



Knowledge Organiser Booklet

Year 5

Summer 2



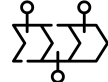




Name		Class	
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Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 5 Art & Design Knowledge Organiser for Summer 2. Architecture

Art Themes		Tier 2	Key Vocabulary			
space	form	contrast	domestic architecture	environmental	interior	exterior
The area around, or within, objects.	A shape or object with three dimensions (3D).	To show the differences between two or more things.	Buildings designed for people to live in, like houses.	Relating to the natural world and making sure we respect nature.	The spaces inside a building.	The outside appearance of a building.
The space within the hallway was large and open.	Architecture includes a series of forms including cubes and prisms.	Architecture can include contrasting forms such as geometric and organic forms.	In domestic architecture it is important to plan rooms where people can cook and sleep.	Environmentally friendly buildings are well insulated to stop heat escaping.	We will explore and imagine different interior spaces.	An architect decides what the exterior of a building will look like.
We can design interior and exterior spaces .	Architects may use geometric or organic forms in their work.	In our drawings, we contrast light and dark tones.	We see domestic architecture all around us in flats and houses,	Architects consider the environmental impact of the buildings they design.	Interior spaces might be small and cosy or large and open.	The exterior of a building can be made of different materials such as brick or wood.
						
How this connects with previous learning				How this connects with future learning		
In Year 2, you learnt about being an architect.	You used different forms in your architecture models in Year 2.	In Year 4, you explored pattern and created your own designs .		In Year 6, you will look at how artists and designers communicate a message through their work.	In Year 6, you will look at the human form and make 3D drawings.	In Year 6, you will explore space and form in relation to immersive art.

To help you remember and recall key information, you can make your own notes about art and design **here**.

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To help you remember and recall key information, you can make your own notes about art and design here.

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This is your Year 5 **Computing** Knowledge Organiser for Summer 2. Selection in Quizzes

Tier 2 Vocabulary

Key Vocabulary

flow

Move steadily and continuously from one place to another.

A smooth uninterrupted movement or progress of a program.

Exercise can increase the blood **flow** to specific areas of the body.

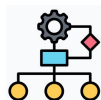
Selection and **conditions** will be used to control the **flow** of your program.

conditions

The state of something with regard to its appearance, quality, or working order.

A statement that can be either True or False.

You will learn how **conditions** are used to control the **flow** of actions in your program.



if...then...else...

Programming language statement that compares two or more sets of data and tests the results.

If the results are true, the THEN instructions are taken; if not, the ELSE instructions are taken.

You will apply your knowledge of these statements to create a program that features selection influenced by a random number.



binary

Related to, composed of, or involving two things.

Is a numbering scheme in which there are only two possible values for each digit. Ex. 0 or 1 and yes or no.

You will create a quiz that has a **binary** question, one with either yes or no answer.



branch

To divide into one or more subdivisions.

An instruction that tells a computer to begin executing different instructions rather than simply executing the instructions in order.

You will use algorithms with a **branching** structure to represent the answers to a quiz.



debug

The process of finding or correcting errors in a program.

If a code is not running correctly, an error has been made which will need fixing.

You will need to spot the error and **debug** the program in order for it to **flow** without error.



How this connects with previous learning

In Year 3, you learnt about sequencing codes to ensure a program ran in the correct order.

In Year 4, you learnt about repetition and how to use loops when coding. You selected which type of repetition was needed for a given code.

You have used a Crumble kit to learn how to connect and program components in order to control the **flow** of actions in your program.

How this connects with future learning

In Year 6, you will learn about variables in programming through games in Scratch. You will use those variables to then modify them and create your very own game. At the end of Year 6, you will combine all your programming knowledge to use a physical device called a micro:bit.

In KS3, you will develop your programming skills through the concepts of sequencing, variables, selection, and count-controlled iteration.

