Selection in quizzes:

- Know that a loop can stop when a condition is met.
- Know that program flow can branch according to a condition.
- Know how to modify a count-controlled or event –controlled loop.
- Know how to use an if... then... statement to produce an outcome.
- Know that a loop can be used repeatedly until a condition is met.

### Vocabulary

### As a Computing Scientist I will:

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

# Computing Y5 Summer Term

## Programming - Video Editing

### Prior Knowledge:

Audio editing:  
Capturing and editing audio to produce a podcast, ensuring that copyright is considered.

### Key Knowledge

Video editing:

- I know how to plan a storyboard to plan a video production.
- I know that digital devices can capture video using a camera.
- I know how to pan left and right and tilt up and down.
- I know that video can be improved through editing.
- I can edit a section of video by splitting, deleting and applying effects.
- I know how to identify the features of a good video.

### As a Computing Scientist I will:

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

### Vocabulary

# DT Y5 Summer Term

## Mechanical systems: Pulleys and levers

### Prior Knowledge:

Experience of axles, axle holders and wheels that are fixed or free moving.

- Basic understanding of electrical circuits, simple switches and components.

### Key Knowledge

- Understand that mechanical and electrical systems have an input, process and an output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Know and use technical vocabulary relevant to the project.

### Vocabulary

pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor

circuit, switch, circuit diagram

annotated drawings, exploded diagrams

mechanical system, electrical system, input, process, output

design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief

### As a Designer I will:

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

# Geography Y5 Summer Term

## North America

**Prior Knowledge:**

**As a Geographer I will be:**

- |   |  |
|---|--|
| • Develop knowledge of globally significant places.                     |  |
| • Understand key physical and human geographical features of the world. |  |
| Carry out a range of fieldwork  |  |
| Interpret information from a range of sources.                          |  |

**Key Knowledge**

- 

**Vocabulary**

# History Y5 Summer Term

## Saxons and Vikings

### Prior Knowledge:

Saxon and Scot settlement of Britain

As a Historian I will:	
Know chronology of topic studied.	
Understand significant events.	
Understand historical terms.	
Understand historical concepts and use them to make connections.	
Understand and take part in historical enquiry.	

### Key Knowledge

- Know who the Vikings were, where they came from and what they believed.
- Know what the Viking raids were, why they were feared and the Anglo-Saxon response to them.
- Know how King Alfred defeated the Vikings.
- Know how the Anglo-Saxons and Vikings co-existed, how England was divided and what the Danelaw was.
- Know aspects of Viking life and culture.
- Know what the Vikings believed in.
- Know how England became a unified country.
- Know the role that key Anglo-Saxon figures played in unifying England: Aethelflaed, Edward the Elder and Athelstan took to try and unify England.
- Know that the unified England was briefly under the control of a Danish king, Cnut.
- Know aspects of Anglo-Saxon laws and justice.

### Vocabulary

Scandinavia: Norway, Sweden, Denmark, Finland, Danelaw, Danegeld, pagan, Runes, Asgard, Freyja, Thor, Odin, Valhalla, long boat, long house, raid, conquer, farmer-warrior, Fyrd, chieftain, berserker, trade, Jorvik, Jarl, were geld

# MFL Y5 Summer Term

## ¿Tienes una mascota? (Do you have a pet?)

### Prior Knowledge:

- Know the words for ten common animals in Spanish
- Used the conjunction “y” (and) or “pero” (but) to link two sentences together
- Know that “tengo” means “I have” and that “no tengo” means “I don’t have”
- Know that “él / ella se llama...” means “he / she is called...”
- Know how to tell someone what my name and age is
- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the

### Key Knowledge

- Listen to, read and recognise eight nouns for popular pets
- Say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns for popular pets
- Say and write from memory what pet I have and what pet I do not have
- Use the conjunctions “y” (and) and “pero” (but)
- Ask somebody what pet they have
- Say and write a short presentation including some or all of the following: my name; my age; what pet(s) I do or do not have; my pet’s name; conjunctions “y” (and) and “pero” (but)

### As a Linguist I will:

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and appreciate of the language studied.

### Vocabulary

un perro – a dog, un gato – a cat, Un conejo – a rabbit, Un hámster - a hamster, Un pez – a fish, Un ratón - a mouse, Una catorra – a parrot, Una tortuga – a tortoise, Tengo... – I have..., No tengo... – I don’t have..., Tengo un... - I have a... (masculine noun), Tengo una... - I have a... (feminine noun),...que se llama - ...that is called y – and pero - but



# MFL Y5 Summer Term

## Los Romanos (The Romans)

### Prior Knowledge:

- Know the negative form for the first person for the verb have: no tengo (I don't have)
- Learnt about Ancient Britain through Spanish texts
- Studied the Romans in history lessons in English (Y4)
- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: "a" (un/una)
- Read, write and say the masculine and feminine forms of the singular definite article: "the" (el/la)
- Know that the word "the" has a plural form
- Read, write and say the masculine and feminine forms of the plural definite article: "the" (los/las)
- Know that "Vivo en..." means "I live in..." and "Soy" means "I am"
- Constructed similar sentences with "soy" and "vivo" in Ancient Britain topic: soy un hombre / soy una mujer de la edad de piedra / bronce / hierro

### As a Linguist I will:

Understand spoken and written language.