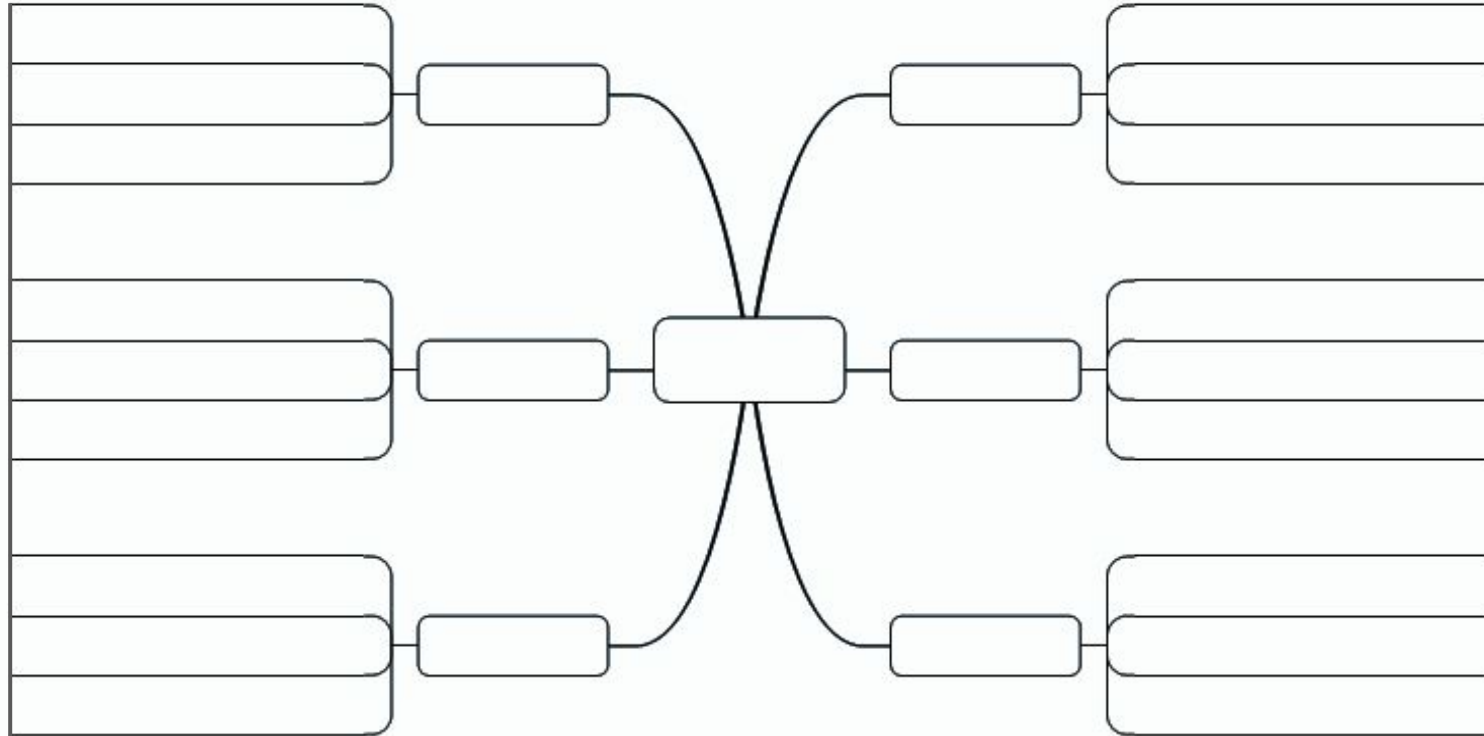
To help you remember and recall key information, you can make your own notes about **computing** [here](#).

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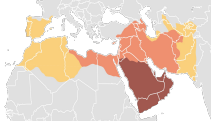



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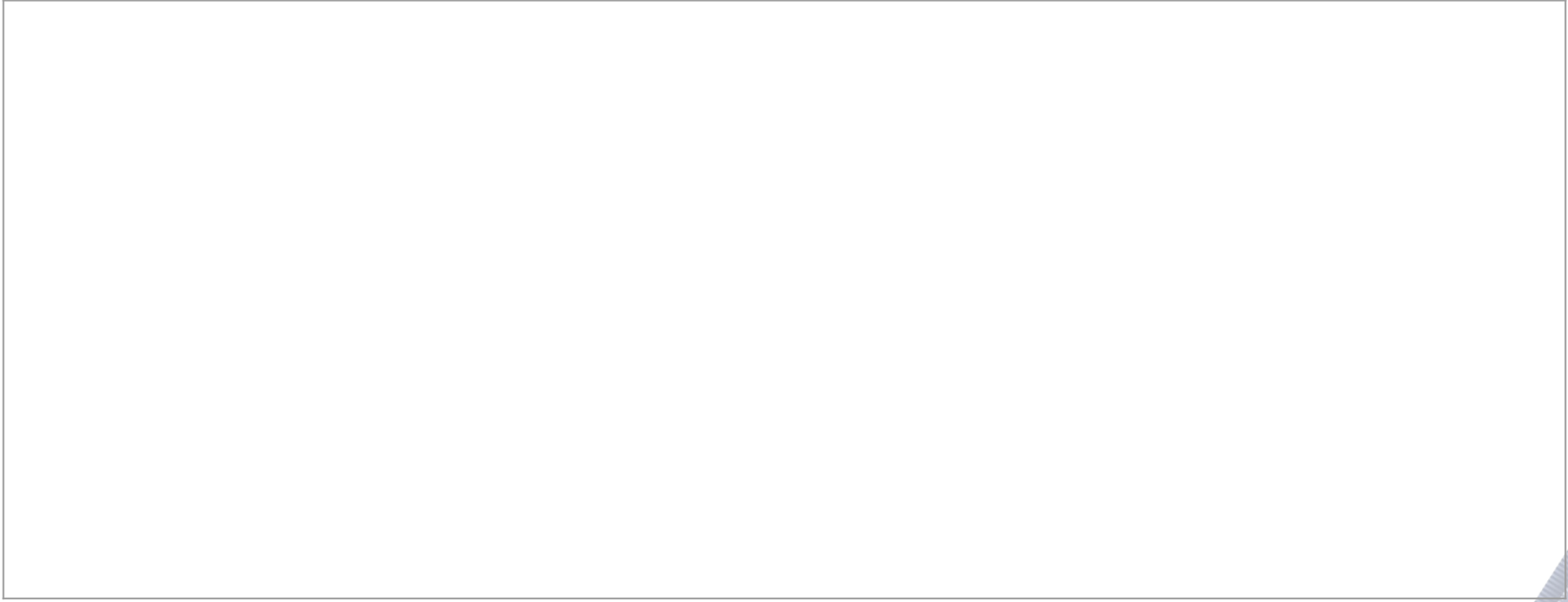
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This is your Year 5 History Knowledge Organiser for Summer 2. Islamic Civilisation

Historical Themes		Tier 2	Key Vocabulary			
innovation	society	connections	Islamic	caliphate	Silk Road	algebra
A new idea, a new product or a new way of doing something	How people in a specific area live their lives	To join to something else	Relating to a religion based on the teaching of the Prophet Muhammad and the Qur'an.	An area ruled by an organisation or person, under Islamic rules and laws.	A network of trade routes active from the second century BCE until the mid-15th century.	The study of mathematical symbols and the rules for manipulating these symbols in formulas.
In Year 4 you learnt that innovations in leisure and entertainment changed people's lives.	In Year 4 you learnt how the structure of society was altered by the introduction of the television.	Studying history allows people to make connections between people, places and events in the past	The Islamic Golden Age is a period in history traditionally dated from the 8th century to the 13th century.	Muhammad al-Mansur was the second ruler of the Baghdad caliphate and established the inner city.	Baghdad was the most important urban area (city) along the Silk Road for several centuries.	Islamic scholar Muhammad ibn Musa al-Khwarizmi wrote a book which introduced algebra to the world.
Scholars in The Islamic Golden Age innovated the production of paper to make more books and write down more ideas.	The society of historic Baghdad was built on ideas from Ancient Greece, particularly the philosophy of Socrates.	Different people make different connections to events in history based on their own experiences. The events of the Islamic Golden Age are connected to how societies in the Arabian peninsula are structured in the modern era.	The city of Baghdad was the focal point of this period of Islamic prosperity.	The Abbasid dynasty ruled the caliphate of Baghdad and helped spread Islamic teaching throughout the world.	The Silk Road allowed ideas about art, medicine, science and religion to be traded, alongside goods.	The Arabic term الجبر (al-jabr) was adopted by Western languages and became algebra .
						