Speak with accurate pronunciation and

Write for different

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

### Key Knowledge

- Listen to and understand facts of the key people involved in the history of the Roman Empire
- Recall, say and write the names of the week and learn how some of them are related to Roman gods and goddesses
- Tell someone what the most famous Roman inventions were
- Listen to and re-tell in spoken and written form what life was like for a rich and poor child in Roman times
- Use the negative form in the first person for a selection of verbs

### Vocabulary

Los Romanos – the Romans  
 la leyenda – the legend  
 la historia de Roma – the history of Rome  
 el Imperio Romano – the Roman Empire  
 la Monarquía Romana – the Roman Monarchy  
 la República Romana – the Roman Republic  
 los senadores – the senators  
 los plebeyos – the plebians  
 los esclavos – the slaves  
 lunes – Monday  
 martes – Tuesday  
 miércoles - Wednesday  
 jueves – Thursday  
 viernes – Friday  
 sábado - Saturday  
 domingo – Sunday  
 los baños romanos – the Roman baths  
 la calefacción central – the central heating  
 los acueductos – the aqueducts  
 la calzada romana – the Roman roads  
 los puentes romanos – the Roman bridges  
 las esculturas romanas – the Roman sculptures  
 los mosaicos romanos – the Roman mosaics  
 los números romanos – the Roman numbers  
 el Latin – Latin  
 Soy un niño romano – I am a Roman boy  
 Vivo en Roma – I live in Rome  
 Soy rico – I am rich  
 Me pongo una toga – I wear a toga  
 Como carne – I eat meat  
 Voy a la escuela – I go to school  
 Soy pobre – I am poor  
 Me pongo una túnica - I wear a tunic  
 Como sopa – I eat soup  
 Trabajo – I work  
 No soy rico – I am not rich  
 No me pongo una toga – I don't wear a toga  
 No como carne – I don't eat meat  
 No soy pobre – I am not poor  
 No me pongo una túnica - I don't wear a tunic  
 No como sopa – I don't eat soup  
 No trabajo – I don't work

# Music Y5 Summer Term

## Dancing in the Street

## Reflect, Rewind and Replay

As a Musician I will:	
Perform, listen to and evaluate a range of music.	
Learn to sing, create and compose music and play an instrument.	
Understand how music is created and use appropriate notation.	

### Prior Knowledge:

#### Performing

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

#### Composing

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

#### Listening and appraising

- Know and identify the different purposes of music, using musical vocabulary.
- Develop their understanding of a musical timeline, recognising there are different eras of music and being able to recognise their differences.
- Know how silence can affect the overall effect of a musical piece or idea.

### Key Knowledge

#### Performing

- Know how to sing or play using correct phrasing and demonstrate understanding of how to add expression.
- Know how to hold a part in a group
- Know how to perform music using a variety of structural forms
- Know how to perform by ear and using simple notations

#### Composing

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

#### Listening and appraising

- Know how to refine and improve compositions and performances; and suggest improvements to the work of others.
- Know how to evaluate work using appropriate musical vocabulary
- Know how to use standard musical notation to record ideas.

### Vocabulary

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

# PE Y5 Summer Term

## Cricket, Tennis and Athletics

As a Sports person I will:	
Develop competence in a broad range of physical activities.	
Be physically active for sustained periods of time.	
Engage in competitive sports and activities.	
Lead healthy, active lives.	

### Prior Knowledge:

#### Cricket

- Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.
- Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting

#### Athletics

- Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin

#### Tennis

- Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.

### Key Knowledge

#### Cricket

- Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.
- Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.

#### Athletics

- Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.

#### Tennis

- Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.

### Vocabulary

#### Cricket

Tactics, bowling, run out, no ball, wide, bye

#### Athletics

Tactics, distance, speed, evaluation, change over, personal best

#### Tennis

Accuracy, forehand, backhand.

# PHSE/RSE Y5 Summer Term

## Rights and Responsibilities

### Prior Knowledge:

- I know what human rights and their impact on community.
- I know I should recognise influences, facts and opinion in a critical manner.
- I know the impact of a bystander and the difference they can make to a situation.
- I know some terms relating to finance and how society is supported by the income of others.

### Key Knowledge

- I know issues concerning health and wellbeing in the media.
- I know the definitions of responsibility, rights and duties.
- I know what I am responsible for within my home, community and environment.
- I know the benefits and consequences of borrowing and saving money.

### Vocabulary

responsibility, fact, rights, costs, borrow, public services, wages, loan, council, duties, pressure, salaries, credit, vote, rent, debit, elections  
Fair Trade, interest,

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# PHSE/RSE Y5 Summer Term

## Growing and Changing

### Prior Knowledge:

- I know my emotional reactions may change in different circumstance.
- I know what puberty is and what to expect for both males and females.
- I know I was made by God with the help of my parents.
- I know how conception and life in the womb fits into the life cycle.

### Key Knowledge

- I know that feelings vary in intensity and puberty can affect this.
- I know strategies to deal with inappropriate touch, secrets, and confidentiality.
- I know products available for puberty and menstruation.
- I know the feelings of change and loss and have strategies to help with these.

### Vocabulary

Wellbeing, resilience, trust, attention, separation, loss, Inappropriate, appropriate, mood swing, hormones, puberty, menstruation, spots, period, pads, tampons, period pants, sanitary protection, clean, confidence, loss, bereavement.

### As a Scientist I will be:

Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# Science Y5 Summer

## Living Things and their Habitats

### Prior Knowledge:

- Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)

As a Scientist I will be:	
Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

### Key Knowledge

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

### Vocabulary

Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

# Science Y5 Summer

## Animals including Humans

### Prior Knowledge:

- Notice that animals, including humans, have offspring which grow into adults.  
(Y2 - Animals, including humans)

As a Scientist I will be:	
Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

### Key Knowledge

- Describe the changes as humans develop to old age.

### Vocabulary

Puberty – the vocabulary to describe sexual characteristics