How this connects with previous learning				How this connects with future learning		
You know that Alexander the Great conquered parts of the Arabian peninsula.	You know that the Romans held territory in north Africa and in the Arabian peninsula too.	During your Viking topic you found out about the importance of exchanging language and ideas.		You will continue to learn about the world wide influence of non-European societies in your Year 6 topic Benin.	You will learn how the British Empire later impacted on the Islamic world and Arabian peninsula.	You will continue to understand how buildings can shape society in the Building the Past unit in Year 6.

To help you remember and recall key information, you can make your own notes about **history** here.

A large, empty rectangular box with a thin grey border, intended for students to write their own notes. It occupies the central portion of the slide.

To help you remember and recall key information, you can make your own notes about history here.



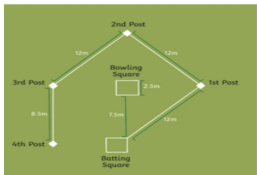

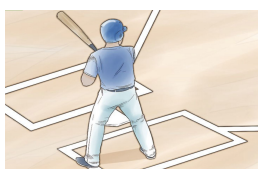
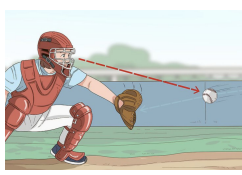
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This is your Year 5 **Physical Education** Knowledge Organiser for Summer 2. Rounders

Key Vocabulary

power	consistency	base	defensive	offensive	backstop
The ability of an athlete to generate force quickly and explosively.	The ability of an athlete to perform at a high level consistently over time.	A physical object on a playing field.	Refers to the positioning and responsibilities of the fielders when their team is fielding.	Refers to the strategy and tactics used by the batting team to score runs and advance their players around the bases.	A fielding position played by a member of the defending team who stands behind the batter.
Power is the combination of strength and speed, and is often measured by the amount of work produced in a given amount of time.	Consistency is the ability to repeat a successful performance or outcome repeatedly.	The base is the four points on the field that runners must touch in order to score a run.	The defensive team consists of a pitcher, catcher, four infielders, and three outfielders.	The Offensive team has one player at a time who takes turns to bat.	The backstop's role is to field any balls that get past the batter, preventing runners on base from advancing or scoring.
					

How this connects with previous learning

In Year 3 you learnt the rules and how to play simple rounders games.

In Year 4 you started to play competitive rounders and started to understand the roles of the players.



How this connects with future learning

In Year 6 you will learn how to apply rounders rules consistently to play small sided games. You will start to play using a standard pitch layout and use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

To help you remember and recall key information, you can make your own notes about physical education [here](#).

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This is your Year 5 Physical Education Knowledge Organiser for Summer 2. Hockey

Key Vocabulary

shoot	sweep shot	marking	dribbling	positions	fair play
The ability to attempt to score a goal by hitting the puck or ball with a stick towards the opposing	A type of shooting technique used to shoot the puck towards the goal	Is where a player closely guards or follows an opponent in order to prevent them from receiving a pass or making a shot on goal	Refers to the technique of maneuvering the puck or ball while maintaining control of using a hockey stick.	A position refers to specific areas on the field that players start in.	It is the idea that players, coaches, officials and spectators should act with respect for the rules.
Shooting is one of the fundamental skills in hockey and players need to be proficient at shooting in order to be successful at the sport.	Sweep shot is a sweeping motion of the stick to guide the puck towards the target.	Marking allows players to disrupt their opponents offensive plays and prevent them from scoring.	Dribbling is an essential skill in hockey and is used by players to advance the ball up the field to create scoring opportunities.	Positions in hockey has it owns specific roles and responsibility, and working together as a team is essential for success on the field	Fair play is based on the principles of honesty, respect and sportsmanship to the rules.
					
How this connects with previous learning		How this connects with future learning			
In Year 3 you started to play hockey-type invasion games. You looked at safety and ball control.	In Year 4 you learnt how to perform basic hockey skills such as dribbling and push passes.				
		In Year 6 you will be practicing, choosing and putting into practice a range of strategies and tactics. You will combine and perform more complex skills at speed in hockey matches and start to recognise and describe good individual and team performance.			

To help you remember and recall key information, you can make your own notes about physical education [here](#).

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This is your Year 5 Science Knowledge Organiser for Summer 2. The Human Life Cycle

Scientific Enquiry

direct instruction

Through my teacher's instruction, we will learn that when babies are young, they grow rapidly and that they are very dependent on their parents. We will learn that, as babies develop, they learn many skills. We will learn about puberty, that a child's body changes and develops primary and secondary sexual characteristics and that this enables the adult to reproduce.

researching

If possible, we will carry out research using secondary sources including our Personal Child Health Record to find information about baby and childhood.



Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording

results

Presenting results

Interpreting results

Concluding (drawing conclusions)

Predicting

Evaluating an enquiry

results



Subject Specific Vocabulary

baby

Being a **baby** is the first stage of the human life cycle. The age of a **baby** ranges from birth to between 1 and 2 years old.



dependent

Babies are very **dependent** on their parents, as they cannot do anything independently. Parents must feed and clothe **babies** and ensure they are warm and safe.

childhood

Childhood is when a human is a young person. Childhood starts after the **baby** stage ends at age 2.



adolescence

The phase of life between childhood and adulthood. Usually from age 12 or 13.

puberty

Puberty is when a child begins to change and develop into an adult.

adulthood

Adulthood begins after a human has finished adolescence at age 18.



When a person reaches **adulthood**, they have much more independence. They can do many things that a **child** and **adolescent** cannot do.

old age

Old age is when a human is nearing the age of life expectancy. This is approximately 80 years of age.



During **old age**, some people need support in doing certain things.

foetus

A **foetus** is a developing baby that has not yet been born.



The **foetus** grows inside the mother's womb. It is entirely **dependent** on the mother to provide it with food, water and safety. A human foetus is usually born after approximately 9 months.

Things you learnt in previous topics

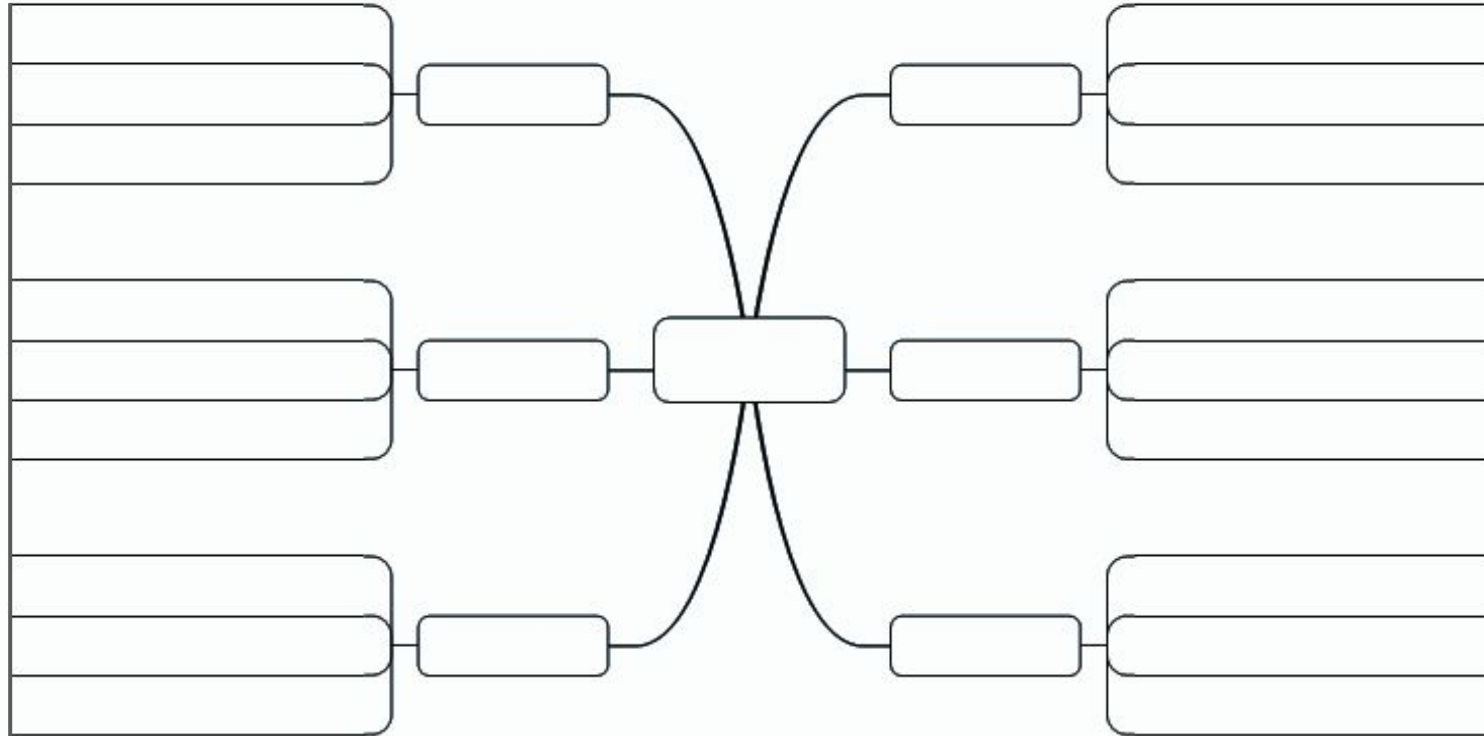
In Year 2, you learnt that animals, including humans, have offspring which grow into adults.



How this connects with future learning

In Secondary School, you will learn about reproduction in humans, gestation and birth, including the effect of the lifestyle of parents on the foetus.

To help you remember and recall key information, you can make your own notes about science here.



To help you remember and recall key information, you can make your own notes about science here.

The diagram consists of five circles arranged horizontally, connected by horizontal lines. Below each circle is a square box. Below these five boxes is a large, empty rectangular box for additional notes. A ruler is visible in the bottom-left corner of the page.

To help you remember and recall key information, you can make your own notes about **science** here.

Los números Numbers

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
...	...
20	veinte
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

Year 5 Spanish Knowledge Organiser Mi Portfolio

qu - j - ce/ci - ñ - ll - z - y - h

Preguntas Questions

pero → but

y → and

porque →
because



¿Cómo estás?/
¿Qué tal?
Estoy



¿Cómo te llamas?
Me llamo.....



¿Cuántos años
tienes?
Tengo años.



¿Cuál es tu ____
favorito?
Mi favorito es



¿Cuándo es tu
cumpleaños?
Mi cumpleaños es el
..... de

Verbos Verbs

es → it is

voy → I go

vas → you go

va → he/she/it goes



comer → to eat

beber → to drink

Adjetivos Adjectives

	delicioso/a
	asqueroso/a
	fácil
	difícil
	divertido/a
	guay
	aburrido/a

Preguntas Questions

¿Qué comes?
¿Qué bebes?

¿Qué comida te gusta?
¿Qué deporte te gusta?

¿Por qué te gusta?
¿Por qué no te gusta?
¿Por qué te encanta?
¿Por qué odias?

Frases Sentences



comer + *comidas, bebidas*
beber

Me encanta/n
Me gusta/n + el/los + *comidas* + porque es
No me gusta/n + la/las + *deportes* + porque son + *adjetivo*
Odio

Me encanta/n
Me gusta/n + *hobbies* + porque es
No me gusta/n + *adjetivo*
Odio

To help you remember and recall key information, you can make your own notes about **Spanish** here.

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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, sans-serif font, and "federation" is written below it in a teal, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility